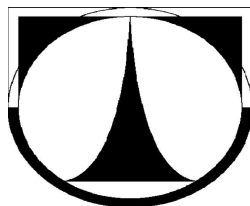


Technická univerzita v Liberci

FAKULTA PŘÍRODOVĚDNĚ-HUMANITNÍ A PEDAGOGICKÁ



Katedra: Katedra anglického jazyka

Studijní program: B7057 Specializace v pedagogice

Studijní obor: Anglický jazyk se zaměřením na vzdělávání
Německý jazyk se zaměřením na vzdělávání

VLIV MATEŘSKÉHO JAZYKA PŘI STUDENTSKÉM PŘEKLADU

Interference of Mother Tongue in Student's Translation Practice

Bakalářská práce: 2012-FP-KAJ-038

Autor:
KRISTÝNA VÁCLAVÍKOVÁ

Podpis:

Vedoucí práce: Mgr. Renata Šimůnková, Ph. D.

Počet

stran	grafů	obrázků	tabulek	pramenů	příloh
73	3		1	32	5

V Liberci dne:

TECHNICKÁ UNIVERZITA V LIBERCI
Fakulta přírodovědně-humanitní a pedagogická
Akademický rok: 2010/2011

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Kristýna VÁCLAVÍKOVÁ**
Osobní číslo: **P09000727**
Studijní program: **B7507 Specializace v pedagogice**
Studijní obory: **Anglický jazyk se zaměřením na vzdělávání**
Německý jazyk se zaměřením na vzdělávání
Název tématu: **Negativní vliv mateřského jazyka při studentském**
překladu
Zadávací katedra: **Katedra anglického jazyka**

Z á s a d y p r o v y p r a c o v á n í :

Cíl:

Cílem bakalářské práce je na základě výsledků provedeného výzkumu analyzovat časté gramatické a lexikální chyby, kterých se čeští studenti při překladu dopouští. Hlavním úkolem je tyto chyby interpretovat, a zároveň jejich příčiny vysvětlit. Tato práce by měla pomoci učitelům a studentům si chyby uvědomit a zaměřit se na ně.

Metody:

- 1) Studium anglické gramatiky.
- 2) Na základě teoretických zdrojů, zabývajících se srovnáním obou jazyků, určit oblasti častých lexikálních a gramatických chyb.
- 3) Formulace srozumitelných překladových vět v závislosti na věku a znalosti cizího jazyka.
- 4) Výzkum - překlad vět studenty.
- 5) Analýza a interpretace získaných dat.

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování bakalářské práce: **tištěná**

Seznam odborné literatury:

1. HUDDLESTON, Rodney; PULLUM, Geoffrey K. The Cambridge grammar of the English Language. 1st edition. New York : Cambridge University Press, 2002. 1861 s. ISBN 0-521-43146-8.
2. Gramatika - Help For English - Angličtina na internetu zdarma [online]. 2005. Czenglish Alert.
Dostupné z WWW: <http://helpforenglish.cz/gramatika/>.
3. QUIRK, Randolph; GREENBAUM, Sidney. A Student's Grammar of the English Language. 1st edition. London : Longman, 1990. 496 s. ISBN 0-582-05971-2.
4. TAYFOOR, Susanne. Common mistakes at First Certificate. 1st edition. Cambridge : Cambridge University Press, 2004. 64 s. ISBN 0-521-52062-2.
5. HASHEMI, Louise; THOMAS, Barbara. Grammar for First Certificate. 2nd edition. Cambridge : Cambridge University Press, 2003. 63 s. ISBN 978-0-521-69087-4.
6. The University of Nottingham [online]. 2007 [cit. 19. dubna 2011]. Don Sparling - English or Czenglish. Dostupné z WWW: <http://www.cs.nott.ac.uk/jxm/czenglish/prelim/modern-reference.pdf>.
7. LEVÝ, Jiří. Umění překladu. Vyd. 3. Praha : Jan Železný, 1998. 396 s. ISBN 80-237-3539-X.

Vedoucí bakalářské práce:

Mgr. Renata Šimůnková, Ph.D.
Katedra anglického jazyka

Datum zadání bakalářské práce: **29. dubna 2011**

Termín odevzdání bakalářské práce: **27. dubna 2012**



doc. RNDr. Miroslav Brzezina, CSc.

děkan

L.S.



PhDr. Marcela Malá, M.A., Ph.D.

vedoucí katedry

V Liberci dne 29. dubna 2011

Čestné prohlášení

Název práce: Negativní vliv mateřského jazyka při studentském překladu
Jméno a příjmení autora: Kristýna Václavíková
Osobní číslo: P09000727

Byl/a jsem seznámen/a s tím, že na mou bakalářskou práci se plně vztahuje zákon č. 121/2000 Sb. o právu autorském, právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon), ve znění pozdějších předpisů, zejména § 60 – školní dílo.

Prohlašuji, že má bakalářská práce je ve smyslu autorského zákona výhradně mým autorským dílem.

Beru na vědomí, že Technická univerzita v Liberci (TUL) nezasahuje do mých autorských práv užitím mé bakalářské práce pro vnitřní potřebu TUL.

Užiji-li bakalářskou práci nebo poskytnu-li licenci k jejímu využití, jsem si vědom povinnosti informovat o této skutečnosti TUL; v tomto případě má TUL právo ode mne požadovat úhradu nákladů, které vynaložila na vytvoření díla, až do jejich skutečné výše.

Bakalářskou práci jsem vypracoval/a samostatně s použitím uvedené literatury a na základě konzultací s vedoucím bakalářské práce a konzultantem.

Prohlašuji, že jsem do informačního systému STAG vložil/a elektronickou verzi mé bakalářské práce, která je identická s tištěnou verzí předkládanou k obhajobě a uvedl/a jsem všechny systémem požadované informace pravdivě.

V Liberci dne:

Kristýna Václavíková

Acknowledgement

I would like to thank Mgr. Renata Šimůnková, Ph. D. for her extraordinary help, valuable advice and outstanding support. I would also like to thank the students and teachers because they indeed contributed their efforts to my work.

ABSTRACT:

English:

This thesis deals with interference of mother tongue in student's translation practice and its classification. The thesis is divided into two parts: theoretical and practical. The theoretical part introduces this phenomenon from a wider perspective and provides a general idea of its content. The practical part is devoted to analysis of students' translations. For the purpose of the research we focused only on interference occurring on the level of lexis (lexical interference) and grammar, syntax (morpho-syntactic).

Key words: Mother tongue interference, lexical, morpho-syntactic, translation, translation techniques, errors, source language, target language, interlanguage

ANOTACE:

Czech:

Tato bakalářská práce se zabývá negativním vlivem mateřského jazyka neboli interferencí při studentském překladu a její klasifikací. Práce je rozdělena na dvě části: teoretickou a praktickou. Teoretická část pojednává o tomto jevu z hlediska všeobecného a tím nám umožňuje získat přehled o jejím obsahu. Praktická část je věnována samotné analýze studentských překladů. Pro potřeby analýzy jsme se zaměřili pouze na interferenci vyskytující se na úrovni slova (lexikální interference) a grammatiky, syntaxe (morfo-syntaktická interference)

Klíčová slova: Negativní vliv mateřského jazyka – interference, lexikální, morfo-syntaktická, překlad, překladové metody, chyby, mateřský jazyk, výchozí jazyk, cílový jazyk, přechodný jazyk

TABLE OF CONTENTS

INTRODUCTION.....	8
THE THEORETICAL PART.....	10
1 What is Translation?.....	10
1.1 Translation as a Process.....	13
1.2 Translation Techniques/ Procedures:.....	14
1.2.1 Direct Translation Techniques.....	14
1.2.1.1 Borrowing.....	15
1.2.1.2 Calque.....	15
1.2.1.3 Literal Translation.....	16
1.2.2 Oblique Translation Techniques.....	16
1.2.2.1 Transposition.....	17
1.2.2.2 Modulation.....	17
1.2.2.3 Reformulation or Equivalence.....	18
2 Mother Tongue Interference:.....	19
2.1 Errors and the Mother Tongue.....	22
2.1.1 Strict Distinction between Errors and Mistakes.....	22
2.1.2 Errors as a Category of Mistakes	23
2.1.2.1 Slips of the Tongue.....	23
2.1.2.2 Attempts.....	24
2.1.2.3 Errors:.....	25
2.2 Classification of Interference for the Purpose of.....	28
this Research	28
2.2.1 Morpho – syntactic Interference.....	28
2.2.2 Lexical Interference	33
2.2.2.1 False Friends (False cognates).....	34
3 Interlanguage:.....	37
3.1 Overgeneralisation:.....	39
CONCLUSION – THE THEORETICAL PART.....	41
THE PRACTICAL PART:.....	43
4 Analysis.....	43
5 Results from the Analysis.....	48
CONCLUSION – THE PRACTICAL PART.....	61
GENERAL CONCLUSION.....	66
REFERENCES:.....	70
APPENDICES:	73

INTRODUCTION

Generally speaking, the English language is the most widespread language in the world and is also the most spoken and written language, which means that it plays an essential role in today's world communication. The ability to use the English language effectively when speaking, listening, reading and writing is advantageous for the learners.

The main objective of my bachelor thesis is to provide an analysis of the occurrence of errors in student's translations caused by mother tongue interference. It is obvious that translation is not an easy task, mainly because of the problem of finding an appropriate target equivalent when there is no exact match for the expression.

English and Czech are two different languages – analytic and synthetic – and their differences cause difficulties for the students. The Czech influence on English learners is inevitable, thus the main aim is to highlight the occurrence of interference in particular sentences, phrases and help the students to avoid it. The thesis is divided into two parts: theoretical and practical. The first part will deal with the theoretical view of this aspect – at the beginning, we will talk about an actual translation and will offer the methods/techniques that the students can use when translating from the source language to the target language. We can assume that one of the most common translation techniques will be a direct literal translation, even though this word-for-word translation is in many cases virtually impossible. The following chapter will introduce the actual term „mother tongue interference,“ which is the main objective of this thesis and its classification according to the purpose of the research.

Many definitions by several scholars and different approaches toward interference and its aspects will be outlined. We will also explain why the English learners make errors in their interlanguage.

Therefore, we will mention methods of evaluating errors that are an important tool for the teachers because it helps them to analyze the errors (errors, mistakes, slips,..) and can help them suggest strategies for eliminating these errors in the future.

The second part of my thesis is purely practical because it focuses on actual analysis and examples of student' translations. The main aim is to illustrate examples of sentences which are repeatedly and incorrectly translated from Czech to English. The most important data obtained will be summarized and will hopefully provide us with a comprehensive results from this analysis and with some new interesting observations.

THE THEORETICAL PART

At the beginning, we should explain why we decided to examine interference just in translations. The translation method is known as one of the most traditional and still common language practice methods – used at schools. The students have to continuously compare their native language to the foreign language (English) – a mental process in their minds. Although some might consider this method inappropriate, the students do and always will translate into their native language and the influence from the native language is, and will be evident. Before we will discuss actual interference, we will briefly introduce the term translation.

1 What is Translation?

First of all, we should briefly explain what the term *translation* actually is, because in this thesis we are going to examine the interference in students' translations. The word translation is derived from the Latin *translatus*, which means „carry over, bring across. ” Some would say that it is a process, when we transit a word, a text from one language to another, some could claim that translation is an art of language interpretation. Briefly explained, there are many definitions of this phenomenon and as we will see, despite the wide range of definitions, no full-scale theory of translation now exists.

Because my work is concentrated mainly on students, the first thing they would probably do, if they do not know what a translation means, is that they would look it up in a dictionary. In the dictionaries you will find that an expression *translation* is defined as:

- the process of translating words or text from one language into another:

the translation of the Bible into English

- a written or spoken rendering of the meaning of a word or text in

another language: *a Spanish translation of Calvin's great work*

(*www.oxforddictionaries.com*)

- the act of translating or the state of being translated

(*www.thefreedictionary.com*)

This is of course only one point of view, which is quite insufficient. The process of translation is mainly a process communication between different languages. In fact it is a very difficult process and if it is not done adequately, it can have fatal consequences. An ideal translation is the matching of phonological, morphological, syntactic and semantic equivalents. In our case we are going to concentrate on morpho-syntactic and semantic structures.

There are many scholars like P. Newmark, A. Popovic, Rodger T. Bell, J. Catford, A. H. Smith, J. Levý, etc., who devoted their lives to the study and explanation of the nature of translation. Each author dealing with the phenomenon of translation has his or her own definition.

Scottish linguist and phonetician J. Catford says: „*Translation may be defined as follows: the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).*“ (Catford, 1965, p. 20) To make this definition clear we should explain the terms SL and TL. SL stands for **source language**, or the language that is translated from (in that case Czech).

On the other hand, TL means **target language**, which refers to the language to which a source text is translated (English). In a nutshell, translation may be defined as the replacement of source language text by target language text without altering the meaning.

Peter Newmark claims that „*translation is rendering the meaning of a text into another language in the way that the author intended the text.*“ (Newmark, 1988 in Kvetko, 2009, p. 13) In other words, Newmark maintains the idea that the translator interprets the author's ideas in another language, which involves a complex process of understanding and analyzing the message in the source language.

As you can see there are multiplicity of definitions and it depends on the translator which one he/she uses because the processes of translating can be viewed from so many different perspectives. Generally speaking, this three-pronged principle of translation as Levý mentions is that translators should know:

- 1) the language they are translating from
- 2) the language they are translating into
- 3) the subject matter of the source text (historical, local realia)

(Levý, 1998, p.17)

This statement seems to be obvious, but a translator has to make efforts to be successful. In general, students' translations are supposed to contain more interference and interlanguage than those of professional translators who have more experience and knowledge in this field.

1.1 Translation as a Process

Translation is actually a communication between author, translator and reader (listener). According to Levý, „*translator decode the message contained in the text of the original author and reformulate (encode) it into their own language. The message contained in the translated text is then decoded by the reader of the translation.*“ (Levý, 1998, p.41- 42)

The process of translation can be viewed also as a communication process between different languages. A.H.Smith (1958) maintains that to translate is to change something into another language retaining as much of the sense as one can.

In general, each act of translation involves some loss of original meaning, which is very often caused by a cultural gap between two languages. The translator should focus mainly on ideological, aesthetic values of the original text and preserve the original meaning into the target-language text.

For purpose of this thesis, we should be able to distinguish between different types of translation and choose the most appropriate one to preserve the original meaning. The two most common types are:

1) literal: word-for-word method

2) free: sense for sense method

Individual scholars then suggest different types, for example: **faithful, idiomatic, semantic, communicative translation, adaptation.** (Kvetko, 2009, p. 15-16)

As we can see, there are various kinds of translation. However, we are going to examine interference in students' translations – non-professional translations; thus, we can expect that a student will mainly use a word for word method/ literal translation and the amount of interference will occur with greater frequency. The forthcoming subchapter is allotted to discussing many other procedures of translating.

1.2 Translation Techniques/ Procedures:

There are of course many scholars who use different techniques and approaches. I have chosen French-born Canadian scholars Vinay and Darbelnet, who first gathered seven methods and distinguished between two general types of translation - direct translation and oblique translation. (Vinay and Darbelnet, 1995, p.31-40) In this chapter we will focus only on techniques which can potentially be used by students in their translations. As we will see later, the choice of the right translation method is essential.

1.2.1 Direct Translation Techniques

At the beginning we should say that the direct techniques are mainly used when we can directly transpose one element, its meaning and structure from the source language to the target language. The problem occurs when the students pretend that there is always a one-to-one correspondence between elements in two languages and that a translation is a straightforward mechanical process.

1.2.1.1 Borrowing

Firstly, the authors want to point out that borrowing – the procedure of translation where foreign terms are retained - belongs to the simplest one. Translators do not have to find some new or the closest equivalent of a SL word, they just use the original word, they „borrow“ it. The English learners are often encouraged to use the „borrowings“ to help the learning of English. (Vinay and Darbelnet, 1995, p.32).

1.2.1.2 Calque

This procedure we can label as a special kind of borrowing; however, each element is then translated literally – word for word translation (potflower: hrnková květina - Knittlová, 2010, p. 19). The authors distinguish between two types: **structural calque** (the syntactic structure of the TL is preserved) and **lexical calque** (new construction). We should demonstrate it on an examples: French *Compliments de la saison!* and English *Compliments of the Season!*, the syntactic structure is preserved. With reference to borrowing also a calque becomes in period of time fully adopted into target language; however, usually with some semantic change, which means that an unsuccessful calque (loanwords or loan phrases translated literally) can turn into **false friends** – two given words in two different languages that look or sound the same or similar, but may convey totally or partially different meaning. (Vinay and Darbelnet, 1995, p.32-33) This phenomenon will be discussed more detail in chapter 9.

1.2.1.3 Literal Translation

In this case, Vinay and Darbelnet draw attention to the fact that this type of translation (a word-for-word translation) can be only used in some languages. If we want to be more specific, we can say that it is the most common and the most efficient technique between two languages of the same family and culture (Spanish and Portuguese). A word, sentence is translated separately without paying a great deal of attention to context, grammatical structure. (Vinay and Darbelnet, 1995, p.33) For example, the Japanese sentence can not be transformed into German using the literal translation because the German sentence structure, and the language family is different. Pavol Kvetko demonstrates this kind of translation on English and Slovak: it can have the same meaning: He is the black sheep of the family - *Je čiernou ovčí rodiny.*; it can have no or a strange meaning: It rains cats and dogs – NOT,, Prší kočky a psy.“ but – *Padajú trakaře.* (Kvetko, 2009, p. 27)

This translation method is closely connected to interference because interference may be understood as a literal translation of an expression, sentence from the source language which may sound awkward and cause misunderstandings in the target language. As we will see, this kind of method is very often used by students, despite the fact that the structures of both languages are different.

1.2.2 Oblique Translation Techniques

These techniques are used, on the contrary, when we can not directly transpose an element of the SL into TL without changing the meaning.

1.2.2.1 Transposition

This method we can define as Vinay and Darbelnet claim as „a replacement of one word class for another without changing the meaning of the message.“ (Vinay and Darbelnet, 1995, p.36) It concerns itself with the grammatical structures of TL. Therefore, we have to take into consideration that grammatical structures of sentences are different, which means that if we want to translate for example the Czech sentence: „*Ona ráda běhá.* “ into English and German without altering the meaning of the source language, we have to somehow replace a word (syntactic, morphological) category. For example: She **likes** jogging. (English) or Sie joggt **gern.** (German). More examples: pedestrian crossing = přechod pro chodce, She told me to leave – Řekla mi, abych odešel. (Kvetko,2009, p. 26).

1.2.2.2 Modulation

If a translator wants to change the point of view, but express the same idea, he/she uses the method called modulation. We mention this oblique translation technique because there is an assumption that the students should be already aware of it. They should be aware that they can't translate everything literally – word-for-word translation because they can completely change the meaning, but they have to think about the word, phrase when translating from SL to TL – forced themselves to think in English.

To illustrate this point we can say *This homework is not difficult* instead of *This homework is easy* (= we change the value of the source sentence from negative to positive and vice versa) or *It is not easy to say – Je těžké to říci.* (Kvetko, 2009, p. 26)

1.2.2.3 Reformulation or Equivalence

The main objective of a translator is to express the same situation by completely different stylistic and structural methods. (Vinay and Darbelnet, 1995, p. 38) This method is mostly used when translating idioms, animal sounds or slogans.

Typical examples are animal sounds like: *woof- haf*

cock-a-doodle-doo - kykyryký

idioms like : He has got too big for his britches – Nafoukaný,

Myslí si o sobě

collocations: my sweet girl – děvenka (NOT – sladká dívka)

There are many other procedures: adaptation, explicitation, reduction, using synonym, naturalisation, substitution; however these are not the purpose of this thesis.

2 Mother Tongue Interference:

At the beginning of the thesis we briefly explained the reason why we have chosen to examine interference just in students' translations. However, the main objective of this thesis is interference itself. We focus on problems connected with this phenomenon and explain why it is one of the major causes leading to learner's errors. Professor Rod Ellis defines the interference as a „transfer“, more precisely as *„the influence that the learner's L1 (first language) exerts over the acquisition of an L2 (second language).“* (Ellis, 1997, p. 51) A student who learns English as a foreign language already has a deep knowledge of one other language, but a switching between native (Czech) and foreign language (English) can provoke errors in a student's interlanguage. In other words, we can call it a transfer of habits.

It is very common that the first language acquisition is considered a genetically driven, natural process, when we acquire a language at the most critical stage of our cognitive development, the foreign language acquisition, on the contrary, is considered a process of learning other languages in addition to our first language and is not acquired unconsciously. (<http://www.btinternet.com/~ted.power/esl0412.html>)

It means that if we did not grow up in a bilingual environment, we consider the first language essential for our everyday lives and we rely on it to convey our ideas, thoughts and needs. Edge highlights this fact in his work and claims that *„when people do not know how to say something in a foreign language, one possibility is to use words and structures from their own language and try to make them fit into the foreign language.“* (Edge, 1989, p. 7)

Hopkins supports Edge's statement and claims that „*interference from the L1 source text becomes a key element in the production of the L2 target text.*“ (Hopkins, 2007, p.13) In other words, the learners often rely on their first language knowledge (Czech) in order to adopt a foreign language. Sometimes we are able to recognize an interference – we feel that a word, sentence in a text sounds clumsy or obscure. Therefore, we can say that the occurrence of interference depends on our language experience. For this reason it is clear that the interference is a problem that mainly re-occurs in students' translations because of lack of foreign language experience (English) than in those of professional translators. However, also experienced professional translators make mistakes. In the Czech Republic a voluntary association called „CZECH LITERARY TRANSLATORS' GUILD “ awards also an annual **Worst Achievement Prize - „anticena Skřípec“**. I would like to illustrate some examples of translation mistakes: „The Complete Guide to Guys“ was translated as „Rukověť správného muže“ instead of „O Chlapech or Jak porozumět mužům.“ or an example of literal translation (word for word translation): „I will see you home.“ was translated as „Rád tě uvidím doma.“ instead of „Doprovodím tě domů.“

The most common errors occur when we try to combine different structures of different languages. The foreign language learner has very often difficulties with phonology, grammar, syntax and vocabulary of foreign language, because he/ she bears traces, habits of the native language. The more languages differ, the higher occurrence of errors in foreign language is expected due to negative influence of learner's mother tongue. (Dechert, 1983 and Ellis, 1997).

In our case, we will focus mainly on grammatical and lexical interference. An interference is a phenomenon, a kind of deviation that we can observe in most translations. The most important thing is that translator should, as A.H.Smith (1958) maintains, retain as much of the sense of the original text as he/she can. The more proficient the translator is, the less amount of interference occurs. Under these circumstances, we are aware of the fact that in students' translations the occurrence of interference is more frequent, but on the other hand the language proficiency can be improved by training and obtaining experience.

English (analytic) versus Czech (synthetic) language

We will focus on the comparison of English with Czech. In this case, both these two languages descended from Indo – European family and evolved from a common original language called **Proto-Indo-European**, which means that there were similarities in **grammar, pronunciation and vocabulary between these languages**. However, differences had increased over time through the process of language change and the languages had been subdivided into different branches according to their resemblance. The Czech language is a West Slavic language and the English language belongs to the West Germanic family of languages. The first difference is that Czech is a **synthetic language**, which means that it uses a lot of inflection, has less tenses. English is, on the contrary, an **analytic language** that is relatively uninflected - despite the fact that the Proto-Indo-European was synthetic and inflected - the word order plays a crucial role, Quirk defined English as „fixed – word order language, because „the positions of subject, verbs and object are relatively fixed.“ (Quirk, 1985, p.50)

2.1 Errors and the Mother Tongue

Mother tongue interference often plays a crucial role in causing learner errors, thus this subchapter will be devoted to classification of errors. At the beginning, we should ask :Why do learners make errors? The British applied linguist Pit Corder tries to answer this question and associates learner's errors with the understanding of the processes of second/foreign language acquisition. The errors are an inevitable feature of learner's language. The student can then improve his/her language skills through learning from these errors. Also a teacher should be able to analyze the learner's errors in order to help the learner improve his/ her language skills, not to embarrass him/her. (M.P. Jain in Richards, 1984, p. 189) In the following subchapters two different approaches towards errors will be discussed.

2.1.1 Strict Distinction between Errors and Mistakes

Many scholars claim that it is essential to distinguish **errors** and **mistakes** and if we think that we can use these two terms arbitrarily, then we are wrong. Errors are defined as gaps in a learner's knowledge, he/ she doesn't know the rules of grammar, doesn't know what the correct form is. On the other hand, mistakes are defined as occasional lapses in performance, the learner has the knowledge, but is unable to perform it. (Ellis, 1997, p. 17) It is quite difficult to distinguish errors and mistakes when we are not able to check the consistency of students' performance.

As we will see, students' task is to translate 20 Czech sentences into English, which is only an one-time activity and we are not able to recognize whether the student consistently substitutes „couldn't find“ to „couldn't found“ or is just slipping up. In the following chapter we can see different attitudes towards errors, mistakes.

2.1.2 Errors as a Category of Mistakes

According to Edge we distinguish between *mistakes of meaning* (grammatically correct sentence, but semantically incorrect - nonsense) and *mistakes of form*. In this chapter we will focus mainly on mistakes of form which we as teachers should distinguish and which should help us identify and evaluate the mistakes. Edge mentions three main categories: slips of the tongue, attempts, errors - categories of mistakes that the students make in their lesson. (Edge, 1989)

2.1.2.1 Slips of the Tongue

Some of us have already experienced that, when we are in a stressful situation, when we do not concentrate or we have emotional outbursts and are unable to express ourselves appropriately, we make mistakes. Both native speakers and foreign language learners can make these mistakes. We can call these mistakes **slips of the tongue** (an accidental and trivial mistakes in speaking, reading, writing) or also **careless mistakes**. The important thing is that we are aware of making a mistake, we know we were wrong. It is quite common that when we focus on one activity, we often ignore everything else.

For example, when we write an apology email, we are too busy typing, choosing the right words and we do not realize, that we have written *apollogy* instead of *apology*, *Dear Mrs. Novák* instead of *Dear Mr. Novák*. *She goes to the theater* instead of *She goes to the teathre*. (The student knows the correct spelling, but wrote it wrong.) In this case, if you are a teacher, you should recognize whether the students are able to correct these mistakes or not and then consider them **slips**. (Edge, 1989, p. 7-10)

2.1.2.2 Attempts

Students often want to express their ideas, feelings, but are not able to express themselves properly, because of the lack of knowledge of the foreign language. They do not know the appropriate grammar, phrases, collocations, words that could help them to say what they want. If they do not know conditional forms, than they can't express unreal, hypothetical situations. A teacher should again recognize that he/she can't say „*What a silly mistake*“ but he/she should encourage the student: „It is a mistake, but we haven't learnt it yet“. Edge gives the example of an attempt: „*This, no, really, for always my time. and then I happy*“ (Edge, 1989, p.10) It is not clear what the speaker wants to say, he/she is not able to formulate his/her ideas, opinions. In conclusion, he/ she is not able to formulate grammatically correct sentences fluently with appropriate vocabulary.

2.1.2.3 Errors:

Thirdly, mistakes called errors are such mistakes which students (non-native speakers) make, although they already know the grammatical rules, but are often unable to correct themselves. These kinds of mistakes we find in fact everywhere English is taught as a foreign language, because unlike the native, the non-native speakers have an incomplete knowledge of the target language – English, and are not often able to correct these kinds of mistakes without some help. The important thing is that a teacher recognizes what the student wanted to say, and that there is some familiarity with the correct form. Edge sets a good example: „*Although the people are very nice, but I do not like it here.*“ (Edge, 1989, p.10)

It is of course a difficult task for a teacher to guess whether the student is able to correct the error, when he/she (the teacher) points it out, or not. In this case, the teacher should say that the conjunctions **although** and **but** are considered conjunctions expressing contrast between two statements. In the previous sentence, there are both these conjunctions, which doesn't make a sense, because the first clause (Although the people are very nice) already has an opposite meaning of the second clause (I do not like it here). It means that only one of these two conjunctions can be used.

The teacher should give the student an example of sentence containing parallel structure (contrast clause):

1) ALTHOUGH: Two statements: Kevin studied very hard.

He failed the exam.

Subordinate (contrast clause) with subordinating conjunction	Main clause
Although/ Though + subject + verb	subject + verb
<i>Though Kevin studied very hard,</i>	<i>he failed the exam.</i>

OR

Main clause	Subordinate (contrast clause) with subordinating conjunction
Subject + verb	although/ though + subject + verb
<i>Kevin failed the exam,</i>	<i>although he studied very hard.</i>

2) **BUT:** Two statements: I do not like vegetables

I love watermelon.

Main clause	Coordinating conjunction	Main clause
Subject + verb	BUT	Subject + verb
<i>I do not like vegetables,</i>	<i>but</i>	<i>I love watermelon.</i>

Having seen those examples, the student should be able to make a grammatically correct sentence. In other words, the student should form a new complex sentence: *Although the people are very nice, I do not like it here.* or *I do not like it here, but the people are very nice here.* The teacher can, of course, correct the student immediately, but how will that help him/her? He/she will always rely on someone else to correct him/her. This method helps the student to improve his/her critical thinking skills. The student is encouraged to solve his/her problems through deductive reasoning, because the greater the student's individual effort, the more he/she will learn. (http://www.myenglishpages.com/site_php_files/grammar-lesson-concessions.php)

Ronald distinguishes between errors by the reason for its production and its linguistic type (linguistic errors). However, we will focus on linguistic errors which we can classify as follows:

Lexical errors – vocabulary (For example: lie-lay, sit-seat, rise-raise)

Phonological errors – pronunciation (For example: Tom Cruise – [Kru:z]

not [Kruis]

Syntactic errors – grammar (For example: When was the White house built?

NOT When was built the White house?)

Interpretive errors – misunderstanding of a speaker's intention or meaning

Pragmatic errors – failure to apply the rules of conversation.

(Ronald, <http://www.teachingenglish.org.uk/articles/error-correction-1>)

To sum it up, both these terms - errors and mistakes indicate wrong responses, however their major difference is that when a student is given a second chance, he/she is able to correct a mistake but is not able to correct an error until he/she knows what the right answer is. Errors in transfer are also called - language interferences; therefore the forthcoming subchapter will provide an actual classification of them.

2.2 Classification of Interference for the Purpose of this Research

In the previous subchapter we focus on general classification of errors. In this subchapter we will talk about different types of errors resulting from mother tongue interference or negative transfer. Concretely, lexical and morpho-syntactic interference which we are going to examine in students' translations. This classification was done according to study of works devoting to the most common errors in English. (Don Sparling, Poslušná, Knittlová, Fitikides,...) Each of the following subchapters is allotted to a particular kind of interference, whose general characteristics are described and examples of possible difficulties are given.

2.2.1 Morpho – syntactic Interference

The students are supposed to make errors. In this chapter we will focus on interference which can occur on the level of grammar and syntax where student's first language differs from the second language. We have already mentioned that English is an analytic language, which means that doesn't have a large number of inflections (such as Czech), but has a large number of tenses, the word order is relatively fixed, an article system exists. The students do not realize that the meaning of a text does not consist only in the sense of its individual parts, but in the sense of the structure as whole. For this reason the students should not translate the individual parts literally. (Havlásková, 2010, p. 53) There are some areas of differences:

INFLECTION:

– process of adding inflectional affixes to a noun, adjective, pronoun, verb according to the patterns for the respective gender.

– for example: **a singular noun: CAT – KOČKA**

in English:

in Czech:

in all cases always CAT

KOČKA, KOČCE, KOČKO!, KOČKOU

CONJUGATION:

–is an inflection of verbs, which depends on a person and number (Sg, Pl.)

–in English we are not able to determine the number and person without the pronouns (I, We, They,..), exception is the third person singular ending in "s"

–For example: a verb: WRITE – PSÁT

Singular	Plural
1. Píšu – I write	1. Píšeme – We write
2. Píšeš – You write	2. Píšete – You write
3. Píše – He/ She/ It writes	3. Píšou – They write

other exceptions are: past and past participle ending in "**ed**", the present participle ending in "**ing**"

TENSES:

- we distinguish between PRESENT, PAST and FUTURE

For example: a verb: SWIM - PLAVAT

I. PRESENT TENSE: PLAVE - He swims, He is swimming, He has been swimming

II. FUTURE TENSE: POPLAVE – He will swim, He is going to swim, He will have swim, He will have been swimming

III. PAST TENSE: PLAVAL – He swam, He was swimming, He has swum, He has been swimming, He had swum, He had been swimming.

To summarise: Although both languages have the three same basic tenses: present, future, past; the English language is rather complicated, because each of tenses has a perfect and progressive form. Thus, the Czech students have problems with this phenomenon, because they are not able to recognize or use the right tense. (Present perfect – past simple?) Indeed, the most common problem for them is to decide which verb form they should use to correctly express the meaning they wish to convey.

WORD ORDER:

We have already mentioned that Czech is a synthetic language, which means that it has a flexible word order rules. There are several ways to express an idea without changing the meaning, for example: *Musí to připravit Petr; Petr to musí připravit. Připravit to musí Petr (stress on different words)*

On the other hand, English as an analytic language doesn't have a flexible word order, the word order is extremely important for understanding the meaning. (Knotková, 1981, p. 270) We will focus mainly on word order in declarative and negative sentences, questions.

Declarative sentence:

English: basic word order

S-V-O : (subject-verb- object)

Arnold came to Alex.

Czech:

S-V-O Arnold přišel k Alexovi.

Arnold came to Alex.

O-V-S K Alexovi přišel Arnold.

To Alex came Arnold.

V-O-S Přišel k Alexovi Arnold.

Came to Alex Arnold.

V-O Přišel k Alexovi.

(Arnold) Came to Alex.

(Doležalová, 2010)

The typical Czech error is that we do not take into account that in English a direct object follows a transitive verb and doesn't come before the verb where is always the subject. For example: I haven't seen my grandmother for ages. Babičku už jsem hodně dlouho neviděl. (Knotková, 1981, p. 271)

Negative sentence:

English: basic word order

S-V_A^{neg} -V-O

Arnold did not read the book.

Czech:

S-V^{neg}-O-S Arnold **n**oread the book.

Arnold nečetl knihu.

V^{neg} - O-S **N**oread the book Arnold.

Nečetl knihu Arnold.

O-V^{neg}-S The book **n**oread Arnold.

Knihu nečetl Arnold.

V^{neg}-O (Arnold) **N**oread the book.

Nečetl knihu.

Questions:

English: basic word order

V_A-S-V-O

(Why) Did Arnold come to Alex?

Czech

S -V-O Arnold přišel k Alexovi?

Arnold came to Alex?

V-O-S Přišel k Alexovi Arnold?

Came to Alex Arnold

O-V -S K Alexovi přišel Arnold?

To Alex came Arnold?

V-O Přišel k Alexovi?

(Arnold) Came to Alex?

(Doležalová, 2010)

As we can see there are many differences in word order between these two languages. The students who are not aware of them then transfer habits from the native to the foreign language, translate the word order literally and thus make errors.

Morpho-syntactic interference is quite common in students' translations mainly because of language differences. The students should be aware of these and should at some point try thinking in this language (English) and using it fluently. It is a long process that requires an intensive training and experience; however it is essential to successful communication.

2.2.2 Lexical Interference

Another type of interference is lexical interference which occurs on the level of lexical units – words, vocabulary. In other words, any words, phrases in a source language which cause problems in learning a target language. We can expect that lexical interference occurs frequently in students' translations because the students have to rely only on their knowledge (without using a dictionary) and because of lack of experience they usually accept the first thought that crosses their mind. The term false friends is a phenomenon that is closely connected to lexical interference and is a quite common problem in students' translations.

2.2.2.1 False Friends (False Cognates)

In the chapter concerning direct translation methods (namely borrowing, calque), we have already mentioned this phenomenon. Any words or structures that are same or very similar in two languages are called cognates (a common etymological origin). English learners often benefit from this phenomenon (for example: reservation – rezervace) and are more confident in learning a foreign language, because of fact that there are some similarities. However, a significant number of these are „false cognates – false friends“.

False friends are pairs of words that can sound similar in different languages, but the meaning of these words is very often totally different. In other words, expressions are taken into the receiving language (Czech) with its orthography and spelling, however, are then applied to something different (the languages develop separately). False friends could be called the cases of borrowings from Latin a Greek, however, their original meanings have adapted to different languages. This phenomenon is often connected with mother tongue interference because the learners attempt to make use of their first language knowledge (Czech). For the purpose of this thesis I would like to illustrate some examples: The Czech learners very often use a word *actually* incorrectly as „*aktuálně*“, or „*I studied at Gymnasium*“ instead of „*I studied at Grammar school*“.

This kind of errors show evidence of negative transfer due to mother tongue influence. Mistakes, misunderstandings, and the humorous exploitation of false friends are common when learning a foreign language.

The most important thing is to be aware of these nuances and avoid them.
 (<http://www.biblioteca.uma.es/bblloc/tesisuma/16637732.pdf>)

Here is a list of some of the most common false friends with their English translations, followed by the Czech equivalent of the English.

Czech word	English translation	English look – alike	Czech translation of look alike
absolvovat	to graduate; to pass	absolve	zprostit, osvobodit
aktuální	topical, current	actual	vlastní, opravdový
afekt	passion, emotion	affect	ovlivnit, působit
brigáda	summer job	brigade	četa, oddíl
deska	board	desk	stůl, pracovní stůl
dres	tracksuit	dress	šaty (dámské)
eventuální	possible	eventual	konečný, výsledný
fronta	line, queue	front	přední část, předeek
gymnázium	grammar school	gymnasium	tělocvična
konkrétní	particular	concrete	betonový
kontrolovat	to check	control	ovládat, ovládání
kreatura	monster	creature	tvor, stvoření, zvíře
kriminál	prison, jail	criminal	zločinec
šéf	boss	chef	kuchař (profesionální)

(<http://www.helpforenglish.cz/slovni-zasoba/cestina-vs.-anglictina/c2005121901-false-friends.html>)

Origin of some false friends

As mentioned above, the English language belongs to the Germanic family of languages which is a branch of the Indo – European language family. The history of the English language can be divided into three main periods: Old English (450-1100 AD), Middle English (1100-circa 1500 AD) and Modern English (since 1500). Over the centuries, the English language has been influenced by many different languages (Scandinavian, Latin, French,) Therefore, many English words adapted from those languages (borrowings) often changed in spelling and meaning and thus gave rise to false friends.

If we look up a word **actual** in the online etymology dictionary, we find out that this word comes from Old French *actuel*, which mean "now existing, up to date" and the broader sense of "real, existing" is from late 14c. As we can see, this word is a case of borrowing from French, but his meaning in English has been restricted to „real, existing in fact“; in Czech, on the contrary, the meaning has been restricted to „current, up to date“. Therefore, these words became false friends= words that have a common root but which have taken on quite different meanings over the centuries. It is quite evident that the students will make mistakes and translate this word literally because they sound the same.

If we look up a word **gymnasium** in this dictionary, we find out that it comes from Greek *gymnasion*, which means "public place where athletic exercises are practiced“. However, This word was introduced to German as „high school“.

In German and also in Czech it has remained this meaning (das Gymnasium – gymnázium), in English it has been purely restricted to „a room or building equipped for physical exercise“. Therefore, these two words became false friends.

Finally, we will mention a word **chef** which means head cook (not boss), and comes from French *chef*, short for *chef de cuisin*. Furthermore, the French word *chef* comes from Old French *chief* which means "leader, ruler, head". As we can see, the words have a common root, however, the meaning in the English language has been restricted only to head of the kitchen = head cook. This word could belong to the most frequently confused words because it sounds similar to the Czech word *šéf*.

3 Interlanguage:

If we want to investigate the nature of language acquisition and errors, we can't forget to mention the phenomenon called interlanguage (IL). The first person, who introduces this concept of IL or „third language“ which is closely connected to interference, was a Professor of Linguistics Larry Selinker (1972). The term interlanguage is a version of a language that lies between the native (L1) and the target language (L2), changes all the time, at any level of development. Therefore, it is a developing system that is reshaped continually towards proficiency. (Lennon, <http://wwwhomes.uni-bielefeld.de/sgramley/CA-ErrorAnalysis-Interlang-Lennon.pdf>). This chapter should be a practical guide that explains how English learners make errors in their interlanguage by transferring of L1 habits to L2 = a process termed an “interference”.

It is quite apparent and unavoidable that the language produced by English learners is either positively (positive transfer) or negatively (negative transfer) influenced by the mother tongue - the language can be termed an „interlanguage“. In other words, it is a learner's language – which reflects the dynamic nature of the learner's development in language learning, is somehow restricted and has its own grammatical, lexical, syntactic rules.

It is claimed that IL tends to occur mainly in translations because it leads to a situation where two structurally different languages are in contact and the use of the mother tongue can have a negative consequence – lead to interference. In our case, the students translate from L1(Czech) into L2 (English), which Don Sparling called Czech-English interlanguage CZENGLISH. The reasons that could lead to Czenglish in student's translation are: languages differences (synthetic – analytic), lack of vocabulary, insufficient knowledge of English idioms, in some cases, non-native English teachers and last but not least, of course mother tongue interference (structure of L1 is fixed in learners' mind).

In conclusion we can say that both these phenomena (IL and interference) have something in common: „their presence in translation is generally considered as inappropriate.“ (Havlásková, 2010, p. 24)

Selinker (1972) distinguishes five central processes (strategies) which are responsible for interlanguage:

- **language transfer** (errors caused by interference)
- **transfer of training** (the effects of bad teaching)

- **strategies of L2 learning** (simplification of learning strategies)
- **strategies of L2 communication**
- **overgeneralisation of L2 rules** (see chapter 3.1)

3.1 Overgeneralisation:

According to Selinker a learner adopts some learning strategies that help him/her acquire a language. One of this strategy is called overgeneralisation of L2 rules. To give a concrete example of this: The teacher of English explains to the students that a plural form of most nouns is created by adding the letter **-s** -or **-es** if the words end in *s, sh, o, or ch* and gives some examples on the whiteboard:

Singular: CAR	Singular: SHOE
Plural : CARS	Plural: SHOES

Another example could be the explanation of the rule: if we want to form the third person singular of the present simple tense we have to add **-s/es** to the base form of the verb:

I work	I go
You work	You go
She/he/ it works	She/ he/ it goes

Most students quickly learn these English grammar rules. However, the errors occur when the students think that they can apply this rule to all cases and do not take any exceptions into consideration.

For example: child – *childs* instead of **children**

mouse – *mouses* instead of **mice**.

Another example: *She can (must, might) reads. NOT*

She can read.

Firstly, the student overgeneralized the use of adding s/es to all nouns in order to create a plural form. Secondly, the use of s/es in the third person singular is overgeneralized because the student retained the ending -s with the auxiliary verb (can, might, must,..).

(<http://www.scribd.com/doc/23414839/96/Errors-versus-mistakes>, p. 124)

The teacher should highlight that there are always exceptions to the rule and that the students should not use the rule automatically, without thinking about its exceptions. (L.Selinker in Richards, 1984, p. 38-39)

To conclude, a detailed study of interlanguage could help a teacher identify the errors and reshape learner's interlanguage in progressive way. The teacher can also help learners improve their learning strategies and thus speed up the process of second language acquisition.

CONCLUSION – THE THEORETICAL PART

The main aim of the theoretical part was to introduce patterns that are somehow related to this thesis – Interference of mother tongue in student's translation practice - to get a general idea of its content and meaning. Thus, at the beginning we briefly explained the reason why we examined interference just in students' translations, what the term translation actually means and which translation techniques we can distinguish. The main objective of this chapter was to show that not everything could be translated literally – word for word translation, but that also other techniques (borrowing, transposition, modulation, substitution) need to be employed to avoid making errors and successfully preserve the original meaning when translating from one language to another.

Because we should examine interference in student's translation, the main chapter is devoted to the term mother tongue interference and its classification (morpho-syntactic, lexical). Interference is defined as a transfer of structure of the mother tongue to the structure of the target language, which can result in making errors. Therefore, two general approaches of evaluating errors are mentioned in this paper - strict distinction between errors (gaps in learner's knowledge) and mistakes (occasional lapses) and errors as a category of mistakes (slips of the tongue, attempts, errors). This is a rich area of study, but for the purpose of this thesis I wanted to concentrate mainly on the types of errors that interference causes, which means that slips and attempts are not taken into consideration.

It is evident that interference in student's translation is relatively unavoidable, because the students have to use two different languages (Czech and English) at the same time and the easiest translation technique for them is a literal translation – they preserve the original structure of the source-text, phrase, word, despite the fact that this method should be used mainly between two languages of the same family and culture. (Vinay and Darbelnet, 1995, p.34)

To conclude, it is efficient for the students to be aware of similarities between two languages because it can help them in the process of language learning, however, it is even more important to know the differences: in grammatical structures of sentences, word order, conjugation, inflection, tense usage, negatives to avoid every possible misunderstanding.

The following research should confirm what is mentioned in the theoretical part. In other words, I try to put the theoretical knowledge into effective practice. We can expect that many students are not aware of differences between these two languages and that interference will occur in their translations.

THE PRACTICAL PART:

4 Analysis

In this part of my bachelor thesis I would like to give an analysis of the occurrence of mother tongue interference in student's translations. We will see the way of investigating interference in student's translation practice by collecting and describing samples of student's translation, which also includes that the types of interference will be defined - according to the earlier mentioned classifications (see Chapter 2.2). The concrete results of the analysis will be discussed later in chapter 5.

Research method

As we have already mentioned at the beginning, the aim of this thesis is to examine interference in students' translation – in our case, lexical and morpho-syntactic interference. The reason why I have chosen to examine interference in students' translations is the assumption that the occurrence of this phenomenon in students' translation is considerably high and is, to a certain extent, inevitable because the students use two languages at the same time (a mother tongue and a foreign language) and the influence from the mother tongue (Czech) is often evident. The students were given sentences constructed according to the works focusing on the most common errors in English (Don Sparling, T.J. Fitikides, L. Poslušná,...) and also discussed with the students' teacher to verify whether the students are aware of all those elements (grammar, words,...) the sentences contain. The main reason why I discussed the sentences with their teacher was to eliminate the amount of slips and attempts and really examine what they had learnt – should know, but probably forgot.

To motivate the students, I created such sentences that were suitable for learners at the intermediate level and that are used in daily life, which means if the students remember them, they will be able to use them correctly in a concrete situation.

Testing

The students were tested on the knowledge of English grammar structure – based on what they had learnt and thus what they should use correctly. 46 grammar school students participated in this research. The students were given twenty Czech sentences and asked to translate them into English individually and anonymously. Generally speaking, the sentences are short and relatively simple to limit an amount of errors which are not the purpose of this research. The first nine sentences contain a phenomenon called false friends – false cognates. We know that cognates can help the students increase vocabulary quickly, however, they can turn out to be „false friends“ and mean something completely different. For this reason I think that an awareness of false cognates is important and can help the students to avoid misunderstandings or mistranslations. The next few sentences refer to word order and a phrase There is – There are. There are also two negative sentences and sentences where the students have to choose the correct verb tense. The last two sentences show us the examples of fixed phrases that can not make any sense when literally translated from L1.

Evaluating errors:

In fact, I am not able to distinguish whether the students fail because of lack of knowledge – an error or just because of making a slip of the tongue – a mistake. However, in our case all wrong answers should be considered errors because since the students learned all the tested structures they are supposed to know them – they therefore should not be attempts and probably also not slips since they worked in a relaxed atmosphere and were given enough time to prepare their answers. The main aim of my research was to focus only on those phenomena (lexical interference -false friends; morpho-syntactic - word order, negation,...) mentioned in the theoretical part. Therefore, the actual results do not take any other elements into consideration because they are not the purpose of this research. To give a concrete example of this, when a sentence contained a false friend, I focused only on the correct use of this phenomenon, which means that whether a student used this false friend correctly, I considered the whole sentence correct, even though there was, for example, a missing article or an incorrect preposition.

Aims of this research:

The main aim of this research is not to criticize bad student's translation, but to explore and identify the kinds of errors the students make and to focus on phenomena such as interference, interlanguage, etc. Identification of errors can offer students the opportunity to explore an area where perhaps they are good or deficient and need additional knowledge or training.

For purpose of this thesis I wanted to give a feedback to students on how well they had performed. Therefore, I put the assignment with solution for students on the board to check the correct answers.

Assignment:

Translate the following sentences into English.

- 1) Můj kamarád hledá brigádu v Irsku.
- 2) Dnes se budeme bavit o aktuálních problémech České Republiky. (vazba going to)
- 3) Město pořádá mnoho zajímavých akcí každý měsíc.
- 4) Nemám rád svého nového šéfa.
- 5) Ty nemáš vůbec žádnou fantazii.
- 6) Kontroluji si email každý den.
- 7) Krkonoše jsou ideální pro turistiku.
- 8) Česnek má specifickou vůni.
- 9) Chodím na gymnázium.
- 10) Toto tričko jsem si koupila v Praze.
- 11) Studenti čtou ve škole německé texty.
- 12) Letos pojedeme na dovolenou do Řecka.
- 13) Kousek od naší školy je nové fotbalové hřiště.
- 14) Nic nevědí.
- 15) Nemohla jsem ho nikde najít.
- 16) Obvykle vstávám v sedm hodin.
- 17) Brad má tuto motorku už pět let.
- 18) Když přišel, zrovna jsem poslouchala hudbu.
- 19) Jsou dva způsoby, jak se tam dostat.
- 20) Mohu mít otázku?

Solution:

1. My friend is looking for a summer job in Ireland. (not brigade)
2. Today we are going to talk about the current problems/issues. (not actual)
3. The town organizes many interesting events every month. (not actions)
4. I do not like my new boss. (not chief)
5. You haven't got any imagination. (not fantasy)
6. I check my email every day. (not control)
7. The Giant Mountains are ideal for hiking. (not for tourism)
8. Garlic has a distinctive smell. (not a specific)
9. I attend/ study/ go to a high school, grammar school. (not a gymnasium)
10. I have bought/ bought this T-shirt in Prague. (not This T-shirt I bought in Prague)
11. The students read German texts at school. (not read at school German texts.)
12. This year we are going on holiday to Greece. (not to Greece on holiday)
13. There is a new football pitch/field next to our school. (not Next to our school ...)
14. They know nothing./They do not know anything.(not They do not know nothing.)
15. I couldn't find him anywhere. (not I couldn't find him nowhere.)
16. I usually get up at 7 o'clock./Usually I get up at 7 o'clock. (not I get up usually...)
17. Brad has had this motorbike for 5 years. (not Brad has this motorbike...)
18. When he came, I was listening to music. (not When he came, I listened to music.)
19. There are two ways to get there/ of getting there. (not two ways how to get there.)
20. Can I ask a question? (not Can I have a question?)

5 Results from the Analysis

In this chapter we will discuss the actual results which should summarize the total occurrence of lexical or morpho-syntactic interference in individual sentences. As we know, 46 grammar school students (L2 learners) translated anonymously, more or less successfully, twenty sentences into English.

At the beginning we should mention that there was a large variety of typical mistakes like incorrect or missing articles (in the Ireland, of Czech Republic, listen a music), incorrect prepositions (in the school, attend at, go to holiday, in 7 o'clock), missing auxiliaries (My friend looking for, we going to talk about,..), lapses (deutch texts, kontrol, holliday, Greek,..) in most sentences but we did not consider them as errors.

REFLECTION:

1) Lexical interference – false friends

Firstly I focused on the phenomenon called false friends which we can call a phenomenon of lexical interference. I wanted to find out whether the Czech students are aware of their existence when learning English. It is interesting to see how the occurrence of errors differs from false friend to false friend.

On one hand, there were cases when the students had almost no problem to find a suitable English equivalent for Czech words. There are examples of such sentences:

1) *Můj kamarád hledá brigádu v Irsku.*

74% of the students translated the sentence correctly using the suitable English equivalent – *My friend is looking for a summer job in Ireland.* About 30% out of 74% of the students used an English equivalent part-time job, which I accepted; however, it shows inexact distribution of information in comparison to the Czech word. Twenty percent of the students produced an incorrect equivalent typical for Czech learners – *brigade* (reason: this word corresponds literally to the Czech word *brigáda*, however, its meaning is different = *a subdivision of an army*), 2 students produced an incorrect equivalent *season job*, 1 student omitted the answer completely.

2) *Nemám rád svého nového šéfa.*

74% of the students found a correct translation for the Czech word *šéf* – boss: *I do not like my new boss.* Nevertheless, out of 12 incorrect answers, 9 students translated the Czech word literally to English as *chef* (means *the chief cook*) and 3 students came up with the English inexact equivalent *director* (lack of context).

3) *Kontroluji si email každý den.*

76% of the students did not have any difficulties with this sentence which contained a confused word - *kontrolovat* and find a suitable English equivalent – *check. I check my email every day.* The rest of the students (24%) provided wrong answers – *control* (= *limit the level, intensity*). It was an example of how a source word is literally transferred into the target text.

On the other hand, there were also many cases when the students were not able to find a suitable English equivalent for Czech words, thus many errors occurred with high frequency. To give concrete examples of these.:

4) *Dnes se budeme bavit o aktuálních problémech České Republiky.*

This sentence, involving the confused word – *aktuální*, caused most problems to the students. Just 2 students were able to find exact and correct English equivalent – *current*. *Today we are going to talk about the current problems/issues of the Czech Republic.* The vast majority of the students (96%) provided wrong answers. They borrowed (see Borrowing) the English word *actual* which appears to be similar to Czech word and used it in their translations pretending that these two words could be examples of good friends. The same errors occurred in the following sentences.

5) *Město pořádá mnoho zajímavých akcí každý měsíc.*

Again, only 5 students translated the Czech word *akce* correctly as *event*: *The town organizes many interesting events every month.* The rest of the students (89%) translated it literally to English – *action*, which actually means *an act*.

6) *Ty nemáš vůbec žádnou fantazii.*

Three students produced a correct translation of the Czech word *fantazie* and used the English equivalent *imagination*. *You haven't got any imagination.* 94% of the students tried to take advantage of mother tongue's positive transfer and used the equivalent *fantasy* which exists in English but the meaning is different = *weird wishes*.

7) Česnek má specifickou vůni.

Only 1 student found a suitable English equivalent to the word specifický – *distinctive*. *Garlic has a distinctive smell*. Ninety-eight percent of the students provided either a wrong translation – *specific* (=clearly defined), *special* (=better) or gave no answers at all.

In the two following sentences we find also example of interference, however to a lesser extent.

8) Krkonoše jsou ideální pro turistiku.

34% of the students were aware of fact that they can't use the Czech word *turistika* and translate it literally to English as *tourist* or *tourism* (=the commercial organization of holidays), but that they have to find another appropriate equivalent, namely *hiking*. *The Giant Mountains are ideal for hiking*. 66% of the students used the above-mentioned version – *tourist* or *tourism*.

9) Chodím na gymnázium.

This particular sentence should be for students one of the most used sentence because they really attend a grammar school. 46% of the students had learnt this sentence correctly, were aware of this tricky word. *I attend/ study/ go to a high school, grammar school*. However, the rest of the students probably forgot it and transferred it to English literally as *gymnasium*, which means something completely different = *building equipped for physical exercise*.

In many cases, interference is caused by literal translations of those words, which look like cognates – look and sound the same, but they differ in meaning. For this reason, the students are not often aware of making an error because of lack of knowledge or experience. On the other hand, there is nothing easier than to learn these semantic differences and be careful of them.

There are some examples of direct (literal) translations of false friends from the research:

Source text/sentence	Incorrect translation	Correct translation
(pěší) turistika	turistic, tourism	hiking
gymnázium	gymnasium	grammar school
fantazie	fantasy, fantasion, ideas	imagination
šéf	chief, chef, head	boss
aktuální	actual, actually	current

Tab 1: Lexical Interference – False Friends

2) Morpho-syntactic interference

→ Word order

Secondly, I focused on interference which occur on the level of syntax, namely on word order. I wanted to find out whether the students are aware of differences in word order between Czech and English. The word order can be viewed as a linear syntactic arrangement of words in sentences. We have already mentioned that English word order, unlike relatively free Czech word order (O-V-S, V-O-S,...), is fixed and inflexible (S-V-O).

Hopkins claims that a subject of an English clause is always required and very often occupies the initial position (precedes the verb), whereas the subject of a Czech clause is not always required and tends to occupy the final position. (Hopkins, 2007, p.20) As we can see, many students were really aware of this phenomenon. To give concrete examples of these:

1) *Toto tričko jsem si koupila v Praze.*

More than half of the students (56%) knew that there is a fixed word order in English: subject – verb – object and that they have to preserve it when translating. They translated it correctly: *(S-V-O) I bought this T-shirt in Prague.* However, the rest of the students assumed a more complete correspondence between these two language structures and carried over the structure of L1 word order into the target language – English. They provided a wrong answer: *(O-V-S)* This T-shirt I bought in Prague.*

2) *Studenti čtou ve škole německé texty.*

The vast majority of the students (72%) had no difficulties with this sentence and preserved the original order of an English sentence: *(S-V-O-A) The students read German texts at school..* Different order of an English sentence was not recognised by 28% of the students, which means that they translated the syntactic structure literally, place the adverb after the verb and thus separated a verb from its object: *(*S-V-A-O) The students read at school German texts.*

3) *Letos pojedeme na dovolenou do Řecka.*

In this case, the students could translate this sentence literally and carried over a mother tongue structure into target language (English) without changing its meaning. 74% of the students used this technique and translated it correctly: *This year we are going on holiday to Greece.* About 26% of the students transposed the position of adverbial phrases (*on holiday* and *to Greece*) and provided a wrong answer: **This year we are going to Greece on holiday.*

4) *Obvykle vstávám v sedm hodin.*

This sentence should show student's knowledge of the position of adverb of frequency in an English sentence. The actual results show that 94% of the students knew how to use the adverb of frequency (usually) in the affirmative sentence and put it correctly either before the main verb (*I usually get up at 7 o'clock*) or at the beginning (*Usually I get up at 7 o'clock*). Out of 3 incorrect answers, 1 student omitted the adverb of frequency, thus the answer was incomplete, and 2 students produced incorrect answers because they put the adverb after the main verb: **I get up usually at 7 o'clock.*

Generally speaking, the English word order is not so difficult and is quickly learnt because it is relatively fixed. However, the students often transfer certain sentence structures from their own language to English without thinking about it. It is important for them to be aware of potential differences and think about them when translating from the source language into the target language.

→There is/ There are

Another feature causing errors in translations is an English phrase THERE IS/ THERE ARE, which points out that something "exists" or is in a certain location. The problems occur when the students want to translate it into Czech because it has no Czech equivalent (* tam je). We use this phrase when we want to highlight that something is in a certain location. In our case, we use this phrase when the adverbs of place appears at the beginning of the Czech sentence. See the following example:

5) *Kousek od naší školy je fotbalové hřiště .*

Only 24% of the students used this English phrase: *There is a new football pitch next to our school.* The reason why 76% of the students translated it literally into English was that they preserved the original order of the Czech sentence and did not take this English phenomenon into account. To give a concrete example: **Near our school is a new football pitch.* There were also approximately 3 students who omitted the answer completely.

→Negative sentence

Thirdly, I focused on English negative sentences. The word order in a negative sentence is similar to the word order in a declarative sentence; the difference is that if we want to form a negative sentence, we have to add the word *not* after the first auxiliary verb. The results show that the students are aware of the difference that there is only one negative in an English sentence (X double negation).

1) *Nic nevědí.*

The majority of the students (88%) were aware of one negative in a sentence and translated the sentence correctly without changing the meaning: *They do not know anything* or *They do not know nothing*. The rest of the students did not take this rule into consideration and translated it literally with two negatives: * They do not know nothing.

2) *Nemohla jsem ho nikde najít.*

Slightly less of them (74%) translated the sentence correctly *I could not find him anywhere*. - I found also two cases where the influence from Czech was evident – the students put the second part of the verb phrase (infinitive) at the end of the sentence (Nemohu ho nikde najít), which means that they translated the sentence literally. For instance: I could not him anywhere find.

At the beginning of this paragraph we mentioned an expression “double negation”. We should briefly introduce what it actually means. It is a phenomenon when we use two negatives in the same sentence and thus we actually form an affirmative (positive) sentence because two negatives cancel each other.

Examples of these are: *I can not just do nothing* means *I must do something*. In our case, there were 5 students who translated those two sentences: *They do not know nothing* and *I could not find him nowhere*. We could claim that the sentences are grammatically incorrect, because surprisingly both are grammatically correct, however, the meanings are different – affirmative.

It would mean *They know something* and *I could find him somewhere*. A double negation is not so common, but not so rare. It is often viewed as a non-standard speech or a dialect.

→Tenses

The two following sentences should partially test on students' knowledge of the English system of tenses which belongs to one of the most common areas of difficulty for English learners. We have already mentioned that both the Czech and English language have three basic tenses – present, past and future tense. In Czech, unlike in English, there are no progressive and perfect forms, which causes difficulties for the students in finding direct Czech equivalents of English tenses.

I chose such sentences which contained past simple, past continuous and present perfect. The first task for students was to translate a sentence, where they had to combine the past continuous (to indicate that a longer action in the past was interrupted) with the past simple (to indicate the interruption).

1) *Když přišel, zrovna jsem poslouchal/a hudbu*

Approximately 74% of the students translated the sentence correctly using the past continuous in combination with the past simple: *When he arrived, I was listening to music*. The rest of the students produced an incorrect translation. We can call it morpho-syntactic interference which was caused by inappropriate direct (literal) translation of an English sentence. Czech students used past simple in both clauses: **When he came, I listened to music* – direct translation: *Když přišel, poslouchal jsem hudbu.*)

Then I paid attention to the present perfect tense – the phenomenon in English – that might cause problems for Czech learners.

2) *Brad má tuto motorku už 5 let.*

The sentence indicates a state that started in the past (before 5 years) and continues in the present. Therefore, the correct translation of this sentence is: *Brad has had this motorbike for 5 years.* Only 46% of the students used a present perfect correctly. In more than 50% of the translations we found an example of direct literal translation **Brad has this motorbike for 5 years.* This kind of error is typical because the Czech learners use a present tense where English native speakers would use a present perfect.

In both cases, we could find frequent mistakes (slips, attempts) in form of the tense: 1) past simple: he came, had come

2) past continuous: was listened, I have listening, I listening

3) present perfect simple: has have, has been

Certainly, these kinds of mistakes were a result of inattention because the students were somehow aware of the form of the present perfect simple, past simple or past continuous.

→ Fixed phrases

The last two sentences show the cases of fixed phrases, which make any sense when translated from L1 (Czech). Therefore, we can call these phrases mistakes - Czenglish that occurs at the level of phonology, morphology, syntax and pragmatics.

The Czech influence on English causes the formation of new hybrid words, collocations, idioms, sentence structure which may cause not only a little confusion (eventually recognized by English), but also a serious shift in the meaning. One of such Czenglish hybrid collocation is a commonly used phrase * *way how* (*způsob, jak*) which actually doesn't exist in English. It could be considered a result of a direct translation : *způsob, jak* – word for word translation – **way how*. Students were given the following sentence:

1) *Jsou dva způsoby, jak se tam dostat.*

It was expected that nobody translates this sentence correctly: *There are two ways to get there/ of getting there*. Out of 8 different incorrect answers, 5 students omitted the answer completely and 3 students used words such as *types, possibilities* instead of *ways*. The rest of the students used the incorrect collocation **way how* and translated the sentence: **There are two ways how to get there*. However, we should not consider this collocation a mistake, it is still a misconception that we learnt at school as our teachers did. Therefore, only a native speaker is able to recognize it

2) *Mohu mít otázku?*

Only 3 students (approximately 7% of the students) produced a correct translation: *Can I ask (a question)?* The rest of the students transferred this question literally into English: *Can I have a question?* and thus completely change the sense of the source text because it means: *Můžete mi položit otázku?*

Both these expressions do not mean what the students think they do and thus the Czenglish can affect not only the quality of the communication, but also can cause barriers in international communication. My main aim was to highlight these Czenglish phenomena to make the students aware of them and also help them to avoid possible communicative failures.

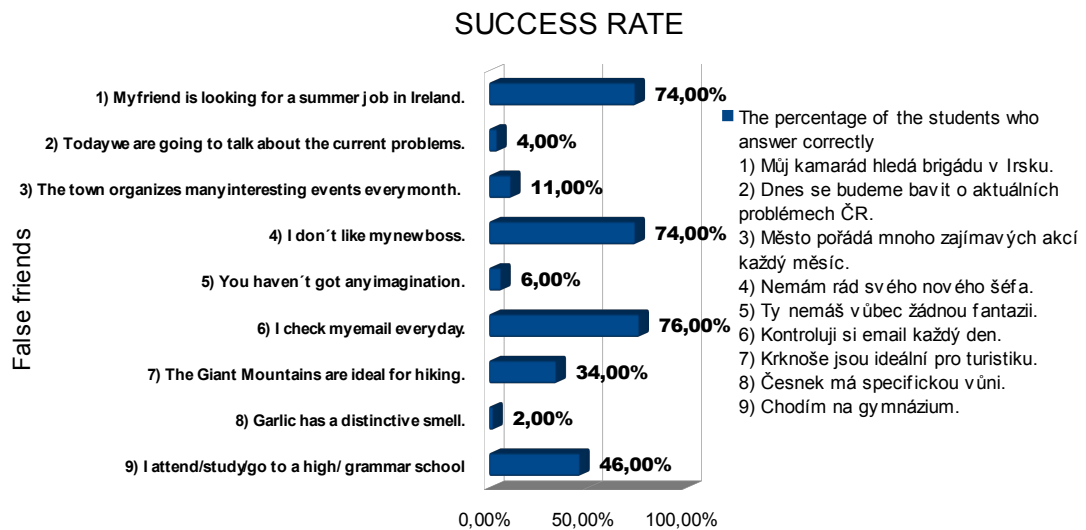
In many of students' translations we could find also a phenomenon of overgeneralisation (see chapter 3.1.). The students mixed up the rules that they have learnt. For example: *I could not found him* – acquisition of verb found after a modal verb is over-generalised or *When he comes* – acquisition of third person for past simple is over-generalised. However, I am inclined to believe that if the students were given a chance to correct their answers, they would be able to self-correct those mistakes.

CONCLUSION – THE PRACTICAL PART

English contains a number of different grammatical, lexical, syntactic aspects which differ from Czech. In fact, this research should show how the mother tongue interferes through negative transfer in students' translations, where the occurrence of it is inevitable. The reliance on similarities between two languages which includes that the students predict one-to-one correspondence, was, in the majority of cases, fatal. The students adopted structures to help them in their L2 and did not even realize that they had made errors in their translations.

Firstly, we will summarize the results of the occurrence of interference on the level of lexis = lexical interference. We were interested in knowledge of false friends. The following graph shows us that the percentage of correct target words per sentence is different and in many cases low. The crucial role played that the students used English intuitively and did not take into consideration that there is not always one-to-one correspondence between Czech and English. For example: (**actual** = skutečný, **aktuální**= current).

LEXICAL INTERFERENCE



Graph 1: Total value of correct answers in each sentence focusing on false friend (lexical interference)

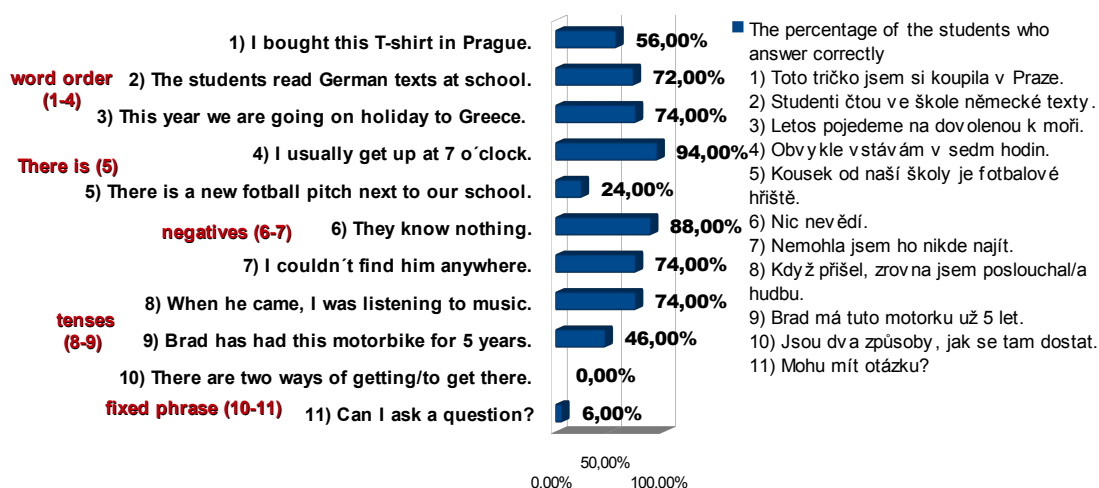
One of the reasons why the students made errors caused by interference could be a lack of experience. We know that the students had learnt all those false friends (I discussed them with their teacher), however they probably used the first thought that crossed their mind and produced an incorrect translation. We can assume that many students forgot a lot of what they had learnt because of lack of practical use. On the other hand, there is nothing easier than to revise these confused words and, with experience gained, the students will be able to avoid lexical interference more easily.

Secondly, there are results concerning the occurrence of interference on the level of grammar and syntax. The percentage of correct answers in each sentence is higher than in sentences containing a false friend.

As we can see, the students (on the average 74%) were generally aware of rule that there is a fixed word order in English (S-V-O-...) and intuitively transposed (via Transposition) the position of the subject and the object, the adverb, etc.. English phrase *There is* causes problems, because in Czech this doesn't exist. The students were generally successful (on the average 81%) in translating negative sentences and did not use a word-for-word translation, because they knew that there is only one negative in English.

MORPHO-SYNTACTIC INTERFERENCE

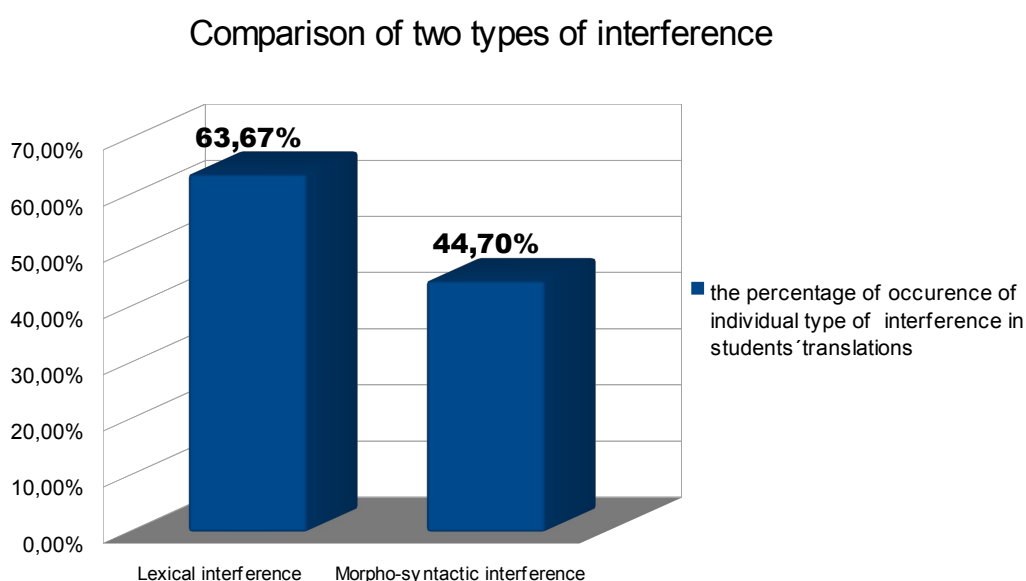
SUCCESS RATE



Graph 2: Total value of correct answers in each sentence focusing on word order, phrase *There is*, negatives, tense and fixed phrases (morpho-syntactic interference)

The results demonstrate that the students may have difficulty in selecting the appropriate English tenses mainly because there are tenses in English which do not exist in Czech (present – progressive forms). On the average 60% of the students were aware of English tenses.

The last two fixed phrases (collocations) were the most difficult to translate. The problem occurred when the students guessed the meaning from the individual words and did not even realize that they made an error. On the average 2% of the students were successful. My main aim was to highlight that it is important to learn collocations because it helps the students to use English in more natural and accurate way.



Graph 3: Total values of individual types of interference in students' translations

The last graph shows the occurrence of lexical and morpho-syntactic interference in students' translations. As we can see, lexical interference is more frequent than morpho-syntactic. False friends (lexical interference) is a real problem encountered in foreign language learning, in our case, in translating from Czech (L1) to English (L2). Therefore, the teachers should probably find more effective teaching technique to increase students' knowledge about this phenomenon.

The students were more successful in translating sentences that should test the knowledge of grammar and syntax. In both cases, most errors were caused by incorrect literal translation of a source text. This technique is very risky because it doesn't take a target language into account and therefore we can't use it mechanically.

GENERAL CONCLUSION

The main objective of this thesis was to examine interference in student's translation and highlight errors caused by this phenomenon in order to help the students avoid them as much as possible and orientate in a language (English) in a correct way. As we mentioned at the beginning, the English language is considered to be one of the most spoken and written languages in the world . Therefore, it is important to be able to write and speak English correctly in order to communicate with the rest of the world.

The thesis is divided into two parts – the theoretical and the practical part (research that includes analysis of students' translations). The reason why I chose to examine interference just in students' translations was that its occurrence is considerably high there because the students have to combine two different languages (Czech = synthetic; English= analytic) at the same time and they consciously or unconsciously appeal to mother tongue structures, words, etc, which, in many cases, lead to making errors. Generally speaking, interference is a phenomenon typical of translations.

Thus, the first chapter of this thesis is devoted to actual translation. There are many definitions of this term, however I would mention just one of them: *„Translation may be defined as follows: the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).“* (Catford, 1965, p. 20) Of course, we have to say that it is a difficult process mainly for the language learners and can't be done mechanically.

Therefore, the students should know that not the structure but the meaning is important when translating from one language to another. My aim wasn't to introduce all possible translation techniques the students should learn and use but highlight such techniques (borrowing, transposition, modulation) which they should be aware of to preserve the meaning of the source text when translating. One of the most popular techniques among the students is literal translation – word-for-word translation. However, it was found that mainly this technique represents the features of interference because the students often apply the same rules of grammatical, lexical structures to sentences in both target (English) and source language (Czech), which can cause a serious shift in the meaning.

The main chapter is devoted to mother tongue interference and should provide a general idea of its content. Rod Ellis defines interference as a „transfer,“ more precisely as *„the influence that the learner's L1 (first language) exerts over the acquisition of an L2 (second language).“* We are interested only in a negative transfer which provoke errors in student's language development.

These errors in transfer (also called language interferences) can be caused by many complex factors affecting the learning process such as: lack of concentration, lack of experience but also quality of teaching. Therefore, there are many approaches of evaluating errors – we mentioned only two: strict distinction between errors (gaps in learner's knowledge) and mistakes (occasional lapses) and errors as a category of mistakes (slips of the tongue, attempts, errors).

For the purpose of this research we considered all wrong responses for errors because since the students learned all the tested structures they are supposed to know them – they therefore should not be attempts and probably also not slips since they worked in relaxed atmosphere and were given enough time to prepare their answers.

Furthermore, we also focused on interference which occurs on the level of words = lexical interference and grammar, syntax = morpho-syntactic interference.

The last chapter from the theoretical point of view is a chapter which deals with the term called interlanguage, which helps to investigate the nature of language acquisition and errors. It is a version of a language produced by a student who is in the process of learning a foreign language. Therefore, we can say that we examine interference in student's interlanguage.

The practical part of this thesis consist of analysis of students' translations. To sum up, the outcomes of the research provided us with useful information on student's knowledge of false friends (lexical interference) and word order, tenses, negatives,...(morpho-syntactic interference). It was found that the majority of the students did not realize that the sentences they were given to translate needed to be considered carefully and their native language (Czech) structures inevitably interfered with their written English. The findings suggest that the occurrence of interference on the level of lexis is higher than on the level of grammar, syntax. As we had expected, the students predicted one-to-one correspondence between elements in two languages (akce=*action, actual= *aktuální) and without using a dictionary they often accepted them because sound or look the same.

Therefore, a special emphasis should be placed on students' knowledge of false friends as a possible problematic area for Czech learners. The students were more successful in translating sentences focusing on the knowledge of grammar and syntax. However, I would like to say that errors are inevitable in the process of learning a foreign language and thus the students should use them to promote self-improvement. On the other hand, the teacher should encourage the students and help them avoid pitfalls in their interlanguage.

It would certainly be interesting to examine this issue in more detail because we could talk about many other aspects of interference and examine this problem from another point of view. For example it would be really interesting to focus not only on students' knowledge but also on their progress over the years.

REFERENCES:

BELL, Roger.T. *Translation and translating: theory and practice*. UK: Longman, 1991. ISBN 978-0582016484.

CATFORD, John.C. *A Linguistic Theory of Translation*. Oxford: Oxford University Press, 1965. ISBN 0-19-437018-6.

DECHERT, H.W. *How a story is done in a second language in Strategies in Interlanguage Communication*, eds. C. Faerch and G.Kasper, London: Longman, 1983. ISBN 978-0582553736.

DOLEŽALOVÁ, M. Focusing on Differences between the Grammar Structure of English and Czech in the Process of Teaching Czech Deaf and Hard-of-Hearing University. In: *Language Resource Centre, Faculty of Arts, Charles University* [online presentation]. 2010 [cit. 2012-04-23]. Dostupné z: jc.ff.cuni.cz/mmp/FocusingOnDifferences.ppt

DON SPARLING. *English or Czenglish: Jak se vyhnout čechismům v angličtině*. Praha: Státní pedagogické nakladatelství, 1989. ISBN 80-04-25329-6.

ELLIS, R. *Second Language Acquisition*. Oxford: Oxford University Press, 1997. ISBN 978-0194372121.

FITIKIDES, T.J. *Common mistakes in English*. 1st New edition. UK: Longman, 2000. ISBN 0582344581.

HAVLÁSKOVÁ, Z. *Interference in Students' Translations*. Masaryk University Faculty of Arts, 2010. Master's Diploma Thesis. Masaryk University

KNITTLOVÁ, D. *Překlad a Překládání*. Univerzita Palackého v Olomouci, Filozofická fakulta, 2010, 2010. ISBN 9788024424286.

KNOTKOVÁ, K. *Kapitoly z anglické gramatiky: Překlady, užití*. Praha, 1981. Příručka. Univerzita Karlova.

KVETKO, P. *An Introduction to Translation Studies*. Trnava: Univerzita s. Cyrila a Metoda v Trnave, 2009. ISBN 978-80-8105-109-8.

LENNON, P. Contrastive Analysis, Error Analysis, Interlanguage. *Http://wwwwhomes.uni-bielefeld.de* [online]. 2008 [cit. 2012-03-19]. Dostupné z: <http://wwwwhomes.uni-bielefeld.de/sgramley/CA-ErrorAnalysis-Interlang-Lennon.pdf>

LEVÝ, J. *Umění překladu*. Praha: Ivo Železný, 1998. ISBN 80-237-3539-X.

LEVÝ, J. *The Art of Translation*. Philadelphia: John Benjamins Publishing Company, 2011. ISBN 978-9027224453.

MUNDAY, J. *Introducing Translation Studies*. London: Routledge, 2001. ISBN 0-415-22927-8.

NEWMARK, P. *Approaches to translation : Language Teaching Methodology* Senes. Oxford: Pergamon Press, 1981. ISBN 978-0130437952

NEWMARK, P. *A Textbook of Translation*. Hertfordshire: Prentice Hall, 1988. ISBN 978-0139125935.

POSLUŠNÁ, L. *Nejčastější chyby v angličtině*. Praha: EDIKA, 2009. ISBN 9788025124277.

QUIRK, R. *A comprehensive grammar of the English language*. London ; New York: Longman, 1985. ISBN 0582517346.

VINAY, Jean-P a J DARBELNET. *Comparative stylistics of French and English: a methodology for translation*. London: John Benjamins Pub Co, 1995. ISBN 978-1556196928.

Internet sources:

Applied linguistica 1 [online]. 2006 [cit. 2012-04-23]. ISBN 963 9704 946. Dostupné z: <http://www.scribd.com/doc/23414839/96/Errors-versus-mistakes>

Czenglish - Wikipedia, the free encyclopedia. *Czenglish* [online]. 2012 [cit. 2012-06-11]. Dostupné z: <http://en.wikipedia.org/wiki/Czenglish>

Error Correction 1 | TeachingEnglish | British Council | BBC. *British council* [online]. [cit. 2012-04-23]. Dostupné z: <http://www.teachingenglish.org.uk/articles/error-correction-1>

False friends: their origin and semantics in some selected languages. *Journal of Pragmatics*[online].2002,č.34,[cit.2012-04-23].Dostupné z:<http://www.biblioteca.uma.es/bbl/doc/tesisuma/16637732.pdf>

False Friends - Help For English - Angličtina na internetu zdarma!. *Help For English* [online]. 2005 [cit. 2012-04-23]. Dostupné z: <http://helpforenglish.cz/slovnizasoba/cestina-vs.-anglictina/c2005121901-false-friends.html>

Grammar Lessons- Concession - Concessive Clauses With Although, Even though... *My English pages* [online]. 2012 [cit. 2012-04-23]. Dostupné z: http://www.myenglishpages.com/site_php_files/grammar-lesson-concessions.php

Oxford Dictionaries Online. *Oxford Dictionaries* [online]. 2012 [cit. 2012-2-16]. Dostupné z: <http://oxforddictionaries.com/definition/translate?region=us&q=translate>

Oxford Dictionaries Online. *Oxford Dictionaries* [online]. 2012 [cit. 2012-2-16]. Dostupné z: <http://oxforddictionaries.com/definition/interlingual?region=us&q=interlingual>

Ted Power English Language Learning and Teaching. >*Crucial differences between first and second language acquisition* [online]. 2011 [cit. 2012-04-23]. Dostupné z: >Crucial differences between first and second language acquisition

TheFreeDictionary. *Translate - definition of translate by the Free Online Dictionary, Thesaurus and Encyclopedia* [online]. 2012 [cit. 2012-03-14]. Dostupné z: <http://www.thefreedictionary.com/translate>

TheFreeDictionary. *Translate - definition of translate by the Free Online Dictionary, Thesaurus and Encyclopedia* [online]. 2012 [cit. 2012-03-14]. Dostupné z:<http://www.thefreedictionary.com/adaptation>

TheFreeDictionary. *Translate - definition of translate by the Free Online Dictionary, Thesaurus and Encyclopedia* [online]. 2012 [cit. 2012-03-14]. Dostupné z:<http://www.thefreedictionary.com/intralingual>

APPENDICES:

TABLE OF APPENDICES

STUDENT'S TRANSLATION 1	Appendix A
STUDENT'S TRANSLATION 2.....	Appendix B
STUDENT'S TRANSLATION 3.....	Appendix C
STUDENT'S TRANSLATION 4.....	Appendix D
STUDENT'S TRANSLATION 5.....	Appendix E

Appendix A

STUDENT'S TRANSLATION 1



Interference of Mother Tongue in Student's Translation Practice
Kristýna Václavíková
TUL

Translate the following sentences into English.

1. Můj kamarád hledá brigádu v Irsku. *My friend is finding part-time job in Ireland.*
2. Dnes se budeme bavit o aktuálních problémech České Republiky. (vazba going to)
Today we going to say about actual problems in the Czech Republic.
3. Město pořádá mnoho zajímavých akcí každý měsíc.
The city celebrated a lot of interesting actions every month.
4. Nemám rád svého nového šéfa.
I don't like my new director.
5. Ty nemáš vůbec žádnou fantazii.
You haven't any
6. Kontroluji si email každý den.
I watch my email every day.
7. Krkonoše jsou ideální pro turistiku.
Giant mountain is good for tourists.
8. Česnek má specifickou vůni.
A garlic has specific smell.
9. Chodím na gymnázium.
I visit grammar school.
10. Toto tričko jsem si koupila v Praze.
I bought this T-shirt in Prague.
11. Studenti čtou ve škole německé texty.
Students read german texts in the school.
12. Letos pojedeme na dovolenou do Řecka.
This year we going to go on holiday to Greece.
13. Kousek od naší školy je nové fotbalové hřiště.
A bit far from our school is new football place.
14. Nic nevědí.
They know nothing.
15. Nemohla jsem ho nikde najít.
I can't find him anywhere.
16. Obvykle vstávám v sedm hodin.
Usually I get up at 7 o'clock.
17. Brad má tuto motorku už pět let.
Brad has this motorbike for five years.
18. Když přišel, zrovna jsem poslouchala hudbu.
When he had come, I was listening music.
19. Jsou dva způsoby, jak se tam dostat.
20. Mohu mít otázku?
Could I have a question?

Appendix B

STUDENT'S TRANSLATION 2

Interference of Mother Tongue in Student's Translation Practice

Kristýna Václavíková

TUL

✓

Translate the following sentences into English.

1. Můj kamarád hledá brigádu v Irsku.
my friend looking for brizade in Ireland. X
2. Dnes se budeme bavit o aktuálních problémech České Republiky. (vazba going to)
Today, we are going to talk about actuals of Czech Republic. ✓
3. Město pořádá mnoho zajímavých akcí každý měsíc.
The town has a many interesting action every month. X
4. Nemám rád svého nového šéfa.
I don't like my new director. ?
5. Ty nemáš vůbec žádnou fantazii.
you don't have any imagination
6. Kontroluji si email každý den.
I check my email every day. ✓
7. Krkonoše jsou ideální pro turistiku.
brant mountains are ideal for hiking ✓
8. Česnek má specifickou vůni.
Garlic has specific smell fragrance. ?
9. Chodím na gymnázium.
I going to sekundary grammar school. ✓
10. Toto tričko jsem si koupila v Praze.
This t-shirt I was bought in Prague. ✓
11. Studenti čtou ve škole německé texty.
Students read german texts in school. ✓
12. Letos pojedeme na dovolenou do Řecka.
This year, we'll go on holiday to Greece. ✓
13. Kousek od naší školy je nové fotbalové hřiště.
near from our school is new football pitch. X There is
14. Nic nevědí.
They nothing know. X
15. Nemohla jsem ho nikde najít.
I didn't found nowhere anywhere. ✓
16. Obvykle vstávám v sedm hodin.
usually, I wake up at 7 o'clock. ✓
17. Brad má tuto motorku už pět let.
Brad had his motorbike for 5 years. ✓
18. Když přišel, zrovna jsem poslouchala hudbu.
when I heard his music when he came. ✓
19. Jsou dva způsoby, jak se tam dostat.
It is two styles, how gets there. X
20. Mohu mít otázku?
Can I have a question? ?

Appendix C

STUDENT'S TRANSLATION 3

Interference of Mother Tongue in Student's Translation Practice
Kristýna Václavíková
TUL

15

Translate the following sentences into English.

1. Můj kamarád hledá brigádu v Irsku.
My buddy's lookin' for a summer job in Ireland. ✓
2. Dnes se budeme bavit o aktuálních problémech České Republiky. (vazba going to)
Today we're going to discuss current problems of the Czech republic. ✓
3. Město pořádá mnoho zajímavých akcí každý měsíc.
The town is holding many interesting events every month. ✓
4. Nemám rád svého nového šéfa.
I don't like my new boss. ✓
5. Ty nemáš vůbec žádnou fantazii.
You have absolutely no imagination. fantasy. ✓
6. Kontrolují si email každý den.
I check my e-mail everyday. ✓
7. Krkonoše jsou ideální pro turistiku.
The Giant mountains are the best place for hiking. ✓
8. Česnek má specifickou vůni.
~~Barilice~~ Barilic's scent is really specific. ✓
9. Chodím na gymnázium.
I attend a secondary grammar school. ✓?
10. Toto tričko jsem si koupila v Praze.
I bought this t-shirt in Prague. ✓
11. Studenti čtou ve škole německé texty.
Students read German texts in school. ✓
12. Letos pojedeme na dovolenou do Řecka.
We're going on holiday this year. ✓
13. Kousek od naší školy je nové fotbalové hřiště.
There is a football pitch near our school. ✓
14. Nic nevědí.
They know nothing. ✓
15. Nemohla jsem ho nikde najít.
I couldn't find him anywhere. ✓
16. Obvykle vstávám v sedm hodin.
I usually get up at 7 o'clock. ✓
17. Brad má tuto motorku už pět let.
Brad's ~~got~~ this motorbike for 5 years. ✓
18. Když přišel, zrovna jsem poslouchala hudbu.
When he came I was just listening to music. ✓
19. Jsou dva způsoby, jak se tam dostat.
There are two ways how to get there. ✓
20. Mohu mít otázku?
Can I have a question? ✓

Appendix D

STUDENT'S TRANSLATION 4

Interference of Mother Tongue in Student's Translation Practice

Kristýna Václavíková

TUL

Translate the following sentences into English.

1. Můj kamarád hledá brigádu v Irsku.
my friend is looking for a summer job in Ireland. ✓
2. Dnes se budeme bavit o aktuálních problémech České Republiky. (vazba going to)
Today we are going to speak about actual problems of the Czech Republic. ✓
3. Město pořádá mnoho zajímavých akcí každý měsíc.
The town organises many interesting actions every month. ✓
4. Nemám rád svého nového šéfa.
I don't like my new boss. ✓
5. Ty nemáš vůbec žádnou fantazii.
You don't have any fantasy. ✓
6. Kontroluji si email každý den.
I check my email every day. ✓
7. Krkonoše jsou ideální pro turistiku.
The Giant Mountains are ideal for hiking. ✓
8. Česnek má specifickou vůni.
A garlic has a specific smell. ✓
9. Chodím na gymnázium.
I attend to grammar school. ✓
10. Toto tričko jsem si koupila v Praze.
I bought this T-shirt in Prague. ✓
11. Studenti čtou ve škole německé texty.
Students are reading German texts at school. ✓
12. Letos pojedeme na dovolenou do Řecka.
This year we are going to go on holiday to Greece. ✓
13. Kousek od naší školy je nové fotbalové hřiště.
There is a new football pitch near by our school. ✓
14. Nic nevědí.
They nothing know. don't know anything. ✓
15. Nemohla jsem ho nikde najít.
I couldn't find him anywhere. ✓
16. Obvykle vstávám v sedm hodin.
I usually get up at 7 o'clock. ✓
17. Brad má tuto motorku už pět let.
Brad has had this motorbike for 5 years. ✓
18. Když přišel, zrovna jsem poslouchala hudbu.
When he came, I was just listening to music. ✓
19. Jsou dva způsoby, jak se tam dostat.
There are two ways how to get there. ✓
20. Mohu mít otázku?
Can I have a question? ✓

Appendix E

STUDENT'S TRANSLATION 5

Interference of Mother Tongue in Student's Translation Practice

Kristýna Václavíková

TUL

Translate the following sentences into English.

1. Můj kamarád hledá brigádu v Irsku.
My friend is finding a job in Ireland.
2. Dnes se budeme bavit o aktuálních problémech České Republiky. (vazba going to)
Today we are going to speak about actually problems in the Czech Republic.
3. Město pořádá mnoho zajímavých akcí každý měsíc.
The town make a few interesting actions every month.
4. Nemám rád svého nového šéfa.
I don't like my new chief. boss
5. Ty nemáš vůbec žádnou fantazii.
You haven't fantasy.
6. Kontroluji si email každý den.
I am checking my e-mail every day.
7. Krkonoše jsou ideální pro turistiku.
The Bohemian mountains are perfect for hiking.
8. Česnek má specifickou vůni.
Garlic have specific smell.
9. Chodím na gymnázium.
I am going to the gymnasium, school
10. Toto tričko jsem si koupila v Praze.
I bought this T-shirt in Prague.
11. Studenti čtou ve škole německé texty.
Students are reading in the school german texts.
12. Letos pojedeme na dovolenou do Řecka.
This year we will go on holiday to the Greece.
13. Kousek od naší školy je nové fotbalové hřiště.
Near from our school is new football place.
14. Nic neví.
They know nothing.
15. Nemohla jsem ho nikde najít.
I couldn't find him anywhere.
16. Obvykle vstávám v sedm hodin.
I usually wake up at seven hours.
17. Brad má tuto motorku už pět let.
Brad has this motorcycle for 5 years.
18. Když přišel, zrovna jsem poslouchala hudbu.
When he comes, I was listening to music.
19. Jsou dva způsoby, jak se tam dostat.
Are two ways, how it comes there.
20. Mohu mít otázku?
Can I have a question?