

PUNCTUATION IN WRITTEN ENGLISH THAT KNOCK DOWN LITHUANIAN STUDENTS

Rima Jasnauskaitė
Kaunas University of Applied Sciences



Name: Rima Jasnauskaitė
Webpage: -
E-mail: rima.jasnauskaite@go.kauko.lt
Institution: Kauno kolegija/ UAS
Address: 20 Pramonės avenue, Kaunas, Lithuania
Phone.: +370 61650469

Research purpose. The aim of the research is to identify the most frequent and widely spread punctuation mistakes in written English and suggest theoretical linguistic explanation about their psycholinguistic nature. The subject of the research is punctuation mistakes in written works in English (academic year of 2018-2019) made by students of study programmes of *Business English* and *English for Public Relations*.

Keywords: Language mistakes, Psycholinguistics linguistics, Language Typology, Universal Grammar, Language/ Multilanguage Acquisition Device

Research Methodology. The objectives and design of the research that enabled to achieve the aim are: (a) analysis of mistakes made by students in written assignment texts in English and sorting out the mistakes identified according to the criteria of frequency and spread rate of their occurrence; (b) analysis of relevant linguistic theories to reveal linguistic explanation of the nature, typology and psycholinguistic determination of language mistakes in the process of language learning and acquisition. The methods applied in the research are (a) analysis of theoretical sources and (b) descriptive, contrastive linguistic analysis.

Findings. The research allowed to come to the conclusions: (a) mistakes in English made by students revealed the most frequent mistake types that occur in the use of commas in separation of clauses and the use of inverted commas (their functions, types and shapes) and they are predetermined as their corresponding syntactic structures and applications in written Lithuanian are different; (b) universal parameters and mental tools (UG, LAD or MAD) account for the typological similarity of mistakes made by majority of language learners of the similar demographic and linguistic group; (c) language learning and acquisition is a mentally difficult process and learners tend to be creative to make the process easier by exploiting skills, knowledge and experience gained in acquisition of L1 (a previous language).

Practical implications. The issue analyzed in the research and suggested in the presentation deals with a major headache suffered by every language teacher at any level of education, i.e. language learners making mistakes in either L1, L2 or a subsequent language. The research tried to look for theoretical explanations accounting for some mistakes in several linguistic sources and suggest better understanding to language teachers about the nature of mistakes and the fact of learners being determined to make them at certain stages of language learning and acquisition.