

Title: **Comparison of Czech and Russian Declension of Nouns and Adjectives with a Focus on Teaching Czech for Foreigners**

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Abstract:

The submitted thesis deals with Czech language as a foreign language in the field of Czech declension system of nouns and adjectives in comparison with the Russian system, and the issue of acquiring these language structures in the target group of Russian-language foreigners. This group of foreigners is a part of a large number of foreign students studying at Czech universities and other schools, so the topic of the paper is highly up-to-date.

According to the findings of the linguists, the similarity of language structures may be the cause of the so-called interference errors. In a more general sense, it is the issue of homonymy, which is described, for example, by V. Skalička in connection with the development and termination of declension. In the linguistic comparison, the role of homonymity of desinential morphemes is related to their unequal functional load.

The author claims to provide a thorough knowledge of Czech and Russian declension based on comparative study. The goals of the thesis include description of the problems connected with the adoption of the Czech declension at the mentioned target group and recommendation of the selected measures that can be used in the exposition of the curriculum in accordance with the given addressing focus.

In the theoretical part of the thesis, the author compares the formal morphology of nouns and adjectives in both languages, with a reminder of the vital importance of functional morphology. The effective teaching of an inflected language is not possible without the knowledge of functional morphology. The interpretation is supported by a number of comparison tables and lexical databases. Emphasis is also placed on the study of lexicon in relation to individual declension

types and to the knowledge of relevant developmental contexts. Further attention is paid to the evaluation of the literature describing the so-called interferential research conducted at Czech schools in connection with the teaching of Russian, taking into account the specific situation of the linguodidactic approach to the noun inflexion. The chapters, where the presentation of the noun inflexion in Czech grammar and in didactic works, especially in Czech language textbooks for foreigners with a given focus, can actually be considered analytical in character. The research itself is focused on the identification of explicit knowledge from the field of declension of nouns and adjectives in Russian-language university students with the level of knowledge of Czech B2 according to the Common European Framework of Reference. For the purpose of the research, a set of tests including a lexicon of all Czech substantive types was compiled. One set of these tests includes 1706 complementary morpheme endings, and within the homogeneous group of 10–13 respondents 17 492 positions were analysed in total. Selected sets of case forms that occur in the inter-language of respondents are confronted with the material found in the CzeSL Acquisition Corpus. In the conclusions and recommendations chapter the author responds to the results of the research probes and indicates the possible procedure for the direct linguodidactic presentation of selected grammatical parts. Particular attention is paid to the concept of the declension table, the inductively modified linguistic description of the morphology of nouns and adjectives, and the issue of selecting model expressions for inflection. There is a classification of exercises that can be used in the teaching of the declension in one of the chapters, and the need for systematic processing of the given topic in separate work is also being pointed out there.

Key words: adjective, case, comparative study of Czech and Russian, Czech as a foreign language, Czech for foreigners, declension, interference, linguodidactics, noun, second language acquisition