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**DIPLOMOVÁ PRÁCE**

The influence of a second foreign language on Czech grammar school students'  
English language proficiency

Vliv druhého cizího jazyka na úroveň anglického jazyka u českých  
středoškolských studentů

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## *Poděkování*

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## **ABSTRACT**

My diploma thesis is concerned with the possible effects of linguistic transfer between a Czech grammar school students' acquired languages, namely English and French or German, on their performance in these languages.

The thesis is written on the backdrop of the Czech Education System. The System of Curricular Documents and the related documents which predetermine the students' language development are introduced, and their most important implications for the development of the students' L2 and L3 are listed out.

The foreign languages which this thesis is predominantly focused on, namely English, French and German, are analysed diachronically, synchronically and typologically to establish their main principles, their similarities, and differences, which may serve as the possible sources of linguistic transfer.

Cognitive processes underlying the development of L2 and L3 systems in the context of the Czech Education System and relevant theories are introduced, including the variables which determine to a significant degree the development of these languages and may have implications for the possible instances of linguistic transfer.

Hypotheses and research questions which arise from the theoretical research are then proposed, the answers to which I intend to provide by means of a qualitatively-quantitative research taking place at two grammar schools, surveying students of various L2s and ages.

The results of this testing bring answers to my various hypotheses and research questions which had been formed based on my preceding research and show how the combinations of these variables impinge on their proficiency in foreign languages.

## **KEY WORDS**

Linguistic transfer, English, French, German, Language Proficiency, Student Motivation

## ***ABSTRAKT***

Má diplomová práce se zabývá možnými dopady jazykového transferu mezi osvojenými jazyky Českého gymnazijního studenta, jmenovitě mezi jeho Anglickým jazykem a Německým či Francouzským jazykem, na jeho výkonnost v těchto jazycích.

Diplomová práce byla napsána na pozadí Českého Vzdělávacího Systému. Systém Kurikulárních Dokumentů a s ním spojené dokumenty které předurčují studentův jazykový vývoj jsou představeny, přičemž jsou zdůrazněny jejich nejdůležitější důsledky pro vývoj studentova prvního a druhého cizího jazyka.

Cizí jazyky, kterými se tato práce zejména zabývá, jmenovitě Anglický, Francouzský a Německý jazyk, jsou analyzovány z diachronického, synchronního a typologického hlediska, abych poukázala na jejich hlavní principy, podobnosti a rozdíly mezi nimi, které mohou být možným zdrojem jazykového transferu.

Dále jsou představeny kognitivní procesy ovlivňující vývoj cizího a druhého cizího jazyka v kontextu Českého Vzdělávacího Systému a relevantní teorie, včetně proměnných, které určují do jisté míry vývoj těchto jazyků a mohou mít dopad na možné případy jazykového transferu.

Hypotézy a výzkumné otázky plynoucí z teoretického výzkumu, na již míním najít odpovědi pomocí kvantitativně-kvalitativního výzkumu, jsou poté předloženy. Výzkum provedu na dvou gymnáziích, kde budu testovat studenty různého věku, kteří se učí jeden z druhých cizích jazyků, kterými se zabývám.

Výsledky tohoto výzkumu přinesou odpovědi na mé různorodé hypotézy a výzkumné otázky, které byly formulovány na bázi mého předchozího výzkumu a poukazují na dopad kombinace zmíněných proměnných na výkonnosti studentů v cizích jazycích.

## ***KLÍČOVÁ SLOVA***

Jazykový transfer, Anglický jazyk, Francouzský jazyk, Německý jazyk, Jazyková Úroveň,

Studentská motivace

1.0 Introduction .....	1
1.1 Language teaching situation in the Czech Republic.....	1
1.1.1 The levels of the Czech Education System and Types of Schools.....	1
1.1.2 The System of Curricular Documents .....	2
1.1.2.1 CEFR.....	5
1.1.2.2 The Framework Curricular Documents.....	7
1.1.2.2.1 The Framework Curriculum of Elementary School Education .....	8
1.1.2.2.1.1 Foreign language and Second foreign language.....	9
1.1.2.2.1.1.1 Expected outcomes of the Foreign language .....	10
1.1.2.2.1.1.2 Expected outcomes of the Second foreign language .....	11
1.1.2.2.2 Conclusions .....	13
1.1.2.2.3 The Framework of Grammar School Education.....	14
1.1.2.2.3.1 Foreign language and Second foreign language.....	14
1.1.2.2.3.1.1 Expected outcomes of the Foreign language .....	17
1.1.2.2.3.1.2 Expected outcomes of the Second foreign language .....	20
1.1.2.2.4 Conclusion.....	21
1.2 Analyses of the languages used.....	23
1.2.1 English.....	26
1.2.1.1 Diachronic development of English .....	26
1.2.1.2 The contemporary state of English in the world.....	27
1.2.2 French.....	28
1.2.2.1 Diachronic development of French .....	28
1.2.2.2 The contemporary state of French in the world.....	28
1.2.3 German .....	29
1.2.3.1 Diachronic development of German .....	30
1.2.3.2 The contemporary state of German in the world.....	30
1.2.4 Typological classification of chosen languages .....	31
1.2.4.1 Terms utilized for the purposes of this specific work .....	32
1.2.4.2 English from the perspective of linguistic typology.....	32
1.2.4.3 French from the perspective of linguistic typology.....	33
1.2.4.4 German from the perspective of linguistic typology .....	33
1.2.4.5 Comparison of the selected languages .....	33
1.2.4.5.1 Genealogical point of view.....	34
1.2.4.5.2 Synchronic point of view.....	35
1.2.4.5.3 Linguistic typology.....	35
1.2.5 Linguistic transfer introduction .....	36
1.2.5.1 Definition of linguistic transfer .....	36

1.2.5.2 Types of linguistic transfer.....	37
1.2.5.3 The design of tests based on linguistic transfer.....	38
1.3 Language learning.....	40
1.3.1 First language acquisition.....	43
1.3.1.1 Piaget’s theory of cognitive development.....	44
1.3.1.2 Vygotsky’s theory of sociocultural cognitive development.....	45
1.3.2 L2 acquisition in the Czech schools and Krashen’s SLA theory.....	45
1.3.3 Conclusions.....	47
1.3.4 Variables in further foreign language acquisition (L3 acquisition in the Czech schools).....	48
1.3.4.1 Age.....	50
1.3.4.1.1 Theories of Piaget, Vygotsky and Krashen in L3 development.....	50
1.3.4.1.2 Biological development of an individual.....	52
1.3.4.1.3 Conclusions.....	52
1.3.4.2 Motivation.....	54
1.3.4.2.1 Motivation in choosing an L3.....	54
1.3.4.2.2 Motivation for language learning.....	54
1.3.4.2.3 Types of motivation.....	55
1.3.4.2.4 Conclusions.....	57
1.3.4.3 Language aptitude.....	59
1.3.4.3.1 Language aptitude tests.....	59
1.3.4.3.2 Conclusions.....	60
1.3.4.4 Linguistic transfer with the already acquired languages, L1 and L2.....	60
1.3.4.5 Bilingualism.....	62
1.3.5 Conclusions to be made about the L2.....	64
1.3.5.1 The situation of the L2 in the context of the Czech Republic.....	64
1.3.5.2 Cognitive development of a student at the time of L2 instruction.....	65
1.3.6 Conclusions to be made about the L3.....	67
1.3.6.1 The situation of the L3 in the context of the Czech Republic.....	67
1.3.6.2 Cognitive development of a student at the time of L3 instruction.....	67
1.3.6.3 Overview of variables in L3 learning.....	68
1.4 Conclusions and hypotheses.....	70
1.4.1 Summary of the theory and its implications for my research.....	70
1.4.2 Hypotheses and research questions.....	71
1.4.2.1 Hypotheses: Language teaching situation in the Czech Republic.....	72
1.4.2.2 Hypotheses: Analyses of the languages used, linguistic transfer.....	73
1.4.2.3 Hypotheses: Language learning and acquisition, L2 and L3.....	73
2.0 Study site.....	74

2.1 Outcomes of the comparative assessment of the School Education Programmes.....	77
3.0 Methods .....	78
3.1 Questionnaire concerning the students' experience with learning languages .....	80
3.2 Language aptitude testing.....	80
3.3 Proficiency level tests in L2 and L3 .....	81
3.4 Comprehensive language tests .....	82
3.4.1 Exercise 1 .....	84
3.4.2 Exercise 2 .....	85
3.4.3 Exercise 3 .....	85
3.4.4 Exercise 4 .....	86
3.4.5 Exercise 5 .....	86
3.4.6 Exercise 6 .....	87
3.5 Feedback questionnaire .....	87
4.0 Results .....	88
4.1 The methods of assessment .....	89
5.0 Conclusions .....	91
5.1 French language proficiency and aptitude results .....	92
5.2 German language proficiency and aptitude results.....	94
5.3 French comprehensive language tests results.....	96
5.4 German comprehensive language tests results .....	98
5.5 Questionnaire assessment.....	100
5.6 Dominant motivations assessment .....	104
5.7 French comprehensive tests linguistic transfer impact.....	106
5.8 German comprehensive tests linguistic transfer impact.....	111
5.9 Answers to the hypotheses: Language teaching situation in the Czech Republic .....	116
5.10 Answers to the hypotheses: Analyses of the languages used, linguistic transfer .....	120
5.11 Answers to the hypotheses: Language learning and acquisition, L2 and L3.....	125
6.0 Conclusion and discussion .....	133
6.1 Limitations to the study .....	135
7.0 Annexes .....	137
7.1 List of Graphs.....	137
7.2 Tables of results.....	138
7.2.1 List of Tables.....	138
7.2.2 Table 1: Attitudes and motivations assessment.....	138
7.2.3 L3 assessments .....	142
7.2.3.1 Table 2: French language overall assessment.....	142
7.2.3.2 Table 3: German language overall assessment.....	143

7.2.4 Linguistic transfer assessments .....	145
7.2.4.1 Table 4: French linguistic transfers assessment .....	145
7.2.4.2 Table 5: German linguistic transfers assessment.....	147
7.3 Test sets utilised in the data gathering.....	150
7.3.1 Questionnaire concerning the students' experience with learning languages .....	150
7.3.2 MLAT test adaptation .....	152
7.3.3 L2 and L3 proficiency language tests.....	154
7.3.4 Comprehensive English language tests designed for the students of French .....	155
7.3.5 Comprehensive English language tests designed for the students of German .....	157
7.3.6 Comprehensive French language tests .....	159
7.3.7 Comprehensive German language tests.....	161
7.3.8 Feedback forms .....	163
Sources .....	164

## **1.0 Introduction**

In this introductory passage of my diploma thesis, the theoretical basis for the upcoming qualitatively-quantitative research dealing with the problematics of linguistic transfer in foreign language learning at the upper-secondary level of education will be presented.

I will narrow down the exact conception of the terminology which will be utilized in this work, and provide an overview of the issues concerning languages, language learning, and language teaching in the scope of the Czech upper-secondary education context, which are most relevant for the purposes of my research.

At the end of this section of my thesis, hypotheses will be presented, based on the aforementioned previous research into the discussed areas.

### **1.1 Language teaching situation in the Czech Republic**

Before I begin to lay out the theoretical foundations concerning the selected languages and their possibly significant inter-relations, followed by an insight into the cognitive processes which enable the development of the language systems in the minds of students in the first place, both of which will to a great extent be the focus of this thesis and will later culminate in the formation of hypotheses which shall be confirmed or disproved by analysing the results of my practical research, I think it crucial to establish the backdrop of where the research has been taking place and introduce the system within which I intend to operate.

#### **1.1.1 The levels of the Czech Education System and Types of Schools**

The Czech Education System consists of two levels – the **primary level** and the **secondary level** of education. It is compulsory in the Czech Republic to attain at least 9 years of education, which could be done simply by attending a typical Czech elementary school, which takes exactly 9 years to complete. The primary level of education contains years 1-5 at the

**elementary school**, while the lower-secondary level of education within the compulsory education limits encompasses the years 6-9 at an elementary school.

Alternatively, students may try to apply for a 6- or an 8-year programme at a “gymnázium” (which I will refer to in this paper as a “**grammar school**”), which is considered to be the more desired and the more prestigious way of receiving education. If they get admitted to a grammar school, it means that they will finish both their lower- and upper-secondary level of education there as well. If a student does not attend a grammar school for the 6 or 8-year programme and opts to instead carry out their 9 years of compulsory primary and lower-secondary level education in a regular elementary school, they may still apply for a typical 4-year study programme at a grammar school as well, which would allow them to finish their upper-secondary level of education.

Unless specified otherwise, grammar schools provide general education, covering a variety of school subjects, with the objective to prepare the students for a fruitful and culturally rich life within contemporary society, and more importantly, for the further pursuit of education at the university level.

Upper-secondary level school education ends with a state-approved “maturita” examination, which is a series of written and spoken exams that mark the successful completion of one’s secondary-level education (Education System in the Czech Republic).

### **1.1.2 The System of Curricular Documents**

Education in the Czech Republic is directed through a series of governmentally approved curricular documents which could be classed under an umbrella term the “**System of Curricular Documents**”. The System of Curricular Documents is a system of intertwined and mutually dependent curricular documents of descriptive and prescriptive nature, which define the areas which are to be covered in a given phase during a student’s education, based on the principles imposed by the **National Education Programme**. The National Education

Programme sets the parameters in the most general terms, according to which **the Framework Education Programmes** are designed for each and every type of school. The current National Education Programme is entitled “Strategy 2030+”. It consists in defining the necessary steps in reaching the two overarching and all-encompassing strategic objectives, which are defined as “Focus education more on the acquisition of competences needed for an active civic, professional and personal life” and “Reduce inequalities in access to quality education and pave the way for the maximum development of the potential of children, pupils and students”, respectively (Ministerstvo Školství, Mládeže a Tělovýchovy, 2020). Both the strategies, but more so the first of the aforementioned, directly include the development of competences that would enable a person to be able to communicate in the context of the contemporary world, which, to my understanding, also to a significant degree involves the learning of foreign languages.

The documents of the Systems of Curricular Documents, which stem from the aforementioned strategies, are being designed on the state level and at the school level (Rámcový vzdělávací program pro gymnázia, 2007).

The state level curricular documents which belong to this system are called “Rámcové Vzdělávací Programy”. In the course of this paper, I shall refer to them as Framework Education Programmes. They are designed by experts in the field and methodologists for every type of school, spanning pre-school education, elementary school education, high school education, and selected variations on the three aforementioned. Within these, we may find the base characteristics of the type of education which the given Framework Education Programme was designated for, the key competences which are to be developed in students of the given type of school, and finally, the areas of education and the expected outcomes which obligatorily have to be covered. One such area of education, which makes part of both the **Framework Education Programme of Elementary school education** and that of

**Grammar Schools**, and is of most interest for the purpose of this thesis, is entitled “**Language and communication**”.

Based on the Framework Education Programmes, their school-level counterparts, the “Školní Vzdělávací Programy”, or **School Education Programmes**, are designed. These are composed by each individual school which falls under the chosen category. Given this hierarchy between the Framework Education Programmes and the School Education Programmes, there are parameters which the latter compulsorily have to adhere to. Expected outcomes and key competences for each of the areas of education are strictly defined and expected to be met and developed by the time a given period of time passes during the process of a students’ education. In the area of Language and communication, which concerns school subjects which concern foreign language education, the expected proficiency levels of students who have gone through a phase of education are always given (Rámcový vzdělávací program pro základní vzdělávání, 2021).

The expected proficiency levels which are stated in the aforementioned curricular documents are based on the descriptions which are provided in the **Common European Framework of Reference for Languages**, or **CEFR** for short. The CEFR is a normative document which sets the parameters in terms of distinct levels of language proficiency and is designed so that it could be largely applied to various European languages. It provides the commonly accepted measures for one’s proficiency level in a foreign language. These range from Basic User, Independent User, and Proficient User, with further subclassifications. Nowadays, however, proficiency levels are mostly referred to in terms of a scale from A1 to C2 (Common European Framework of Reference for Languages (CEFR), 2023).

In this thesis, which deals with the impacts of linguistic transfer between the Czech upper-secondary students’ second and third languages, I think it would be most suitable to mainly focus on the Framework Education Programme of Elementary School Education and

the Framework Education Programmes of Grammar School Education, as I expect these to be in a relation of complete mutual dependence, as one of the intentions of their creators must have undoubtedly been to ensure continuity between the school subjects which were taught at the primary and lower-secondary levels of education, and those which would be taught at the upper-secondary level as well. In addition, focusing on the aforementioned will allow me to observe the progression between what is expected of students at the lower-secondary level of education, and what is expected of students at the upper-secondary level of education.

In the following passages, let me introduce these curricular documents in greater detail, hint at their interconnections and highlight the implications which they may possibly have on the results of my research.

#### **1.1.2.1 CEFR**

I thought it most fitting to begin the analysis of the curricula which pre-determine to a remarkable extent the educational development of students in terms of foreign languages in the Czech Education System with the document which, to my perception, stands on the top of this notional hierarchy – the Common European Framework of Reference for languages, or CEFR, for short.

The Common European Framework of Reference for languages is an internationally acclaimed curricular document, which has been serving as the point of departure for most of the relevant frameworks in the assessment of language learning and teaching in European countries. It is due to its very general nature and wide applicability to all European languages that it is the most prototypical point of departure for the creation of the more specified curricular documents, ultimately unifying the generally accepted way in which we describe and classify language proficiency, which could be understood internationally. It, therefore, offers a concise basis for the development of language syllabuses and provides limitations within the creation and design of learning and teaching materials.

The CEFR lists out so-called descriptors, a fully defined structured set of criteria, which serve as indicators of language proficiency, on the backdrop of individual linguistic competences.

According to the CEFR, we recognize 6 different language proficiency levels, which range from A1 to C2. The criteria of these are described by means of the learner's abilities in the areas of language skills. The descriptors are written on the basis of "modes of communication" which manifest in the form of "activity, strategy, or competence". The modes of communication are further described as reception, production, interaction, mediation, plurilingual and pluricultural competences, and communicative language competences. This description of proficiency levels is then further exemplified by the given descriptors - brief annotations to complete the criteria (Common European Framework of Reference for Languages (CEFR), 2023).

I would therefore classify the CEFR as being somewhere in between being of prescriptive and descriptive character, as it serves as a common basis which all the other, so to say, "lesser" curricular documents, are expected to adhere to and, essentially, derive from, but at the same time, serves as the source of the commonly and widely accepted description of criteria for language proficiency.

As I have mentioned earlier, the Czech Systems of Curricular Documents base the anticipated nodal points, illustrated by the anticipated level of the students' proficiency, as described on the scale from A1 to C2, adhering to the descriptors as they have been stated in the CEFR. Schools usually plan progress on the assumption that it will take the average group of learners a certain period of time to move from one level to the next, for instance, approximately 50 lessons to move through one third of one of the aforementioned levels (Scrivener, 1994). The problems with such grouping, however, are that the proficiency levels do not stay the same over time and that the groupings are more of an approximation than

anything absolute. In addition, each student is most likely to have a slightly different level than is expected of them, and distinct variables, including linguistic transfer, are at play as well.

In the context of this thesis, I find it important to highlight how the onset and first years of the students' education in the areas of foreign languages impinge on their later development and proficiency levels in said languages, which are still in development at the upper-secondary level of education. That is why in the following passages, I will describe the focal points which could be made about the instruction of the "Foreign language" and "Second foreign language" in the context of the Czech Education System, with a special emphasis on the transition between the lower-secondary level and the upper-secondary level of education.

#### **1.1.2.2 The Framework Curricular Documents**

As I have asserted, the area of education entitled "Language and communication", which involves the school subjects including instruction and learning of foreign languages as described within the Systems of Curricular Documents in the Czech Republic, is to a large extent described in terms of the aforementioned descriptors as provided by the CEFR, as to adhere to the normative criteria generally accepted by most European organizations as widely accepted and applicable.

Due to the hierarchy which naturally stems from the way that the Czech Education System and its underlying Systems of Curricular Documents are organized, it could be expected that the anticipated levels of proficiency and their parameters would follow a gradual development from the lower-secondary level of education towards the upper-secondary level, which I intend to mainly focus on in this thesis.

In the following passages, let me briefly highlight the main points concerning the area of "Language and communication" as described within the Framework Curriculum of

Elementary School Education and the Framework Curriculum of Grammar School Education, and draw conclusions about how they mutually influence each other, what implications does that indicate for the linguistic development of Czech students, and by extension, how could it affect the impact of possible linguistic transfer between their developing language systems.

#### **1.1.2.2.1 The Framework Curriculum of Elementary School Education**

Rámcový Vzdělávací Program Základního Vzdělávání, The Framework Curriculum of Elementary School Education in English, is the official curricular document for the primary and lower-secondary level education in the Czech Republic. It serves as a framework, which offers limitations for the individual curricula and syllabuses in Czech schools, which are called Školní Vzdělávací Program, and are school-specific for each school.

The Framework of Elementary School Education encompasses the entire primary level of compulsory school education, and also what we could refer to as the lower-secondary level of education. It defines and specifies ten educational areas, which must be taught and implies the content and subject matter which needs to be covered during a student's education at the elementary school.

The content of these educational areas which are prescribed in this document is composed of the so-called "expected outcomes" and curricula for three periods of Czech elementary schools, which are roughly divided into three years each. The expected outcomes are described in terms of activity-based, practically charged, and feasible descriptors of "can-do" statements. They are marked by codes and the target developed knowledge is explicitly listed out for each of the school subjects. The expected outcomes for each grade are of informational character, it is, however, obligatory that the students will be able to utilise the acquired knowledge which is prescribed by this document in practice and in real life by the end of the two major periods - by the end of the fifth grade, and by the time they finish elementary school. Incidentally, the end of the fifth grade marks the end of one's primary

level of education, and the beginning of one's lower-secondary level of education (Rámcový vzdělávací program pro základní vzdělávání, 2021).

#### **1.1.2.2.1.1 Foreign language and Second foreign language**

One of the Framework's areas of education is entitled "Jazyk a jazyková komunikace", or "Language and communication" in English, which is further subdivided into three branches, paralleling the three school subjects which stem from that description – "Český jazyk a literatura" (Czech language and literature), "Cizí jazyk" (Foreign language), and "Další cizí jazyk" (Second foreign language). The objectives of the latter two have been designed in strict accordance with the CEFR as far as the descriptors of expected levels of proficiency are concerned. By the standards of The Framework Curriculum of Elementary School Education, it is expected for an elementary school graduate who has finished their lower-secondary level of education to have acquired the A2 level of proficiency in English as a second language, and A1 in their third foreign language (Rámcový vzdělávací program pro základní vzdělávání, 2021).

By the parameters of the CEFR, the description of an A2 level of proficiency user, in the case of a Czech elementary school graduate in the context of my thesis, states as follows: "Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need." (Global scale - Table 1 (CEFR 3.3): Common Reference levels)

As for the description of an A1 level of proficiency user of language, which could be said about a Czech elementary school graduate as far as their second foreign language is concerned, it is stated as follows: "Can understand and use familiar everyday expressions and

very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.” (Global scale - Table 1 (CEFR 3.3): Common Reference levels)

Based on this description as provided by the CEFR, the expected outcomes in The Framework are further detailed in terms of areas tied to language skills, which the students are expected to have mastered by a certain period of time. In light of the aforementioned descriptions, let me now highlight the competences which invariably have to be mastered by elementary school graduates in both the Foreign language and the Second foreign language.

#### **1.1.2.2.1.1 Expected outcomes of the Foreign language**

In the area of listening comprehension, students are expected to understand simple listening tasks, spoken utterances and conversations, which are uttered slowly, with punctual pronunciation, and which adhere to the prescribed themes and topics of the curriculum.

In the area of speaking, students are expected to be able to ask questions in order to retrieve base information, react adequately and appropriately in common formal and informal situations, speak of their family, friends, school, free time, and other things which are part of the prescribed themes and topics, narrate a simple story, talk of an event, describe persons, places, and things from their day-to-day life.

In the area of reading comprehension, students are expected to be able to find the required piece of information in simple everyday authentic materials, understand short and simple texts, and be able to find within them the required information.

In the area of writing, students are expected to be able to respond to a written message, write a short text concerning themselves, their family, events, hobbies, and customary activities of their own life, and fill in a form concerning their identification.

As far as the subject matter is concerned, students are expected to have developed a comprehensible enough pronunciation and an ability to distinguish between the segmental and suprasegmental items of the phonological system of the target language, understand the meanings of intonation patterns, and they are expected to correctly and with grammatical accuracy utilize the words which arise from the prescribed acquired semantic fields.

The acquired semantic fields which should presumably be mastered are namely Home, Family, Means of accommodation, School, Free time, Culture, Sport, Selfcare, Feelings and Emotions, Eating habits, Weather, Nature and the City, Shopping and fashion, Society and societal problems, Jobs, Modern Technology and Media, Travelling, and Realia of the target country.

It is expected that students who have successfully passed the last period of elementary education are also familiar with the grammatical constructions necessary to communicate about the aforementioned themes and topics in all manner of ways, as long as the communicative purpose is fulfilled. Elementary mistakes which however do not hamper the comprehension of the message, are tolerable (Rámcový vzdělávací program pro základní vzdělávání, 2021).

#### **1.1.2.2.1.2 Expected outcomes of the Second foreign language**

Now let me focus my attention to the expected outcomes of elementary school education in the subject of “Second foreign language” as described in The Framework Curriculum of Elementary School Education in accordance with the CEFR.

In the area of listening comprehension, students are expected to understand simple instructions and questions of their teacher, words, simple sentences and listening exercises, which are uttered slowly, with punctual pronunciation, and which adhere to the prescribed themes and topics of the curriculum, especially when the text is accompanied by visual support, and understand the base information in short listening tasks concerning everyday matters.

In the area of speaking, students are expected to be able to participate in simple discourse, share the basic information about themselves, their family, school, free time and other prescribed themes and topics, and are able to ask and answer simple questions concerning these.

In the area of reading comprehension, students are expected to be able to understand informational signs and directions, point out the gist of the text, find the desired piece of information, and understand short texts concerning everyday life, especially when the text is accompanied by visual support.

In the area of writing, students are expected to be able to write a short text concerning themselves, their family, events, hobbies and customary activities of their own life, reply appropriately to a textual communication, as well as fill in a form concerning their identification.

It is expected of students to have acquired the basics of the IPA, the basics of correct pronunciation, and to have an understanding of the relationship between the orthographic and phonetic representation of words.

It is also expected of students to develop a lexicon which is required to communicate effortlessly in the prescribed themes and topics and to be able to use a dictionary if needed.

The themes and topics prescribed for the Second foreign language by the end of elementary school education are namely Home, Family, Free time, School, Jobs, Human Body, Food and Drinks, Clothes, Shopping, Places of Residence, Means of Transportation, Months of the year, Holidays and celebrations, The Seasons of the year, Days of the Week, Time, Animals, Nature, Weather.

It is expected that students who have successfully passed the lower-secondary level of education are also familiar with the grammatical constructions necessary to communicate about the aforementioned themes and topics in all manner of ways (Rámcový vzdělávací program pro základní vzdělávání, 2021).

#### **1.1.2.2.2 Conclusions**

As I have mentioned, it could naturally be expected due to the hierarchical nature of the curricular documents within the System of Curricular Documents of the Czech Republic that the documents which prescribe any level of education which exceeds the elementary school education would build upon it, taking for granted the expected outcomes of the students' education from that period of their lives.

The Framework of Elementary School Education also intrinsically describes the progression from the students' primary level education towards their secondary level education. This threshold between levels is explicitly stated in the document, and implications of the contrast between the distinct levels are reflected to a significant degree in the anticipated nodal points of the finished periods of the primary, and lower-secondary education respectively.

What is also worth taking note of is the fact that while the instruction of the Foreign language – English, to be exact- is according to the Framework supposed to begin at the onset of primary level school education, the instruction of the Second foreign language begins at this threshold between the levels of education within the Czech Education System. What

could therefore be expected, then, is that the students' cognitive development, the variables which underlie the learning of the additional foreign language, and other factors involved in language learning would have shifted quite significantly. In addition, the students would have had a significant degree of experience with their first foreign language, when starting to learn the second foreign language, which as I expect, may also cause certain linguistic interferences.

All in all, it is indisputable that The Framework of Elementary School Education would leave foundations upon which The Framework of Grammar School Education is obliged to be built.

#### **1.1.2.2.3 The Framework of Grammar School Education**

As I have asserted, it is to no avail that due to the constitutional nature of The Framework of Elementary School Education, there would be consequences of it on the development of The Framework of Grammar School Education, especially as far as the surveyed areas of foreign language instruction, which I especially intend to scrutinize in my thesis, are concerned.

In contrast with The Framework of Elementary School Education, The Framework of Grammar School Education only has eight areas of education. Due to the significantly shorter period of time and less significant cognitive developmental changes tied to it, this Framework is not, in contrast with the Framework of Elementary School Education, divided into so many nodal points. In fact, the Framework of Grammar School Education only states the expected outcomes at the end of the students' upper-secondary level of education, unlike the preceding Framework which was, as I mentioned, divided into three periods (Rámcový vzdělávací program pro gymnázia, 2007).

##### **1.1.2.2.3.1 Foreign language and Second foreign language**

Paralleling the preceding elementary and lower-secondary levels of education, one of these areas is "Jazyk a jazyková komunikace", or Language and communication in English, which

is also further subdivided into three school subjects - Český jazyk a literatura (Czech language and literature), Cizí jazyk (Foreign language), and Další cizí jazyk (Second foreign language). The expected outcomes and subject matter to cover of the latter two have, once again, been designed in strict accordance with the CEFR.

By the standards of The Framework of Grammar School Education, it is expected for an average lower-secondary school level graduate who would undertake the process leading up to the graduation from a Czech grammar school to have already acquired the A2 level of proficiency in English as a second language, and A1 in their second foreign language. That would provide foundations for the hypothetical further development of their language proficiency, specifically to B2 and B1, respectively (Rámcový vzdělávací program pro gymnázia, 2007).

By the parameters of the CEFR, the anticipated level of proficiency in the Foreign language, B2, is described as follows: "Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options." (Global scale - Table 1 (CEFR 3.3): Common Reference levels)

The anticipated level of proficiency as far as the Second foreign language, B1, is concerned, is described as such: "Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and

explanations for opinions and plans.” (Global scale - Table 1 (CEFR 3.3): Common Reference levels)

The Framework of Grammar School Education, therefore, takes it as given that the students have been learning English in elementary school and dispose of certain levels of competence in the language, and also have started to learn an additional foreign language at the beginning of their secondary level education as well.

In the ideal case, it would so happen that the instruction of Second foreign language which the students had chosen to study at the onset of their secondary level of education would be continued seamlessly at the upper-secondary level as well. It may, however, not be the case, as the grammar school of the students' choosing may not provide the instruction of the given second foreign language, or may on the other hand, not even provide an option of choice between the languages. The student may also be given a chance to, for whatever reason, choose a different second foreign language to start over with, abandoning the foundations which they had acquired in the preceding years. It is also worth noting that according to The Framework of Grammar School Education, if a student was not enabled due to organisational or other reasons to tie up with their preceding studies of a Second foreign language, executing features of competence which could be described as being of A1 or A2 level of proficiency, they would be provided with the education of a foreign language according to the current selection of languages to choose from in a given school. This instruction in a foreign language is meant for complete beginners and aims towards reaching the level of proficiency selected and constrained by the school according to their own possibilities. The student, however, has to obligatorily reach the level of proficiency of at least B1 in at least one of his foreign languages which they learn at grammar school (Rámcový vzdělávací program pro gymnázia, 2007).

Speaking once again specifically about the instruction of foreign languages, parameters of the expected outcomes according to which the respective schools are supposed to design their proper curricular documents, are disclosed in a similar fashion as they were in The Framework of Elementary School Education. However, their explanations are not based around the four language skills, but on the more general, overarching terms: the productive skills, the receptive skills, and the interactive skills. First, I would like to take a look at the description of the Foreign language as proposed by The Framework of Grammar School Education.

#### **1.1.2.2.3.1.1 Expected outcomes of the Foreign language**

Let me now shed light on the parameters to be met as described in the section dedicated to the school subject entitled as “Foreign language” which is the English language in the context of the Czech Education System.

In terms of receptive skills, it is expected of the students that they would understand the main points and the main ideas of an authentic spoken or written discourse of a more advanced nature, which concerns a contemporary topic.

In authentic spoken discourse, they should be able to identify the distinct speakers and recognize the different styles and moods they employ, as well as understand the opinions and standpoints of the speakers.

They should be able to identify the structure of texts and to accurately pinpoint the focal and the peripheral information within these, as well as seek, gather, process and utilize information from different sources to work with the given information, even if the task concerns a lesser known topic.

They should be able to derive the meanings of unknown lexical and grammatical items based on their previously acquired knowledge of similar items, their implicit knowledge of

the underlying word-formation processes and internationalisms. Furthermore, they should be able to use a variety of sources, like dictionaries, literature, encyclopaedias, and the media for the purposes of furthering their knowledge.

As far as the area of productive skills is concerned, it is expected that a graduate from grammar school would be able to state their opinions clearly and fluently, with spontaneity and grammatical accuracy as well.

They should be able to reproduce an authentic text which they had read or listened to in a coherent manner, making use of complex vocabulary and grammar.

They should also be able to speak in a concise and coherent manner about a given topic. They should be able to compose a text concerning a variety of topics in which they would express their opinion.

They should be able to talk about their hobbies and the activities connected to them, to structure both a formal and an informal writing in a variety of styles and for a variety of purposes in a logical and clear manner.

They should be able to understand and reproduce pieces of information marked by a greater content complexity with grammatical precision, adhering to the topic at hand.

They should also have properly developed their vocabulary as so to be able to express their opinions without having to reduce the contents of their message. They should also be able to utilize all manner of dictionaries when working through an assignment of a written form on an unknown topic.

And finally, as far as interactive skills are concerned, students are expected to be able to express and support their ideas, opinions, and standpoints in an appropriate manner in both the spoken and the written form. They should be able to comment on and discuss different

opinions as presented in a variety of fractographic and imaginative texts adequately and with the utmost grammatical accuracy.

They should react spontaneously and with grammatical accuracy in situations which are less common, all the while using accurate and appropriate vocabulary and lexis including phrasemes. They are supposed to be able to communicate fluently in conversations concerning topics of both the abstract and concrete nature, all the while maintaining an impeccable phonetical accuracy.

Finally, in communication with a native speaker, they should be able to initiate, conduct and finish a dialogue, as well as join a discussion concerning various topics including the more professional or technical matters.

Furthermore, Language systems, Communicative functions of language and the text types, as well as the Thematic fields, Communicative situations and Realia of the country of origin of the language that the students are supposed to know by the end of their education are listed as well, in a little more general fashion (Rámcový vzdělávací program pro gymnázia, 2007).

Due to the fact that this work deals predominantly with students who are still undergraduates and the description of skillsets as provided by The Framework of Grammar School Education is concerned with the graduates only, I find their further scrutiny to be ancillary for the purposes of this work. Besides, Language systems and Thematic fields will be explored in greater detail in the later passages of my work, where I will be describing the proper School Education Programmes of the grammar schools where my research took place specifically. In addition, the findings utilized by the exploration of the School Educational Programmes also served as a guide in the processes of design of the language tests which were utilized to observe linguistic transfer.

### **1.1.2.2.3.1.2 Expected outcomes of the Second foreign language**

Now let me briefly focus on the parameters which are given in The Framework of Grammar School Education for the school subject entitled “Second foreign language”. Once again, the descriptions of the expected outcomes are defined by means of the overarching terms of the productive skills, the receptive skills, and the interactive skills.

The expected outcomes for the category of receptive skills are that the students would be able to understand the main points and ideas of an authentic spoken or written discourse concerning a common, every-day topic.

They should be able to identify the structure of a simple text and be able to distinguish between the focal and ancillary information within it. In spoken discourse, they should be able to identify distinctive speakers and the styles they employ, as well as the sentiments they are conveying.

They should be able to deduce the meaning of unknown words on the basis of their previous knowledge and on the basis of the context within which the words occur. Finally, they should be able to utilize distinct subskills of the reading competence and make use of a dictionary if necessary.

As far as the productive skills are concerned, the students are expected to have acquired such competence that they would be able to reproduce a simple written or spoken authentic text in a concise manner, utilizing appropriate every-day use vocabulary.

Furthermore, they should be able to formulate their own proper opinions concerning simple, every-day topics, using both the written or the spoken channels in a manner that is concise, grammatically correct and brief.

They should also be able to produce a written text of a formal or an informal nature concerning a known, every-day topic. In addition, they should be able to compose any such text following a clear, linear progression.

In a simple and coherent manner, they should be able to describe their background, their hobbies, and the activities which are connected to them.

The students should also be able to summarize and reproduce via a spoken or written channel any common, every-day simple piece of information. Finally, the ability to use dictionaries in furthering one's knowledge is once again greatly emphasized for the purposes of producing a written text.

As far as the interactive skills are concerned, the students are expected to be able to express their opinions and standpoints concerning their personal interests or every-day life with grammatical accuracy in a written or spoken form. Furthermore, they should be able to communicate in common, every-day situations in a manner that is grammatically correct, using simple, appropriate vocabulary and phrasemes.

With a certain degree of self-confidence, they should be able to communicate while making use of their acquired vocabulary, language systems, and phonological abilities. At last, they should be able to hold a conversation with a native speaker concerning every-day matters and common topics. Minor mistakes and difficulty holding that conversation are tolerated (Rámcový vzdělávací program pro gymnázia, 2007).

#### **1.1.2.2.4 Conclusion**

All in all, it could undoubtedly be concluded that the Framework of Elementary School Education intrinsically describes qualities and competences that the students need to develop in order to be able to further build on their knowledge in grammar school, as the curricular document detailing the upper-secondary level education in the Czech Republic indisputably

takes for granted that a certain level of competence had been acquired by the time a student begins their education in a grammar school. That is a tendency which is further reflected in the anticipated levels of proficiency which are stated in the documents for the graduates for each of the nodal points of education, which are supposed to gradually rise as the students' progress.

Furthermore, we could observe that in both the Framework of Elementary School Education and in the Framework of Grammar School education, the expected proficiency levels and outcomes of the given nodal points take it as given that there would be a certain hierarchy between the "Foreign language" and "Second foreign language", as they always, so to say, anticipate lower levels of proficiency of the students in the latter subject. As I expect, it is not only due to the smaller amount of time during which the students would spend learning the second foreign language, but also due to the inherent inferiority of any other language to the English language in the context of contemporary society. This is arguably also reflected in the Framework Curricular Documents, as not only is greater emphasis put on the development of skills in the Foreign language, but the competences and expected outcomes to be developed are also described in greater detail as opposed to the description of the Second foreign language, which is to my perception more general.

Additionally, due to the processes of gradual cognitive development of an individual during the course of a student's education, it could be expected that students had been apt to acquire the English language more deeply as opposed to the extent to which they were able to acquire the second foreign language. The instruction in the English language began at a very early age of the student, however, by the time the student started learning a second foreign language, they have had time to develop into more cognitively advanced individuals, and the process of second language acquisition is, thanks to that, drastically different. The variables in

this process and the cognitive development underlying the development of language systems shall be discussed in the later sections of this paper.

However, as could be evident from the very title of my thesis, I believe that the two developing language systems' influence on one another could additionally be one of the variables which significantly facilitate, or significantly hamper, the process. Students could make use of their already acquired knowledge in one language system in order to make sense of an unknown structure in another language, which might result in the correct and successful use of it. On the other hand, it may have negative effects as well, as there may not even exist such a structure in the target language, or it may be utilized differently, for instance.

Furthermore, such transfer of linguistic knowledge could arguably go both ways – both from the already acquired language to the one which is in the process of being acquired, and the other way around as well. Students would simply compare and contrast what they already know with what is seemingly new, and try to make sense of it against the backdrop of it.

In the sections to follow, let me exemplify how such connections could be made on the selected languages which I had decided to focus on in this thesis, and let me hint at what could the underlying reasons for the possible linguistic transfers be.

## **1.2 Analyses of the languages used**

The languages which I have chosen to focus on in the context of my diploma thesis are namely **English**, **French**, and **German** languages.

According to my personal experience within the Czech Education System, both from the perspective of a student and from the perspective of a teacher, the English language is the most universal out of the “Language and communication” subjects which are taught at Czech schools, both at the primary and at the secondary levels of education. Therefore, as I believe,

it is generally speaking accepted as one of the most popular school subjects per se. It could likely be put down to the language's wide applicability and utility in the areas of both the professional and personal lives of its learners. In the context of Czech schools, the instruction of the English language is most commonly referred to as the instruction of the "second language", or **L2**, for short. That is why throughout this work, I will adopt this terminology to refer to the instruction and learning of the English language as such.

The other two languages which I will focus on in this diploma thesis, French and German, were chosen based on the assumptions which, as I believe, could arguably be concluded about them. For one, both are very popular to learn as a "second foreign language", or **L3**, as I will refer to them extensively in the remainder of this work. In the context of Czech schools, the instruction of the L3 begins with the upper-secondary level of education, when the instruction of a "second foreign language" becomes obligatory according to the Framework Curriculum of Elementary School Education (*Rámcový vzdělávací program pro základní vzdělávání*, 2021) .

Prototypically, students are given a chance to choose among multiple L3s, the teaching of which is provided by their respective schools. These usually comprise of central European languages, most typically French, German, Spanish, and Russian (*Apprentissage des langues étrangères*, 2017). I will however only focus on the French and German languages from here on out, as I found them to be most frequently represented in the context of the L3 learning on the upper-secondary level of education in the Czech Republic.

All three of the languages which I intend to scrutinize in this thesis differ quite significantly from each other, while also exuding qualities which make them mutually related at the same time. The sources of these contrasts and similarities could be found in the languages' historical development, the extralinguistic context in which they would most likely

be applied by the potential learners, and the morphosyntactic arrangements of elements conveying grammatical and semantic meanings within these languages.

The aforementioned areas simultaneously act as what I believe to be possible sources of the so-called linguistic transfer, which could be broadly defined as the ways in which a person's acquired language systems influence each other, resulting in either positive or negative implications on said language systems, which is an overarching topic of my thesis. The question of how these differences and similarities between languages taught at Czech schools impinge on the students' competences and proficiency levels in these languages, quite naturally arises from these contemplations.

In the chapters to follow, I will first propose a brief overview of the **genealogical classification** of selected languages, as to see how they are linked historically and in which aspects do they differ from this point of view. The lasting traces of the languages' historical development must be considered, as they could indicate the sources of similarities of the lexical or structural nature between the languages. Findings which will be made may be of significant importance in the design of the L2 and L3 tests, which will survey selected areas of linguistic transfer in the practical part of my thesis.

A **synchronic perspective** on the contemporary state of the languages will be hinted at as well, as to point out the significance of these languages to the present-day condition of their perception by the learners and their teaching. This section has been included here mostly because of the implications for the motivation of the learners in learning these languages, as that would be considered one of the variables underlying L3 learning and acquisition, which will be observed in the subsequent research as well.

I found it relevant for the purposes of this research to mainly benefit from the approach of the so-called **linguistic typology**, as a research into the language's type by means of comparison and contrast of common principles governing the languages could provide me

with more information necessary for the design of the L2 and L3 tests, which would be utilized to gather data concerning the research for my thesis.

To establish the main principles, similarities, and differences of all the languages which will be utilized in this study, I will now try to provide a brief overview of each language's development from both a diachronic and a synchronic perspective, concluding in an attempt to provide the most relevant typological classification of the English, French and German languages respectively.

The section will culminate in a summary which will put the findings into perspective and hint at the languages' mutual relatedness and contrasts, the possible influences which they might have had on each other, and more importantly, the implications these could have on the language learning and acquisition in the surveyed group of students.

Finally, the conception of linguistic transfer which will be utilized in the writing of this thesis will be introduced and in the later sections of this paper exemplified on the aforementioned findings which were made about the selected languages.

### **1.2.1 English**

I thought it quite natural to begin my analysis of languages with the one language which all the students who would be made to undergo my testing will most definitely have in common – the lingua franca of our times, the English language.

#### **1.2.1.1 Diachronic development of English**

From the genealogical point of view, the English language makes part of the Indo-European family, and it developed from its furthest traceable ancestor, the Proto-Indo-European language. It is a language of West Germanic origins, same as German. Its vocabulary, however, shows major influences from French and Latin. Some of its grammar and a small amount of central vocabulary were also influenced by Old Norse and various languages of

Celtic origin, which could be attributed to the geographical and historical developments directly influencing the evolution of the language (Jan Svartvik, 2006).

### **1.2.1.2 The contemporary state of English in the world**

English has over the centuries developed into the most utilized and widely known language of our contemporary world. It could be put down to the colonial history of the British empire, the tendencies of the global trade and the economic sphere, greatly influential information exchange, international travel, and burgeoning popular culture as well.

While English is the mother tongue of millions of people around the globe, its native speakers are increasingly outnumbered by the people who have English as a second or third language and use it for the purposes of international communication, which is why it could be considered as the lingua franca of our times. That is to say, it is a language most commonly utilized for international communication, and most widely recognized, even by two speakers who do not share the same mother tongue (Harmer, 1983).

Due to this global tendency of the English language, the instruction and learning of it make part of obligatory education in most parts of the world. According to a study conducted at the University of Winnipeg, English is, in fact, an obligatory school subject in 142 countries, and a possible elective subject in 41 countries, excluding Australia, Canada, Ireland, New Zealand, the United Kingdom, and the United States, where the language is considered to be predominant as a maternal language of the population (The University of Winnipeg, 2023). Obviously, that is why it has been imposed by the Framework Curriculum Of Elementary School Education of the Czech Systems of Curricular Documents that the English language shall be an obligatory subject since the beginning of a child's education, with prescribed expected outcomes for the third, fifth and ninth grade explicitly specified in it (Rámcový vzdělávací program pro základní vzdělávání, 2021).

Due to its etymological and genealogical development, marked to quite a great extent by the aforementioned globalisation tendencies of the language, English also undoubtedly has lots of features in common with the two other languages which I have used in my research, as well as stark differences which, as I expect, might cause interferences caused by the linguistic transfer among the learner's acquired language systems.

### **1.2.2 French**

Let me now continue my analysis of languages by briefly introducing the French language, one of the most commonly spoken and most important European Roman languages.

#### **1.2.2.1 Diachronic development of French**

French is a Romance language arising from the Indo-European family, and therefore deriving from the Proto Indo-European language, same as English and German. The main contrasts between French and the two Germanic languages stem from the fact that it evolved from Old Latin, more specifically, it derived from the so-called "Vulgar" Latin, which is a typical common trait of all Romance languages. Historically speaking, French was also influenced to a significant extent by the native Celtic languages of Northern Roman Gaulia, and by the Germanic languages of the post-Roman Germanic tribes (Lewis, 2009). It may therefore be argued that at least vocabulary-wise, there could be a possibility of interlanguage lexical cognates and even lexical borrowings, which might have a significant influence on the linguistic transfer among the learner's language systems.

#### **1.2.2.2 The contemporary state of French in the world**

The French language has historically been associated worldwide with high class and prestige, being the main language of culture, art of all forms, and knowledge and education in central Europe and by extension, all over the world.

This tendency is also reflected in the contemporary politics surrounding the preservation and expansion of the French language. The French government and the French

president personally made an explicit commitment in 2018 to promote the language and restore its role and position in the world, reflecting the principles of multiculturalism and plurilingualism as well. The strategy involves the promotion and support of institutions and projects worldwide which aid the development of “la francophonie” and reflect its principles (France Diplomacy, 2022). The underlying general tendency to utilize the language as a means of conveying the messages of creativity, peace and human rights, unity and freedom of Europe, along with the promotion of French culture and cultural and linguistic diversity, have doubtlessly been a contributing factor to the French language’s popularity.

I believe that its distinguished nature and its wide applicability in the fields of art and culture are what keeps contemporary students interested in learning this language. Nowadays, French is the second most studied language as a foreign language in the European Union. Reflecting the curricular documents of European countries, most students take French as an elective foreign language during their secondary level school education (*Apprentissage des langues étrangères*, 2017).

The French language is reportedly spoken by more than 285 millions of people around the world by people who either have it as their mother tongue or as one of the official languages of their country of origin, making it the fifth most spoken language in the world (Abdellaoui, 2019).

### **1.2.3 German**

Lastly, let me scrutinize the German language, one of the most widespread and historically significant European Germanic languages from the point of view of history, and shed light on its present situation.

### **1.2.3.1 Diachronic development of German**

German makes part of the Indo-European language family and derives from the common ancestor language, the Proto Indo-European, in the likes of the preceding two languages which I had described.

Similarly to English, it is a language of West Germanic origin. Due to their common ancestry, it is widely accepted that the two languages are similar in many aspects. In fact, the development of the contemporary German language began with the separation of Germanic tribes during the Migration Period of European tribes, which separated the “Old Saxon” language and the so-called “Old High German”, and only then has the development of the English language and the German language become separate.

Generally speaking, German holds many lexical similarities to Northern-European languages, especially to the languages of the Scandinavian region. Lexical and grammatical influences of Latin, Greek, French, and English could also be traced (Robinson, 1992).

### **1.2.3.2 The contemporary state of German in the world**

German language is generally considered to be the most practical language on the European continent. It could be attributed to the great area that the Federal Republic of Germany spans and to the quantity of neighbouring countries that it has, as well as to the historically conditioned spread of the language across Europe. Surveys suggest that it is also the most common maternal language of European citizens, as 16% of the Central-European population have German as their native language. In addition, German is also the most common language which serves the function of one of the national languages in a bilingual country, serving this purpose in Austria, Belgium, Switzerland, Lichtenstein, and Luxembourg (EUROPEANS AND THEIR LANGUAGES, 2012). I therefore believe that among the main reasons why one would opt to study the German language could be the fact that it is, similarly to French, one of the most common languages spoken in central Europe.

Given the size of the Republic of Germany and the fact that German is a national language in more than one country in Europe, it is also very likely to be the mother tongue of a great number of European citizens, with 95.9 million native speakers in communities around the world, further aiding the attractiveness of this language for possible learners (German speaking countries, 2023). Indeed, German is the third most studied selective second foreign language in Europe, closely following French (Apprentissage des langues étrangères, 2017).

Among the factors which contribute to the language's popularity in language teaching, we could also state the German country's internationally significant contributions to the fields of economics, science, and technology (What role does German play internationally?, 2012)

#### **1.2.4 Typological classification of chosen languages**

Linguistic typology as a discipline came to be as a result of the efforts to capture the essential principles of languages by comparing the structures of a wide range of diverse languages on the basis of morphology, syntax, lexicology, or phonology, in order to establish their limits and possibilities.

It comprises mainly of the systematic study and cross-linguistic comparison of language structures, as languages have different strategies for organizing the linguistic devices they employ. Typological classification of languages also involves both synchronic and diachronic approaches to language classification, genealogical relatedness between languages, and the very origins of the languages in question (Velupillai, 2012).

It however needs to be noted that it is a rather discursive discipline and I cannot truthfully say that there are any definite, widely unanimously accepted typological classifications of languages. Authors of publications concerning linguistic typology merely approximate, compare, and contrast their findings to observe language features, which languages have in common or in which they differ. Furthermore, there are countless variations within languages, and ubiquitous foreign influences which contribute to the dynamic and

ever-developing contemporary state of languages, especially in terms of aspects of the phonological and lexical nature of these languages.

The language typology overview as provided in the ultimate section of this chapter shall therefore as well be taken as an approximation of sorts – a well meant attempt at adopting a typological analysis of chosen languages of my own, for the purposes of this paper, highlighting the specific aspects and features of the surveyed languages which I find to be useful in the context of my research and in facilitating the interrelations between the languages for further use.

#### **1.2.4.1 Terms utilized for the purposes of this specific work**

Before I embark on classifying the selected languages which figure in this work in terms of linguistic typology, I would like to explain the terminology which I intend to use, as to avoid any confusion with the other approaches to linguistic typology which might be available in the field, and limit the scope of my definitions.

**Analytical languages**, in the context of my work, refer to these languages which predominantly involve very few inflections, a fairly fixed word order, and many grammatical and auxiliary words, to express grammatical categories.

**Fusional languages**, in some approaches also entitled “inflecting” or “synthetic”, refer to the languages which for most part express grammatical categories by means of employing numerous inflections, many with more than one form and function (Crystal, 2007).

#### **1.2.4.2 English from the perspective of linguistic typology**

Modern English grammar is specified by an analytic pattern with minimal inflection, and a mostly fixed and meaningful word order, following the prototypical pattern Subject-Verb-Object.

For the expression of more complex structures, it relies on auxiliary verbs and word order (Crystal, 2007).

The aforementioned taken into consideration, the English language could be, from the perspective of linguistic typology, classified as a predominantly analytical language.

#### **1.2.4.3 French from the perspective of linguistic typology**

French is a highly inflected fusional language.

The majority of grammatical and semantic meaning is conveyed by means of inflection or conjugation, while certain verbal categories also require auxiliary verbs.

The French word order is usually Subject-Verb-Object, but Subject-Object-Verb, when the object is a pronoun (Alice Caffarel-Cayron, 2004).

#### **1.2.4.4 German from the perspective of linguistic typology**

German is a fusional language, which makes it similar to the French language as far as the formation of morphological categories is concerned.

There are many inflections – many with more than one function and more than one form, to convey different grammatical categories.

The prototypical word order in sentences is, the same as in English, Subject-Verb-Object (Alice Caffarel-Cayron, 2004).

#### **1.2.4.5 Comparison of the selected languages**

Taking the aforementioned into consideration, allow me now to make final assessments about the English language and the French and German languages from the point of view of genealogical development, their contemporary state, and finally, from the point of view of linguistic typology and draw final conclusions from this research, which will have an impact on the conception of linguistic transfer which is to be scrutinized for the purposes of the development of the language tests for the practical part of this thesis.

#### **1.2.4.5.1 Genealogical point of view**

What all of the selected languages which I concern myself with in this work have in common is that they have derived from a common ancestor – the Proto Indo-European language, and they origin from the Indo-European language family.

English and German could both further be described as West Germanic languages, which only started developing separately approximately sometime between the 3rd and 7th century, and their development has since been influenced to varying levels by Latin, French, Scandinavian, Celtic and Greek languages. French, however, differs from the aforementioned quite significantly as far as the genealogical development of the language is concerned. While it does share the same common ancestor language and belongs in the same language family, it arises from the branch of Romance languages, which are most significantly shaped by Latin, Celtic-Gaelic languages and to a small degree by native Germanic languages.

Due to the historical development and the mutual influences which have been shaping these languages throughout their various historically and geographically conditioned developmental stages, it could therefore be expected that there would be many instances of interlingual lexico-semantic similarities and borrowings among these languages, also referred to as lexical cognates. On the other hand, automatically presupposing this to be true as a general learner of more than one of the selected European languages might lead to misunderstandings because of the existence of the so-called false friends in languages – words which appear to be the same or very similar to words in another language, yet semantically they differ significantly (Luu, 2017).

In my research, I would expect these so-called false friends to be a possible source of linguistic transfer which would have negative effects on students who simultaneously study English and one of the L3 aforementioned languages at once.

#### **1.2.4.5.2 Synchronic point of view**

From the synchronic point of view, all of the selected languages have an important role in the European context. English is obviously far superior in terms of popularity, as I have hinted at in the dedicated section, mainly due to its wide applicability and general intelligibility in most parts of the world. It is a lingua franca of our times, after all.

A fairly recent study suggests that as for the language's popularity in the language teaching context, 97,3% of European students of various proficiency levels take English as a school subject, most commonly as a part of their compulsory school instruction. French takes the second place, with 33,8%, closely followed by German, which accounts for 23,1% of European students (Apprentissage des langues étrangères, 2017).

It however needs to be noted that the other two languages are most commonly taught as an L3 in a majority of European countries, and therefore they usually comprise part of the obligatorily-selective subjects. The factors which contribute to the choosing of a second foreign language are virtually innumerable and at the current stage of my research, it could be postulated that it largely depends on a combination of interconnected variables of external, as well as internal origin, which lead the individual students to choose an L3 to study. Later on in my thesis, the student motivations for choosing a second foreign language will be scrutinized in greater detail as well.

#### **1.2.4.5.3 Linguistic typology**

Lastly, I would also like to highlight the findings which I had made about the selected languages in the area of linguistic typology, as I suspected these to bear the most important features in the field of linguistic transfer occurring between all these languages.

I have found that while English is a language of a predominantly analytical nature, the latter two languages are fusional in terms of conveying grammatical meanings. That may mean that there could be interferences of sorts when it comes to the formation of verbal and

nominal inflections, as well as disruptions of syntactic nature in students who take English and one of the other two languages at school as subjects. There might also be discrepancies in the following of word order of elements, especially when it comes to modifiers and other elements of clauses of the more non-compositional nature.

The aforementioned findings and their conclusions will be taken into consideration in the further writing of the theoretical parts of my thesis, as well as in the design of the hypotheses, and ultimately, in the creation, assignment, and evaluation of the sets of tests.

### **1.2.5 Linguistic transfer introduction**

When speaking of the ability of people to communicate in multiple languages, one might assume that the acquired language systems might sometimes get mistaken, mixed up, or utilized incorrectly in one way or another. While that may sound quite self-explanatory, there is a field of study dedicated to the explanation and classification of linguistic mishaps of a similar sort – linguistic transfer.

#### **1.2.5.1 Definition of linguistic transfer**

The linguistic transfer could be broadly described as the distinct ways in which the language system (or systems) which had already been developed to some extent in a person's mind influence the acquisition of another new language system. Such linguistic transfer might either significantly facilitate, or hamper the process of foreign language development (Crystal, 2008).

It mostly consists in a person's first language causing interferences in the performance of their second language. Learners "transfer" the linguistic knowledge of various kinds which they already have in their native language(s) to the target language which they are in the process of acquiring, more often than not, quite erroneously. There are, however, instances of grammatical or lexical similarities in languages, where language transfer could be of benefit.

### 1.2.5.2 Types of linguistic transfer

The most common distinction of linguistic transfers which stems from the very definition which was provided earlier, is between the **positive** and the **negative** transfers.

A positive transfer occurs when pre-existing knowledge of a language system facilitates the learning of a similar, or even an identical concept. For instance, there could be a grammatical construction in one language, like a tense, mood type, prototypical word order, etc., which has formally speaking an identical counterpart in another language as well.

Negative transfer, on the contrary, occurs when there are interferences and inadequacies caused by the differences, or even by the non-existence of a given structure within another language's system (Jack C. Richards, 2010).

For instance, when a structure in both languages is identical, linguistic transfer may result in the correct acquisition of the structure, with the help of the learner's native language, or even a second, already acquired language. On the other hand, when a learner transfers items and structures which are not the same in the target language, we are talking about language interference recognized as a negative transfer, resulting in an inaccurate and incorrect use of the target language.

Another of the ways we could classify instances of linguistic transfer could be between the transfer of the **regressive** or the **progressive orientation**, which is to say, according to the "direction" of transfer. A progressive transfer is when the already acquired language(s), or L1 and L2, influence the development of L3. A regressive transfer, on the other hand, would refer to any cross-linguistic influence which would be inflicted by a later learned language, or L3, on the previously learned language(s), L1 and/or L2 (Tordini, 2020).

All in all, it could be therefore asserted, as I have stated, that linguistic transfer of both positive and negative type, and of progressive and regressive orientation, could occur between

the language or languages a person has acquired, and language or languages which they are in the process of acquiring, contributing beneficially or rather detrimentally to the development of one's target language system.

Appropriate language instruction may however make good use of such connections between languages, or alleviate the negative effects which they might cause in a learner's developing mind.

### **1.2.5.3 The design of tests based on linguistic transfer**

Let me now briefly shed light on how I made use of the possible sources of linguistic transfer between English as an L2, and French or German as an L3, for the purposes of my research.

In order to gather data for the confirmation of my hypotheses, I have designed English language tests for groups of students who study French as their L3, and English language tests for students who study German as their L3 separately. Each of the tests specifically reflects areas of language where instances of linguistic transfer between English and the L3s would be most prominent.

I have mainly focused on the instances of linguistic transfer which manifest in the form of structural similarities tied to word order of clausal elements, furthermore on areas which concerned the morphological properties of languages, like the conjugation of verbal and nominal forms to convey different morphological categories, and lastly on the similarities between the languages from the lexical point of view, which were to a significant degree formed by the languages' historical development.

Doubtlessly, I have missed many interesting cases of linguistic transfer between English and the two most commonly learnt L3s, and I cannot say with the utmost confidence that I have covered all possible facets of linguistic transfer between the chosen languages in the tests which I had designed.

However, I decided to solely focus on the instances of linguistic transfer based on my previous research into the genealogy and linguistic typology of the selected languages, and on the research which I had done into the curricular documents which predetermine what the students must have acquired, as to ensure the utmost practicality of the application of instances of linguistic transfer in the making of the language tests, which were to be used as a means of gathering data from my test groups.

The anticipated proficiency levels of the students who were made to undergo the testing, as stated in the curricular documents of the schools where testing took place, were also taken into consideration, as to avoid these areas of grammar and lexis, and thus those areas of possible linguistic transfer, that could not possibly be expected to be mastered by the students in both their foreign languages.

According to the Czech Framework Curriculum of Grammar School Education, it is anticipated that the students would be exuding the qualities of, at the very least, the B2 level of language proficiency according to the CEFR descriptors, and B1 level of proficiency in their second foreign language, by the end of their Grammar School education (*Rámcový vzdělávací program pro gymnázia, 2007*).

Another consideration which I largely took into account in the design of the tests was to make sure that the L3 tests in the French version would be comparable to the L3 tests in the German version in terms of difficulty and proficiency with their English language counterpart as well. It was my utmost intention to make sure that I do not test linguistic items which do not have an equivalent both in English and in the L3.

As the curricular documents of schools where I intended to conduct my research slightly differed from each other, and the expected proficiency levels of L2 and L3 asserted by the Framework Curriculum were disparate by one full level of the CEFR standards in the case of one of the schools, I opted to adopt the most universal approach possible and sought

out which areas of grammar and lexis are students expected to cover during their upper-secondary school education in both their foreign languages.

As a result, most of the instances of positive linguistic transfer which I had made use of in the design of my tests were of a morphological and syntactic nature. I would say that this could be due to the similarities in the selected languages' typology. Most instances of negative linguistic transfer which I had utilized predominantly concerned the areas of lexicology and semantics.

A section dedicated to a more detailed scrutiny of the specific instances of language transfer which I had used will be introduced later on in the thesis, in a chapter specifically dedicated to the detailed analysis of the tests which I had designed.

The following penultimate chapter of the introductory part of my thesis will be dedicated to the cognitive and developmental processes and variables which enable the learning and acquisition of further language systems, with an emphasis on these in the context of the Czech Education System, more specifically, on the situation of the Czech student's L2 acquisition and the contrasts and similarities which it bears on their L3 development.

### **1.3 Language learning**

When we talk about one's maternal language, we usually cannot say that it was taught to them. The process of development of one's maternal language is usually referred to as the initial acquisition of language. It could simply be described as the unconscious process one goes through while developing the first language system. It is a process which has given stages spanning a period of time relative to the age, innate capabilities and language aptitude of the acquirer.

As to ensure clarity, I would now like to take a brief depart from the topic and make a distinction between the terms "**acquisition**" and "**learning**", which are going to be utilized

quite widely throughout this paper. Learning in the context of my paper refers to the conscious processes which a learner undergoes in order to develop a language system. Those could be, for instance, going to lessons, carrying out language tasks, and so on, in order to earn language competence. Whereas the term “acquisition” refers to the unconscious processes which one goes through when gaining language competence. As I have mentioned, the term is usually tied to the initial acquisition of one’s maternal language, it could, however, also be utilized to refer to the automatization of a learned language competence (Krashen, 1982). This means, that any instance of language learning which I would consider to be automatized will in this paper be referred to as acquired.

It is generally accepted as truth that the sooner in life a person learns a foreign language, the better. The underlying reason for this is that a young person in the active process of cognitive development is more likely to acquire a foreign language in a similar way that they have acquired their native language, as the processes of initial language acquisition are still to a great extent ongoing. The process still drastically differs in certain aspects between the initial acquisition of the learner’s native language and the acquisition of their L2, of course. However, language teachers may take into account the stages which take place in the initial acquisition of the native language in the instruction of the L2, as to make it more effective and mimic to an extent the initial language acquisition. In the context of the contemporary world, most commonly, the L2 in question is English, because of the aforementioned wide applicability and utility of the language on the global scale, as I have described it in the preceding chapter. Children as young as six are therefore led to acquire the English language in a manner which renders them English language competent at a very young age, and gives them the base knowledge to become very proficient in it during the course of their later education.

L3s, however, start being taught quite some time later in the student's life, at the age of roughly twelve years old, in the scope of the Czech Education System. Therefore, the variables of psychological and biological origin which constitute the degree of their cognitive development would have shifted significantly by the time they start receiving regular instruction in the L3.

Furthermore, many other factors of both intrinsic and extrinsic nature which affect a person's learning, and subsequent acquisition of L3, need to be considered here as well. These include the underlying biological processes which occur during a child's maturing stages, their motivation in learning yet another foreign language, their social background, their current learning and living environment, as well as their innate capabilities of language learning in general.

As I have hinted in the preceding section on linguistic transfer, it may also be argued that the already acquired languages which make up the student's systems of language perform a significant role.

Another factor to consider in the acquisition of an L3 in this particular context of the Czech Education System is the possibility of learners being bi, or even multilingual, meaning that they have acquired more than one language as their native language.

In the chapters to follow, I will introduce notions concerning the development of foreign language systems which are relevant for the purposes of my diploma thesis research.

First, I will cover the area of initial language acquisition, and link it to the most important theories proposing the processes which lead to the development of native language in individuals.

Further on, I will link and contrast the processes of the initial language acquisition with the processes which are tied to the development of further language systems and provide

the definitions of variables, which influence the process, predominantly focusing on the specific context of Czech primary and secondary level education system.

Finally, I will compare and contrast the initial acquisition of one's native language, their acquisition of the L2, and their subsequent acquisition of the L3, highlight the changes in variables underlying the acquisition of those further language systems, and draw final conclusions which may suggest implications on the results of my research.

### **1.3.1 First language acquisition**

As I have already mentioned, the instruction of the L2 is usually being done at a child's rather young age. Due to the child's underlying developmental stage at the time of acquisition, it may lead to the acquisition of a near native level of proficiency, if accompanied by careful and thoroughly planned out language instruction.

There are numerous theories and approaches surrounding the science of the development of maternal language in a child. They are, however, not directly important for the purposes of this paper. I would nevertheless like to make a couple of remarks on the processes which kickstart the acquisition of the first language, as from then on is where the relevant theories tied to the cognitive development of an individual, which make the development of language systems possible, stem from.

An infant begins acquiring their first language when the so-called Language Acquisition Device, or LAD for short, is activated. That happens by means of receiving input in the form of prompts, like the speech of the child's caretakers and family, and so on (Field, 2004). The child eventually begins to understand language as a means of conveying their needs and wants, and gradually as they develop cognitively, as a means to express more complex matters as well. That is where the theories of cognitive development come into play.

### 1.3.1.1 Piaget's theory of cognitive development

According to a widely accepted **theory of cognitive development** presented by **Jean Piaget**, one of the most influential pedagogical psychologists in history, children go through stages, which are marked by the gradual development of one's cognitive skills. The four stages are namely the sensorimotor at approximately up to 2 years of age, the preoperational stage at 2-7 years of age, the concrete operational stage at 7-11 years of age, and the formal operational at 11 and further on (Cameron, 2001). At each stage of development, people are able to process different sorts of information with more emphasis on a certain aspect of knowledge - they simply predominantly process information differently than in the other stages.

The stages that we need to focus on in the context of this work are mainly the **preoperational** and **formal operational**, because as I have suggested, these roughly parallel with the time periods when a student starts getting instructed in L2 and in L3, respectively.

The preoperational stage of cognitive development is marked by the child's ability to think symbolically, use morphosyntactic constructions properly, and generally speaking the child's great capacity in carrying out imaginative and intuitive tasks. It is however still too complex for the child to understand abstract concepts, it is therefore widely recommended that no explicit learning of rules take place.

As the child develops to the formal operational stage, they acquire the ability to understand these abstract rules and are able to apply them to different contexts. Logical reasoning and theoretical thinking become prominent, while the earlier stage's ability to think more imaginatively significantly regresses (Garman, 1986).

To sum up, a child as young as 6 years of age should be able to subliminally acquire abstract operations. By the approximate end of a child's cognitive development at roughly 11 years old, they become concrete operators, so their cognitive skills are sufficiently developed to understand the systems underlying grammatical rules. In addition, they are likely to need a

more explicit explanation of the rules governing grammatical structures as to contextualize them with the knowledge which they had already acquired (Cameron, 2001).

### **1.3.1.2 Vygotsky's theory of sociocultural cognitive development**

In addition to Piaget's theory, another quite influential theory connected to the development of language in children was proposed by **Lev Vygotsky** as the so-called **theory of sociocultural cognitive development**. It suggests that a learner's cognitive development of learning abilities could be linked to their social interactions. Vygotsky asserts that the development of language in individuals is in sync with their current social, intellectual and communicative needs, and thus develops parallel with that (Garman, 1986).

According to Piaget's and Vygotsky's theories concerning cognitive processes underlying the acquisition of language, the younger a learner, the more likely they are to acquire native-like qualities in a second language without much more than good quality language input, and the older the learners are, the more likely they are to need the instruction, statement of rules and input to be as explicit as possible (Garman, 1986). Language teaching and, subsequently, language learning should, ideally, reflect the aforementioned theories in order to contribute to the most effective language acquisition in learners.

### **1.3.2 L2 acquisition in the Czech schools and Krashen's SLA theory**

The last of the theories which I believe are closely related to the topic of language learning and which I intend to reflect in this research is **Stephen Krashen's theory of second language acquisition**. In contrast with the aforementioned theories, this one by its definition deals specifically with the acquisition of the second language as a foreign language, or L2 as I refer to it in the context of this work. The theory is presented in the format of five hypotheses which are mutually dependent and enriching. I will however focus specifically on the first three hypotheses, as I find them most relevant for the purposes of my research.

The first of the proposed hypotheses is the distinction between **acquisition and learning**. The major difference between acquisition and learning of a language could be found in the fact that while acquisition is generally described as an unconscious process, learning is a process of which the learners are fully aware, marked by explicit instruction, rote learning, statement of grammatical rules, and suchlike (Krashen, 1982). This theory could be linked to the aforementioned theories of Piaget's and Vygotsky's – while young children have the predispositions to acquire language due to their being the so-called concrete operators, the older a learner gets, the more they require methods typically associated with learning in order to make sense of a language system, as they gradually develop into formal operators.

It should also be noted that learning and acquisition are not mutually exclusive, as I may have seemed to point out. On the contrary, it is suggested that future teachers take advantage of a notion which Krashen describes as the **monitor hypothesis**.

The monitor hypothesis suggests that acquisition happens by accepting and processing language input. Language processed in this way is referred to as an acquired competence.

Learning, or learned competence, is understood in this context as the explicit instruction of grammar rules, vocabulary and suchlike, which serves as a monitor, a filter of sorts, which refines the acquired knowledge, corrects any misunderstandings and helps the learner/acquirer to understand the acquired language in the context of learned grammatical rules, and thus refine their knowledge and explain any existing inadequacies. Another concept which might be relevant to this cause is the so-called consciousness raising, which means the gradual introduction of meta-cognitive processes into the teaching. Older students might benefit from it immensely, as they need to be more explicitly instructed on the underlying systems of language they are learning (Krashen, 1982).

The last of Krashen's theories I would like to highlight in connection with my thesis is the so-called **natural order hypothesis**, which suggests that any language should ideally be

taught (and therefore acquired) in such a manner which follows the sequence from the simplest grammatical structures to the more complex. That is, once again, quite in accordance with the aforementioned theories, where emphasis is put on the importance of the appropriateness of the subject matter with respect to the contemporary state of the learner's cognitive development (Krashen, 1982).

### **1.3.3 Conclusions**

Given underlying developmental processes tied to both cognitive and intellectual development, children are able to acquire language better the younger they are, as the initial acquisition of language is still ongoing. It is very beneficial for a child to start learning a language as soon as possible in their life, as the younger the children, the easier it is to parallel their current stage of development of their L1 to their development of another language system. Ideally, both the L2 and L3 instruction should start as soon as possible.

However, that is not always possible. Due to the Systems of Curricular Documents, children start getting instructed in their L2 at the primary level of education, at the time which, as the aforementioned theories suggest, they are still apt to develop the language system into great depth. The instruction of the L3, however, begins at the lower-secondary level of education, at which stage, as the theories suggest, the students develop the languages differently and while the acquisition of the language system would eventually happen, it would take much greater time, effort and a greater deal of rote-learning. In addition, variables tied to age, motivation, language aptitude and suchlike play a significant role in the learning and subsequent acquisition of the L3.

In the following chapter, let me compare and contrast the processes which the students undergo in their development of the L2 with those which prototypically accompany the development of the L3 and highlight the most significant variables influencing the process, focusing on the specific situation on the backdrop of the Czech Education System.

### **1.3.4 Variables in further foreign language acquisition (L3 acquisition in the Czech schools)**

I may have made it sound like it is impossible for older children to learn languages. That is, of course, not even remotely close to the truth. Older children, adolescents and by extension even adults can learn foreign languages as L3s, and in fact are more likely to be the target demographic of the L3 instruction than younger learners.

What needs to be considered, however, is the fact that developmentally speaking, we are now dealing with formal operators, who in order to learn the new language system correctly, need to be provided with language input for acquisition which resonates with their current sociocultural and personal needs at the given point of their life, as well as with language input for learning in order to be able to monitor of the processes of their acquisition (Garman, 1986). Additionally, following the natural order hypothesis, they need to be provided with such instruction of the additional L3 which begins with the simplest forms and gradually builds upon these in the progression towards the more complicated ones (Krashen, 1982).

Due to these tendencies underlying the developmental processes of a language system, which I had based on the preceding research into L2 acquisition and learning, it is quite evident that learners learn and acquire the L3 in a different manner.

L3 instruction in the context of a prototypical Czech school following the System of Curricular documents usually comes about at the time in the students' lives when they are in their teen-age years. That indicates that their cognitive skills are more advanced and the developmental stage of their learning abilities has remarkably shifted in comparison with their state at an earlier age, when they were learning the L2, which was presumably English. Additionally, they have already had the experience of learning at least one foreign language.

The learning and acquisition of an L3 is quite heavily marked by factors of both internal and external nature. Apart from the obvious and already extensively discussed variable of **age**, one of the most telling variables in the L3 learning is the learners' **motivation**. In the context of the Czech school system, as I have already mentioned, this variable is so deep-rooted, in fact, that it serves as a determining element even the initial choice of a student to take up a particular language as their L3. The learning of an L3 in the context of Czech schools usually involves the offer of a variety of central European languages to choose from. Both the motivations to choose an L3 to study, as well as the motivations to make progress in said L3 of choice, could generally speaking be classified as being of the utmost importance for the development of the L3. A section dedicated to the variable of motivation shall be introduced in the upcoming parts of my thesis.

Taking into consideration the heightened metalinguistic awareness which the learners who are approximately 11 years old and older possess and the fact that they have already mastered to a certain degree two other language systems, it could arguably be expected that linguistic transfer as I have described it in the preceding chapter could play a role in the development of the L3 as well. There could be both positive and negative interferences of a progressive and regressive orientation among the systems of languages, like the transfer of phonological, grammatical, semantic and lexical nature.

What should also be considered apart from the students' overall level of cognition is their **language aptitude** levels. In the context of a classroom, however, only some generalisations could be made with respect to the entirety of the group, as it would be really difficult to have a completely individual approach to every student. It needless needs to be understood that not all students would have the same level of "innate linguistic intelligence" so to say.

In the context of this thesis, language aptitude is considered to be one of the most significant variables in the learning and acquisition of an L3, as I believe that the aforementioned cognitive advances since the developmental stage in which the learners were acquiring their L2 to be to a large degree predetermined by the individual capabilities of a student. In addition, the results of the language aptitude tests may bring additional insight into the result of the student's proficiency levels in both the L2 and L3 and their results in the language tests focused on the areas of linguistic transfer as well.

In the following chapters, I will be looking at some of the most constitutive variables in the acquisition of an L3, largely depending on what has been asserted about the learning and acquisition of the L2, and with a specific focus on the target group which the research focuses on – upper secondary school students.

#### **1.3.4.1 Age**

One of the most obvious causes of variation between the learners of L2 and the learners of L3 in the context of the Czech Education System is their age. I have already said that while the instruction of the L2 begins quite early on in the student's life, the instruction of the L3 begins later, at the beginning of their secondary education, in fact.

Apart from that, this variable in the context of language learning is quite self-explanatory – one simply cannot teach a group of young children in the same manner as they would teach a group of teen-age learners. That would, of course, be in accordance with the aforementioned theories of cognitive development by Piaget and the theory sociocultural development by Vygotsky. Let me briefly explain the variable of age utilizing the aforementioned theories.

##### **1.3.4.1.1 Theories of Piaget, Vygotsky and Krashen in L3 development**

In connection with the theory as proposed by Vygotsky, it is suggested that the language instruction of students should mirror their current sociocultural needs (Garman, 1986).

For example, when we teach a group of children, the vocabulary which would be most relevant to them would be concerning their immediate environment in which they are currently living, for example immediate family, animals, school supplies, home, etc. As students mature, the semantic fields which are most relevant to them change quite significantly, which impinges on the contents of the learning materials. In the Framework Curriculum of Elementary School Education, this is reflected in the section concerning the “semantic fields”, which with every nodal point of the students’ supposed development slightly changes to better meet the needs of the target students, taking for granted that they have already mastered the semantic fields which were suggested in the preceding nodal point. To illustrate, the semantic fields for an elementary school graduate include more complex and more advanced topics like career, jobs, travelling, one’s hobbies and activities associated, and so on (Rámcový vzdělávací program pro základní vzdělávání, 2021).

In addition, reflecting on the theory of cognitive development as proposed by Piaget, explicit grammar instruction and statement of grammatical rules is not recommended for the instruction of the L2, as that might confuse the child, whose stage of cognitive development is not yet accustomed to it and thus best acquires grammar subliminally, by means of patterning, chunking and memorizing the particularities (Scrivener, 1994).

As a Czech student matures and starts learning an L3, however, it is suggested that they even require explicit language instruction, which would serve them the purpose of raising their metalinguistic awareness and aiding to further their deeper understanding of grammatical principles governing the language. We could, once again, be talking about the heightened importance of their consciousness raising in terms of language instruction marked by explicit grammar instruction. Krashen’s monitor hypothesis also plays quite a significant role in this, as the older the children get, the more they appreciate the possibility to check the accuracy of their production with their learned systems of rules. Therefore, more intellectual

processes can now be required of the students, and abstract operational thoughts are now processed with relative ease.

Furthermore, it should always be taken into account that learning a language should follow the natural order, in other words, from the easiest forms towards the more difficult ones, which the students might acquire flawlessly, as they become more proficient in language (Krashen, 1982).

#### **1.3.4.1.2 Biological development of an individual**

It is also entirely different to acquire an L3 as opposed to the acquisition of an L2 in the context of Czech school system because of the underlying biological processes through which the maturing individual progresses as they age.

The left hemisphere of a human brain is usually connected with language functions, as the Wernicke's and Broca's areas, designated to processing language reception and production respectively, are stored there. Non-verbal communication, which is not linguistic by nature, but still vitally important for language, is processed and produced in the right hemisphere. A child's brain hemispheres are very close, which allows a deeper connection between the verbal and non-verbal brain hemispheres and aids in better acquisition of language. As a person grows and matures, the brain hemispheres dilute and drift further apart, which as a consequence results in more difficulty acquiring language, as the hemispheres do not cooperate as well as they used to when they were not so far apart (Field, 2004).

#### **1.3.4.1.3 Conclusions**

All in all, it could be asserted, based on the previous contemplations which I had presented, that the variable of age in the learning and acquisition processes which pervade the L3 development in a student plays a significant role as far as the cognitive, metacognitive and even biological development of an individual is concerned.

It is generally widely accepted that the earlier in life a student starts learning a language, the more likely they are to attain a native-like level of proficiency in the language.

On the one hand, children at the concrete operational stage of development are like “sponges” who acquire language very well, given the fact that the language instruction is thorough and very well contextualized. They learn by patterning, observing, playing and imitating for the most part. On the other hand, it may be argued that the students who happen to have reached the formal operational stage of development are far superior when it comes to their cognitive abilities, which enable them to take advantage of the more abstract approaches to language teaching. Their meta-linguistic awareness is strengthened by the fact that they have already developed two previous language systems which could help them in facilitating certain aspects of the new developing language system. Another factor worth considering here is the amount of lessons which the older students are assigned, and the quality of instruction provided by the teacher (Harmer, 2015).

I would therefore argue that while there are factors which suggest that the development of the L2, given the fact that it had started developing earlier and under different circumstances tied to the consecutive cognitive development of the learner, would result in proficiency levels in the L2 later in life which are far superior to the proficiency levels in the L3 of a learner who had undergone instruction of the two languages in the context of the Czech Education System, there are also factors tied to the developmental stage prototypical for the age of the onset of instruction in the L3 which may have implications for the possibility of the attainment of a fairly high level of language proficiency in the L3 as well. I would anticipate, therefore, that it could even be possible to expect comparable levels of proficiency in the students’ L2 and L3.

Of course, more parameters and variables have to be taken into account as well, which will be discussed further on in this paper, too.

### **1.3.4.2 Motivation**

Once again returning to the sociocultural aspect of language learning and acquisition, what also needs to be considered is the fact that students of all ages are greatly influenced by factors connected to motivation, whether it be motivation of the more inner, or the more external nature.

#### **1.3.4.2.1 Motivation in choosing an L3**

As I have asserted earlier, in the context of the Czech Education System, learners obligatorily have to choose a second foreign language, or L3, as a subject to study at school at the threshold between their primary and secondary education (Rámcový vzdělávací program pro základní vzdělávání, 2021). It could be argued that there are, therefore, apart from the motivations to learn a language, also motivations in choosing the L3 to begin with.

I have already hinted at the diverse reasons one might consider in making their selection for learning all three languages which this research is concerned with in the preceding chapter, when I analysed the languages from the synchronic point of view. The biggest variation in here might be caused by the diverse individual reasons based on the utility, applicability and “likeability” which led the students to choose their L3. In the assessment of the tests which were utilized in the data gathering for my research, the aforementioned will be considered as one of the observed factors contributing to diverse motivations as well.

But now, I would like to highlight the concept of motivation as a variable in the context of language learning, and subsequent acquisition in learners.

#### **1.3.4.2.2 Motivation for language learning**

The motivations for learning foreign languages differ greatly among distinct groups of learners, as could be expected given the observations which were made in the preceding section on the variable of age.

Due to the fact that it is the upper-secondary education level students who take up an L3, it would be futile to try and make a comparison in the motivations underlying the choice of the L2 and the motivation in choosing the L3, as there really is not much of a choice as far as the L2 is concerned in this context. I would however like to highlight the motivations which the students might have for their further development and betterment in the L2.

The motivations for learning L2, which as I have hinted, would most likely mean English, are also quite diverse, but generally speaking could be put down, once again, to the wide applicability of the language and its popularity in today's world. I would only quickly like to point out that what I personally found to be very specific about Czech teenage classes was that most of the students are extremely motivated in learning their L2, be it because of their pending matura exams or because of their genuine interest in the English language caused by their adoration for anglophone culture, or more specifically, by the English language's wide applicability, which could be, once again, put down to its lingua franca tendencies (Scrivener, 1994).

Furthermore, I expect that the motivations in the initial choice and the learning of an L3 are what may be immensely telling factors, which may explain not only the attitudes of students towards languages, but also some instances of the linguistic transfer which may occur between the students' L2 and L3 systems.

#### **1.3.4.2.3 Types of motivation**

In language learning and by extension in any activity of cognitive nature, which could be somehow tied to one's social standing and their inner mental state, we could generally speaking distinguish between the **internal** and the **external** motivation. However, they are not mutually exclusive and they work best if they are both oriented towards a common goal and co-occur simultaneously.

Internal motivation could be defined as the sort of driving force one has which comes from within, or is explicitly tied to one own's, utterly personal development without any interference of the external factors. A person learning a foreign language might have an internal motivation to improve themselves, to get to understand the culture of the country of origin of the language in question, or to make oneself more eligible for attractive professional opportunities, all out of one's own and undivided genuine interest.

The external motivation is to a significant degree formed by the learner's environment. They might be motivated to become more proficient in a language in order to match their peers, to please their parents, caretakers or even teachers, or to become more desirable candidates for interesting job opportunities (Harmer, 2015).

It needs to be emphasised that the motivators of the external nature are, to a significant extent, tied to one's social standing and interpersonal relationships. However, it need not be forgotten that the two sorts of motivation are, in the end, highly individualized and the sorts of motivation which could be classified as being more on the internal side of things tie in tightly with the motivators which tend more towards the definition of the external ones.

Furthermore, another quite influential account of motivation suggests the distinction between the motivation of an **instrumental** and the **integrative** kinds. The motivation of the instrumental kind could be described as the kind of driving force which would lead to an instrumental benefit. For example, the motivation to learn a language in order to be offered job opportunities, or to attain a means of communicating in a foreign country.

The motivation of the integrative kind could be characterized as any kind of driving force which makes a person believe that the community who utilizes the target language, whether as native speakers or as non-native speakers, have qualities which seem desirable to them and therefore they would like to integrate themselves within that community (Gardner, 1985).

In the context of this thesis, I intend to utilize both the aforementioned ways of classifying motivations in order to pinpoint the exact tendencies which predominate the language learning context of the surveyed group.

#### **1.3.4.2.4 Conclusions**

As I have already asserted in the preceding phases of my paper, language learning is to a large extent a social event, as is suggested by the theories of social development. Language learners of all levels learn best if the language instruction mirrors their contemporary social and individual needs in the context of the world around them, in parallel with their current stage of cognitive development (Garman, 1986). Therefore, one's social environment could be considered a significant factor which could result in both internal and external motivations in language learning.

For instance, if it is generally imposed by the society around the learner that learning languages makes an important part of one's life, they are likely to have similar outlooks on the matter, and their motivation for learning would be significantly higher due to this pressure. Additionally, in the context of secondary school education specifically, one of the more dominant driving forces for the motivation of students are their peers, who encourage, or alternatively, mock each other, and the learners' groupings of friends may also be one of the most significant factors in the initial choice of the L3 to begin with. That kind of motivation could be classified as the motivation of the external and integrative sort, as one wishes to follow the prototypically accepted notions in order to integrate oneself better among others, and please an external party.

On the other hand, if a learner decides to take up an L3 because of reasons that directly concern their person, their individual goals, aspirations or hobbies and given the fact that they do it out of their own volition, irrespective of the opinions or demands of any external party, it could be argued that they have truly followed their internal instrumental motivation.

However, people are social beings and one could not easily learn a language in isolation. It is therefore, as was said before, best if the motivations of the internal, external and instrumental and integrative kind play a role in the learner's initial choice of the L3 and their continuing to develop the system.

It has been pointed out that it is customary that Czech students have a choice between at least two second foreign languages to study at the beginning of their secondary education (Rámcový vzdělávací program pro základní vzdělávání, 2021). If a Czech student opts to continue their studies after having graduated elementary school and chooses a grammar school for this purpose, they would be told to choose a second foreign language (L3) as well, as the instruction of an L3 is demanded by the Framework Curriculum of Grammar School Education (Rámcový vzdělávací program pro gymnázia, 2007).

However, it could so happen that the grammar school of the student's choice does not provide instruction in the language which they have studied at their elementary school. Alternatively, they might want to experience a completely new language, and opt for a different language than the one which they have studied at elementary school on purpose. The question arises whether or not they have continued to study the L3 which they had started studying at the lower-secondary level of education, and what exactly lead them towards this choice. This is a consideration which will also make part of the research, as I believe the motivations in continuing to study an L3 or opting for a different language, which could once again undoubtedly be classified as being of both the internal or the external, and instrumental or integrative nature, to be possibly quite telling variables in the students' proficiency levels in their chosen languages, which may even impinge on the effects that linguistic transfer have on their performance.

### **1.3.4.3 Language aptitude**

Another parameter which I find to be of significance for my research is the measure of the students' language aptitude. It could be defined as a level of one's language learning competence assessed by means of measuring the rate of acquisition at which a foreign language is learnt.

Foreign language aptitude consists of various components, which have to do with one's cognitive skills. It needs to be pointed out, however, that this foreign language aptitude applies only to the languages which a fully developed adolescent or adult individual learns later on in life, not to the languages which they have been acquiring since birth, as for example a bilingual individual (Reiterer, 2018).

#### **1.3.4.3.1 Language aptitude tests**

The means by which I intend to measure my target group's language aptitude is by means of the so-called language aptitude tests. The results of these tests could be utilized to determine one's language learning competence.

They were first introduced by J. B. Carroll, an American psychologist and linguist, who is also known for having established psycholinguistics as a linguistic discipline. The first language aptitude test which was widely utilized and serves its purpose to this day is called **the Modern Language Aptitude Test, MLAT** for short, and it was introduced in the year 1959.

The concept of foreign language aptitude has since been revised, but the common subcategories of language aptitude established by Carroll still hold.

The four major components of language aptitude include namely phonetic coding ability, grammatical sensitivity, inductive learning ability and rote learning ability (Carroll, 1973).

#### **1.3.4.3.2 Conclusions**

I find language aptitude to be a very important, yet rarely mentioned aspect of language acquisition, especially when it comes to adolescent and adult learners, who require more formal instruction in language learning than young children. After all, the person who coined the term suggests that “aptitude for foreign language is, to some extent, a residue of first language learning ability” (Carroll, 1973).

That is why I considered it to be a possibly interesting factor in the context of my research and decided to scrutinize in greater detail. The results of the students’ language aptitude tests might have a significant bearing on their results in their language proficiency tests in their L2 and their L3, and may even explain the implications which possible linguistic transfer may have on them.

#### **1.3.4.4 Linguistic transfer with the already acquired languages, L1 and L2**

So far, I have asserted that the students who in the context of the Czech Education System take up an L3 to study are in many facets more advanced as opposed to when they first began learning their L2. The differences are predominantly tied to their current stage of cognitive development, as they are now formal operators, who are able to grasp explicit grammatical instruction, conceptualize and automatize the abstract systems of language and expand on the knowledge, much to the benefit of their linguistic and meta-linguistic abilities. They are also developing the L3 in the context of their contemporary life, which makes the process heavily marked by their integration within the society surrounding them and by their needs and aspirations as a young European citizen.

Another of the factors which may have an influential impact on the development of a students’ L3, as I would like to suggest, could be found in the language systems which they had already acquired – their L1, and their L2. More specifically, in the ways that the language systems impinge on one another, so to say.

As I have already specified in the chapter dedicated to the conception of linguistic transfer which will be adopted in this thesis, it could be described as a field of study which could be classified as spanning both the linguistic and psycholinguistic disciplines, which observes the different manner of mutually, progressively and regressively oriented influences that a person's language systems might have on one another, which may have positive or negative effects on the development of their language competence in further foreign languages (Crystal, 2008) (Jack C. Richards, 2010).

In practice, it could manifest, for instance, in a situation when learners would take their acquired linguistic knowledge, in either their L1 or L2, and attempt to utilize it in the context of the same or similar concept at hand, in the process of learning of the L3. The concept in question might take a form of a grammatical construction or a lexical item which they are trying to make sense of. Students would try applying the linguistic knowledge from their already acquired languages, and either successfully implement this knowledge, because the concept in question is the same in the target language, or, unbeknownst to them, make a mistake by doing this, as the L3 would not have an equivalent structure to the one they were trying to understand.

I would therefore assert that in the context of the Czech Education System, there are predominantly two possible sources of these interferences in the process of learning an L3 – the L1, and the L2. Linguistic transfers arising from the inter-relation between these languages in this progression could be classified as transfers of the progressive orientation. The transfers of this kind may be of both the positive, and the negative type.

On the other hand, I also believe that the possible linguistic transfers in this particular context may be of a regressive orientation as well. That is to say, I think that the learning of the L3 systems, their gradual acquisition, the contrasts provided by the L1 and L2 systems and most importantly the developed metalinguistic awareness of the students may cause the

students to somewhat “re-evaluate” what they know about their already acquired systems. I assume that these transfers would most likely be classified as negative.

If we intend to analyse the effects of linguistic transfer on upper-secondary level students in the context of the Czech Education System, factors of both the internal (cognitive, psychological..) nature, which are tied to the learner, and of the external (typological, structural..) nature, which are tied to the languages which we are dealing with, need to be taken into consideration. The alignment of these two categories of variables could be decisive in the effectivity of language learning and subsequent acquisition (Tordini, 2020).

Taking the aforementioned into account and considering that linguistic transfer between the languages which are taught to the students in the context of upper-secondary education in the Czech Republic is the overarching topic of my thesis, I will hopefully be able to observe the effects which the notions connected with linguistic transfer have on the language proficiency, motivations and attitudes towards the L2s and L3s of the observed group of students.

#### **1.3.4.5 Bilingualism**

In the context of L3 acquisition, I have also decided to take into account a factor which might cause significant differences in the results of the tests in some cases, and that is the potential bi- or even multilingualism of students who have participated in my survey. As it is a factor which I do not expect to be represented on a wide scale in the context of Czech schools, but may however bear significant meaning to the results of the person who might have multiple native languages.

As opposed to second or third language acquisition in the context of school education, bilingualism or multilingualism is generally speaking defined by the fact that the development of the language systems took place in infancy and was conditioned by inherent factors, like for example the bi- or multilingual parentage, or the geographical background of the person

(Field, 2004). That being said, it could be expected that the conditions for the acquisition of the language system in the bilingual sense would be marked by rather different procedures.

I have already postulated that the L2 acquisition in the context of the Czech schools prototypically follows the hypotheses of Piaget, Vygotsky and Krashen, which, to simplify, showcase that certain processes have to be carried out in a given order, reflect the socio-cultural needs of the learners, and so on, in order for the language to develop appropriately. I would even argue that the acquisition of the L2 to a certain extent mirrors the acquisition of the L1, as certain properties which are tied to the child's cognitively developmental stage are still largely unchanged and similar strategies are employed in the student's development of the L2 system.

By contrast, with bilingual people, it is usually expected that they have been developing their language systems purely by means of acquisition since infancy. They do not so much mirror the processes of the L1 acquisition like the non-bilingual individuals who have started learning an L2 in their early childhood; they simply acquire two languages as their native language simultaneously. They could therefore be considered native speakers in two languages (The Psycholinguistics of Bilingualism, 2013).

As could be expected, the language aptitude and proficiency levels in further foreign languages, which the individuals of inherently bilingual or multilingual origin opt to study, will differ quite significantly from those learners who only have one native language.

According to researchers into this problematic, bilinguals have a much greater ability in phonetic and auditory discriminatory tasks and a much greater flexibility in the use of learning strategies and metalingual reflective activities like inductive grammar instruction. Another research conducted in the prototypically multilingual backdrop of Canada suggested that inherently bilingual learners who have English and another language as their native languages, and therefore take French as their L3, have a much higher proficiency level in

French than children who only have one native language and take French as their L2. Furthermore, bilingual learners have also been marked in multiple studies as having advantages over monolingual students in some other cognitively based non-linguistic areas (Cenoz, 2013).

As I have demonstrated, a multitude of researches with various specific focuses has suggested that bilinguals do indeed have an advantage in language learning. Hopefully, some of the students who will be made to undergo my survey will be, in fact, inherently multilingual, and I will be given a chance to see for myself whether that is true, and whether and how the linguistic transfer impact their competence in languages.

### **1.3.5 Conclusions to be made about the L2**

To sum up the preceding research which I had done into language acquisition and put it into context with the language learning situation in the Czech Republic, let me now highlight the most important factors involved in the development of the L2 system and draw final conclusions based on my preceding research concerning the topic.

#### **1.3.5.1 The situation of the L2 in the context of the Czech Republic**

It is most common, if not exclusive, that Czech children first learn English as a foreign language. It is due to the fact that it is the widely accepted lingua franca of our times, which is also the reason why one of the parts of the final state maturita examination at the end of secondary school education is dedicated to the English language (Rámcový vzdělávací program pro gymnázia, 2007).

Language instruction is usually provided since the first grade of primary school education, therefore the acquisition of the language usually has a rather early onset, at the age as young as five-to-six years old.

### **1.3.5.2 Cognitive development of a student at the time of L2 instruction**

Thanks to that, language acquisition still somewhat parallels the stages of the initial acquisition of a child's maternal language. Due to the ongoing biological processes, the child's brain is still very plastic and they are as a result of that apt to learn best when connections are made between the linguistic input and the non-linguistic input alike.

The brain hemispheres of L2 acquirers who fit the description as I have given it at the beginning of this part, have not undergone the process of brain lateralization yet, therefore their predominantly verbal and non-verbal hemispheres are still rather closely intertwined, further contributing to the uncompromised L2 development.

Due to the similarities of the mental processes, contexts and temporal proximity with the child's first language acquisition, the child is also able to acquire a native-like proficiency, if given a thorough and age-appropriate instruction.

What needs to be largely taken into account in the instruction of such a young child, mostly for the benefit of everyone involved in the teaching-learning process, is that the child at this point of their cognitive development is what we call a concrete operator. That implies that they learn best when language is sequenced in meaningful chunks, and if the instruction is largely interactional, playful and based on real-life situations. This so-called preoperational stage of cognitive development is marked by the child's ability to think symbolically, use morphosyntactic constructions properly, and generally speaking the child's great capacity in imaginative and intuitive tasks.

Furthermore, the ever-developing sense of social sensitivity and their gradually rising dependence on their social environment further aid the utility of the use of the new language.

The predominant tendency in the context of L2 instruction here is the encouragement of gradual natural acquisition by means of processing and contextualizing language input,

which is once again a factor largely contributing to the potential high proficiency level development and a foundation for further flawless expansion of the language system. The only “monitor” of the language’s accuracy which the students at this stage of cognitive development dispose of and require is provided by the teacher and the peer approval which they get. The instruction usually unfolds following the natural order from the simplest, to the more transformative morphosyntactic constructions.

All in all, it could be therefore argued that the acquisition of a second foreign language in the context of Czech Elementary School education could be paralleled with the initial acquisition of language, on condition that the teachers take the aforementioned tendencies and underlying processes into consideration in the design of their lessons and that the students are prototypically a healthy, age-accurately developing individuals with an appropriate level of motivation, intelligence and aptitude to learn languages.

Thus, it could undoubtedly be expected that the proficiency levels of students who conform to the aforementioned description and who are instructed in the second language as I have just suggested would be very high by the time they reach adolescence.

This is even more emphasized by the contemporary unequalled standing of the English language in the world of education and the world per se, which is reflected in the language’s importance throughout all stages of education in the Czech Educational System, as could be seen in the Systems of Curricular Documents.

It could therefore undoubtedly be expected that students would fit the parameters of a high level of proficiency in the English language, which could bear meaning for the possible linguistic transfers occurring between their L2 and their developing L3. Furthermore, the aforementioned superiority of their L2 in terms of popularity and applicability may also impinge on their motivations in language learning.

### **1.3.6 Conclusions to be made about the L3**

Now let me sum up the research which I had done into the learning and subsequent acquisition of the L3 in the context of the Czech Education System, introduce my findings concerning the variables which greatly influence the process and draw final conclusions based on my preceding research concerning the topic.

#### **1.3.6.1 The situation of the L3 in the context of the Czech Republic**

In the context of the Czech Education System, the learning of the L3 begins halfway through the students' elementary school education and at the beginning of their secondary school education, which means roughly at the age of 12 years old.

#### **1.3.6.2 Cognitive development of a student at the time of L3 instruction**

At this stage of their cognitive development, the students could be considered to be formal operators according to Piaget's theory. That indicates that they would be able to understand the explicit instructions and explanations of grammatical rules, and would even require them for the understanding of the concepts. They are now able to grasp abstract systems underlying language, compare and contrast them with the already acquired knowledge and expand upon it.

Their social and intellectual needs would have since early childhood shifted dramatically, therefore the contextual settings in which they would see themselves using the language, as well as their desired semantic fields, would follow this trend as well.

Acquisition of language, as opposed to the predominant way in which the L2 was developed, is now much more constrained and somewhat delayed by the process of learning which needs to precede the acquisition of L3. Students usually first need to know the rules, so to say, before they feel comfortable automatizing them, acquiring them and using them naturally "without thinking". They also often feel the need to monitor their use of L3 by means of their explicit linguistic knowledge in order to produce language accurately.

Following the natural order from the simplest to the most transformative structures in language instruction is therefore most beneficial for the students, gradually building on the already acquired knowledge to understand and grasp the new one. The explicit instruction in terms of rules and formation of grammatical structures serves as a filter, helping them indicate the accuracy of their production.

### **1.3.6.3 Overview of variables in L3 learning**

Apart from the variable of age, which, as I have just demonstrated, embeds within itself variations in parameters proposed by the theories tied to the cognitive development of an individual, there are more variables which influence the learning and acquisition of the L3 in the context of the Czech Education System, which, to my belief, significantly influence the processes of L3 development.

The first of these significant variables is motivation, which as I have suggested, does not only play a part in how well the students perform in the L3, but also in the initial choice of the L3 to study. I have postulated that motivations in this context could be of an integrative and instrumental nature, depending on what the students expect as an outcome of taking up the language. For instance, we could consider the facts concerning these languages which are prototypically proposed as the L3 to choose from in terms of their contemporary state, which I had scrutinized in the preceding section of this paper – there might be factors of geographical, cultural, or global nature which might prompt the students to choose one of the proposed languages. Students might simply take an interest in the culture which is prototypically tied to the languages in question, which would then be classified as the motivation of the integrative kind. On the other hand, if the students predominantly lean towards a language for its applicability on the job market, we could speak of instrumental motivation.

Furthermore, I also distinguished between intrinsic and extrinsic motivation, which indicated the predominant source of the students' driving force. Students might, for example,

be to a degree tempted to choose their second foreign language based on external factors, like peer pressure, parental pressure, and so on. On the other hand, their motivation may come from within, based on their own interests and value systems. As the choice of an L3 to study is usually left up to the students in the Czech schools, it may therefore be said that their predominant motivation to take up a language becomes clear and may, as I assume, have interesting implications on their proficiency levels in the L3 and the instances of linguistic transfer which may occur in their production.

Another of the factors which I decided to survey in connection with my research was the language aptitude of students who take up the L3. As my research is dealing with the questions of the effects of linguistic transfer of progressive or regressive orientations and positive or negative effects on one of the language systems of the student in the context of the Czech Education System, I thought it important to not only take into consideration the proficiency levels of the students in both their L2 and L3, but also, for the measure, to see how the level of their very ability to learn a new language impinges on these results, and to see whether their results in the MLAT tests would align with the results of their proficiency level tests and their language tests as well.

Finally and most importantly, I expect that the Czech students, who are in the process of undergoing prototypical state school education, have already gone through the acquisition processes of two languages, which means that they must invariably involve learning and metacognitive strategies which would be somewhat comparable to what they have already acquired. Linguistic transfer may, therefore, play a significant variable in their learning and acquisition of the L3. Students might take advantage of the linguistic and metalinguistic processes which they have already mastered while acquiring their first language and their L2, and relate them with the processes through which they are progressing now that they are in the process of developing an additional language system. It is to no avail that they would,

even if subconsciously, take advantage of these phonological, morphosyntactic, lexical and pragmatic similarities between their L2 and their gradually developing L3 systems.

As the instruction in their L2 is still ongoing at the upper-secondary level of education, and as their grammar schools have it as teaching objectives to help them develop levels of proficiency which are fairly comparable in the two languages which they are obligatorily supposed to study, I anticipate that the structural, typological and lexical similarities between the languages may bring about interferences between the students' ever-developing language systems, which may significantly hamper, or significantly facilitate, the learning and subsequent acquisition of L3. In addition, I suggest that these influences between language systems may go both ways, and that linguistic transfer from the L3 may have the same effects as I have just described on the L2.

#### **1.4 Conclusions and hypotheses**

In the following sections, let me summarize the findings made in the theoretical part of my thesis and formulate the hypotheses and research questions concerning the effects of linguistic transfer between the L2 and L3, the answers to which I will attempt to provide in the subsequent qualitatively-quantitative research, which will take place in two Czech upper-secondary grammar school.

##### **1.4.1 Summary of the theory and its implications for my research**

So far in the theoretical part of my diploma thesis, I have done research concerning areas connected to languages and language learning which, as I believe, constitute a firm foundation for the hypotheses and research questions which I will attempt to answer by means of designing, assigning and assessing a series of tests and questionnaires filled out by a target group of upper-secondary students.

In the first part of my introduction, I provided an overview of the language teaching situation in the context of the Czech Education System, detailed the way that it is organized,

and introduced the System of Curricular Documents which direct the process. Further on, I analysed the curricular documents which have a direct effect on the development of a students' L2 and L3, hinting at the interconnections among the documents and at the aims which the curricular documents intend for students to reach.

In the second part of my research, I analysed the languages which are to be scrutinized in this thesis. I opted for the approach of diachronic, synchronic and typological nature, as to capture not only the distinct possible motivations for the learning of these languages, but essentially to highlight the facets of these languages which I believe to be possible sources of linguistic transfer, which may have an effect on the students in their development of the L2 and L3, as I have described it in the preceding part.

Lastly, I attempted to link the preceding two sections together in a way and concluded with the analysis of cognitive processes which the students undergo in the learning and subsequent acquisition of the L2 and the L3. I provided an overview of what I believed to be the most fruitful theories underlying the development of language systems, described how these theories manifest in the development of L2 in the specific context of the Czech Education System, and finally, showcased on the analysis of variables underlying the learning and acquisition of the L3 how these processes differ, and tried to make links between the learning of L2 and L3 which suggest that linguistic transfer may play a significant role in the development of the two systems on the backdrop of the Czech grammar schools.

Following the preceding research into the aforementioned areas, let me now propose the hypotheses and research questions which I intend to scrutinize in the practical part of my diploma thesis.

#### **1.4.2 Hypotheses and research questions**

First, I would like to assert that due to the wide scope of my research, I have decided to not only look for evidence supporting my claim that the linguistic transfer of the negative and

positive nature, and of the progressive and regressive orientation hugely impact the development of a students' L2 and L3 systems.

The theoretical research which I had done caused the emergence of some rather interesting questions concerning the fields connected to the overarching hypothesis. They are research questions of a smaller significance which contribute to the ultimate answer to the overarching hypothesis, while on their own figure as possibly interesting questions to consider in the context of the Czech Education System.

I will therefore present my hypotheses and research questions in the following manner:

The hypotheses, paralleling the chapters from the theoretical part of my research, will be stated as hierarchically superior, and smaller, however constitutive research questions which contribute to their answer, will be attached to these.

#### **1.4.2.1 Hypotheses: Language teaching situation in the Czech Republic**

***Hypothesis 1: Students will, generally speaking, perform best in the proficiency level tests, as well as in the comprehensive language tests of my own design, in the English language, while exuding lower levels of proficiency in their L3s.***

***Hypothesis 2: Students who were not able to continue learning the L3 which they had studied in elementary school will have lower proficiency levels in their current L3 and perform accordingly to that in the comprehensive language tests.***

Research questions:

- 1) Were the students able to continue learning the L3 which they had started studying at the lower-secondary level of education? How does it affect their level of proficiency and success rate in the L3 tests?
- 2) Do the students find the instruction of L2 which they receive at their school to be comparable to the instruction which they receive in the L3?

- 3) Do the students feel more confident in using their L2 in comparison to their using of the L3?

#### 1.4.2.2 Hypotheses: Analyses of the languages used, linguistic transfer

**Hypothesis 1: Students of English and German will have comparable results in the proficiency level tests and in the comprehensive language tests in both languages caused by positive progressive linguistic transfer, as the two languages are genealogically related and both share many structural and formal similarities.**

**Hypothesis 2: Students of English and French will have significant discrepancies between their proficiency level tests and the comprehensive language tests results caused by negative progressive linguistic transfer, as the two languages are genealogically more deferred and do not share many structural similarities.**

**Hypothesis 3: The developing system of the L3 will have effects on the already acquired system of the L2 in the form of positive and negative regressive linguistic transfer, especially when it concerns the lexical and semantic properties of the languages.**

Research questions:

- 1) Were the discrepancies which were indisputably caused by the linguistic transfer mostly of lexical, or of structural nature?
- 2) How did the students perform in the exercises concerning language cognates?
- 3) Were the results of the students' proficiency tests in accordance with their results in the comprehensive language tests in the respective languages?
- 4) Do the students realise the interconnectedness of languages which the linguistic transfer offers?

#### 1.4.2.3 Hypotheses: Language learning and acquisition, L2 and L3

**Hypothesis 1: Students who have strong motivations in learning languages will perform better than those who take it as a necessity.**

**Hypothesis 2: Students who have a stronger inclination towards their L3 will have better results in the proficiency level tests and the comprehensive language tests in this language as opposed to the results in their L2.**

**Hypothesis 3: Students with a high level of language aptitude will perform fairly well in both their foreign languages and will have generally positive attitudes and motivations in their foreign language studies.**

**Hypothesis 4: Students who are bilingual will perform above average in all the parts of the testing.**

Research questions:

- 1) What were the students' motivations in choosing their second foreign language?
- 2) What are their attitudes and motivations toward learning foreign languages per se? Where do they stem from?
- 3) Do the students generally prefer the English language over their L3?

## **2.0 Study site**

Having so far established the theoretical basis for my research and proposed the hypotheses and research questions based on those findings, for which I intend to find supporting evidence, I would now like to direct my attention towards defining the processes and tools which were necessary for the development of the applied part of my research for this thesis. Before I do that, I feel it necessary to dedicate a few lines to explaining where and why the data gathering for the practical part of my research took place.

I decided to conduct the research at a grammar school, more specifically, at two grammar schools of an upper-secondary level of education within the Czech Education System. There are multiple underlying reasons explaining why I did that, the ultimate and

overarching reason for this research being, of course, the influence of linguistic transfer on the development of language systems in students. I would like to suggest that there are reasons to believe that the linguistic transfer of various kinds between these developing language systems could have significant implications for the competences of upper-secondary level students in these languages.

For one, the students, who have at this point gone through the primary and lower-secondary level of education, have been taking instruction in the L2, or English, and an L3, the choice of which was largely left up to them, for quite some time by the time that they become grammar school undergraduates.

The instruction of the first foreign language, however, had started much earlier, when they were in the pre-operational developmental stage and when the consequences of biological, cognitive and socio-cognitive origin were in favour of the near flawless acquisition, which enabled them to acquire the English language with ease and develop a very high degree of proficiency in it as they progressed on with their education. Furthermore, the motivations and reasons for the necessity of the English language both inside and outside of the school setting are a contributing factor to the students' motivation to become proficient users.

The development of the L3, however, differed quite significantly from the process of development of the L2. The onset of instruction in the L3 is estimated at their age of roughly 12 years old, which means that they had developed into concrete operators, who are by definition able to process information involving abstract systems, grammar rules, and formal language instruction per se, and efficiently build upon their acquired knowledge. It could therefore be expected that while the English language was at large acquired immediately, the process of learning the L3 has to precede in order for the acquisition to happen. In addition, the environment and context in which they began learning the L3 have shifted as well - the

variable of distinct motivations of internal and external, and instrumental and integrative to take up the chosen language and become proficient in it pose as a significant factor, too.

It is estimated by the Framework Curriculum of Grammar School Education that students at a prototypical Czech grammar school would attain levels of proficiency in these foreign languages of B2 in English, and B1 in the L3, according to the CEFR parameters. After further exploration of the descriptors of the expected outcomes of education, when it concerns the area of “Language and communication” and specifically the school subjects which stand for L2 and L3, The Framework Curriculum of Grammar School Education further asserts that there is a clear hierarchy between the two languages which the students are supposed to be learning. The English language, due to the aforementioned extra-linguistic reasons as well, is deemed superior. However, there are also areas of the two language systems as defined in the Framework Curricula where the two languages overlap, so to say. There are grammatical structures, semantic fields and communicative situations which the students are supposed to have mastered in both their L2 and their L3.

Therefore, given the fact that the estimated proficiency levels of students in their L2 and L3 are not that distinct from each other and that clearly, in the context of grammar schools, students would in their lessons encounter grammar and lexis which has an equivalent structure in their other foreign language as well, I perceive the environment of grammar schools to be perfect for an investigation into the effects of linguistic transfer and related phenomena.

For the purposes of carrying out my research, I selected two prestigious Prague grammar schools, namely “Gymnázium Nad Štolou” and “Gymnázium Nad Alejí” with which I have a close connection and, most importantly, where language studies are said to be of a really good standard, where I carried out my testing on groups of students of the ages

between 16-18, who studied all sorts of programmes – the 4-, 6- and even 8- year programmes at the schools.

As I have mentioned, all types of schools in the Czech Republic are expected to design their own proper School Education Programmes in accordance with the Framework Curricular Documents of the given type of school. As the Framework Curricular Documents are of a more general nature as to ensure that the schools are given relative freedom in the design of these programmes, I expected there to possibly be some discrepancies between the expected outcomes of the L2 and L3 subjects between the schools.

That is why I decided to make a comparative study of the two School Education Programmes first, as to ensure that the comprehensive language tests could be assigned to students of all age groups at both of these schools without being met with failure due to the students' lack of knowledge in a given area, and generally to prevent any problems in that area from happening and ensure a smooth process of the testing at both schools.

In the chapter to follow, let me now briefly present the areas of grammar and lexis which I found to be represented in both their School Education Programmes, which therefore make part of the comprehensive language tests.

### **2.1 Outcomes of the comparative assessment of the School Education Programmes**

Based on the comparative analysis of the School Education Programmes of the two schools where my research took place, I have concluded that the areas of language systems which would presumably have been acquired by the students who fall under the category of ages between 16-18 in both the English and the second foreign language would be the present tense, both in the perfective and progressive aspects; the past tense in its simple and continuous form; zero and first conditional, a language-specific equivalent of expressing the

future time; modal verbs; and active and passive voice (Školní vzdělávací program "Klíč ke vzdělání", 2006) (Školní vzdělávací program "Alejí ke vzdělání", 2009).

As far as the required semantic fields which the students are supposed to master in both their L2 and L3s, I have decided to opt for the safest route in order to avoid any inconsistencies and utilize the descriptions of target semantic fields as they were proposed in the Framework of Grammar School Education. In the design of my tests, I have therefore only included topics concerning current, everyday topics with which the students may meet in their everyday life, school, and leisure time (Rámcový vzdělávací program pro gymnázia, 2007).

### **3.0 Methods**

Based on the preceding research which I had done concerning the theoretical concepts tied to the situation of language teaching in the context of the Czech Education System, the principles governing languages which are taught within this system and their implication for the possible interferences influencing the development of L2 and L3 caused by the linguistic transfer, I have formed hypotheses and research questions connected to these.

I have opted for the approach of a **qualitatively-quantitative** research in order to gather evidence for the confirmation of my hypotheses and answers to my research questions. The reason for my choice stemmed from the fact that while I intend to survey my hypotheses and research questions on quite a large scale in order to truthfully be able to confirm or deny the claims which I had made concerning the effects of linguistic transfer on the upper-secondary level students, some of the questions which I posed myself concern quite delicate matters which require a closer and more thorough analysis.

The research took place, as I have mentioned in the preceding section, at two distinct and highly regarded grammar schools in Prague, which both offer 4-, 6- and 8- year study programmes. The study surveyed 124 students of grammar school of ages 15-18 in total, who take either French or German as their L3.

Thanks to my longitudinal involvement in one of the schools, I was able to do a test-run of the early versions of the set of tests, as well as the first official pilotage of the final version of the whole set on one particular group of students, who have not only been the first to undergo the process, but also the group of students who have taken on this challenging task with a sense of wonder and with the utmost patience, having excellent results in all of the parts of the testing. Due to these reasons, I consider this particular group of students to be my **control group**.

The set of tests consisted of six different parts, focusing on the students' metacognitive and cognitive skills alike.

The first test consisted of a **questionnaire**, detailing the student's experience with learning foreign languages during their primary and secondary level education.

Next, the students were made to undergo a very abridged and very condensed version of the **MLAT test**, to help me determine their language aptitude levels. Following right after, they took **language proficiency tests** in their currently studied L2 and L3s.

Finally, a couple of weeks later, students were presented with two **comprehensive language tests** of my own design, which tested the areas of their L2 and L3 which I found to be most marked by possible influences of the linguistic transfer.

Additionally, they were given **feedback questionnaires** to not only let me know about what they thought of the entire process, but also to see whether they, in fact, realise the implications that the inter-lingual interferences have on them.

The set of tests in its entirety as it was utilized in the data-gathering phase of my research is presented in the Annexes section at the end of this thesis.

In the chapters to follow, let me briefly introduce the set of tests which was utilized for the purposes of data gathering in the writing of my diploma thesis.

### **3.1 Questionnaire concerning the students' experience with learning languages**

The first part of my survey consisted of a questionnaire containing seven multiple choice questions, and ten open questions, which dealt with the participants' experience with learning languages throughout their lower and upper-secondary level school years and with their personal stances on the importance of learning languages.

All the questions were written in the Czech language, as I believe that it was a way of making students feel comfortable and confident enough to provide their most honest answers, not being pressured right from the onset by the instruction in a foreign language.

While the first set of questions dealt predominantly with the students' experiences as far as their studies into foreign languages are concerned, the remaining open questions provided an opportunity to state their personal stances and opinions on foreign languages.

The significance of this test for the results of my research lies in the fact that it provides me with evidence supporting the hypotheses which have to do with the language teaching situation in the Czech Republic, as well as the hypotheses and research questions which deal with the area of language learning. Furthermore, the answers to the questions on this questionnaire may provide additional insight into why the students' language systems influence each other the way that they do.

### **3.2 Language aptitude testing**

As far as the language aptitude testing of my respondents was concerned, I had no intention of inflicting a multiple-hour test upon the group of high school students, as I was grateful that they even decided to participate somewhat voluntarily in my research in the first place.

I, therefore, looked up a copy of sample questions of an official Modern Language Aptitude Test, which is freely accessible online for purposes of self-preparation for the actual language aptitude assessment, and utilized these questions for my purposes.

The results of this testing could, therefore, by no means serve as the most reliable indicators of my students' actual levels of language aptitude, but for a small research of this scale, where language aptitude merely acts as one of the many variables involved, they may provide sufficient evidence, in my opinion.

Instead of playing the recordings for the first two exercises which the students were instructed to fill out, I read the transcriptions of the texts which were available along with the sample text out loud for the students, as the recording itself was not available on the website.

This very abridged version of the MLAT test contained questions testing the areas of short-term memory, phonetics, lexical retrieval, syntax, and lexical semantics, which parallels the areas of a prototypical full-length MLAT test as I have described it earlier (MLAT Sample questions, 2022).

The results of this testing would provide me with fruitful evidence for the confirmation of my hypotheses concerning the areas of language learning and acquisition and provide me with additional data which may be telling in the assessment of the students' relationship to languages and the underlying reasons for the interferences caused by linguistic transfer between their L2 and L3.

### **3.3 Proficiency level tests in L2 and L3**

The next phase of the data collection for the purposes of my research consisted in getting my students to self-assess the proficiency levels in their L2 and L3.

As I needed a unified and the most objective assessment of this parameter possible, which would offer the most accurate results as well, I have not dared to design the proficiency

level tests myself. Instead, I opted to find online self-assessment tests for the students to take, which I found to be the most reliable, the results of which I asked them to write down for me.

For the assessment of the English language, I chose the “Cambridge: General English” online test, as I believed the assessment by means of this organization to be the most reliable (English Level Assessment).

I faced some difficulties when choosing an appropriate online test for the assessment of the L3 proficiency, as I myself can only speak the French language. I, however, thought it best to choose proficiency level tests of the two selected L3s which would be equal in length, comparable as far as the contents and complexity are concerned, and ideally were designed by a unified source. I, therefore, opted for online self-assessment tests offered by the website entitled ESL, as it is an internationally known organization that among else, offers language courses, organization of international exchange programmes for students, and offers freely accessible language level tests in all the target languages as well (About ESL).

The results of this particular part of the testing would present evidence underlying the hypotheses and research questions which I had set in all of the areas of interest as I have proposed them in the preceding chapters. In addition, they would serve as indicators of whether the parameters imposed by the Framework Curricula are attainable. They are, therefore, the second most important parameter which will be scrutinized in the assessment of the sets of tests.

### **3.4 Comprehensive language tests**

It was of the utmost importance for the purposes of my research to make sure that the part of my testing which directly concerns the effects of linguistic transfer on the L2 and L3 systems of Czech upper-secondary level students would reflect the findings which I had previously made about the languages in question.

As well as that, I had to consult the School Educational Programmes of the schools where my research was to take place, as well as other curricular documents involved in the processes of compiling these, as to ensure that I only include those areas of language systems which all the students would unanimously have to know by this phase of their education in both their L2 and their L3. The anticipated proficiency levels of the students, as well as the grammatical structures, semantic fields and communicative situations which they were presumed to have mastered were taken into consideration and included, given that they contained areas in which the linguistic transfer of sorts figures as a possible variable.

Furthermore, I had to make sure that the comprehensive language tests in both English and in the L3s best reflected the possible sources of linguistic transfer between the L2 and the L3. I therefore decided to create L2 tests for students who take up French and L2 tests who take up German separately, as to best reflect the language-specific sources of interferences.

What I essentially aimed for in the creation of the comprehensive L2 and L3 tests was to create tests which would all be equal in length, content, difficulty, and anticipated language proficiency level needed for their completion, which would all be connected by means of interlingual relationships of structural, morphological or lexical nature, which may cause linguistic transfer in students. The result of these efforts were four comprehensive tests which, to my best hopes, adhere to these aforementioned criteria and simultaneously survey areas of linguistic transfer which the students use quite fluently in their production of L2 and L3. All the tests ended up containing 6 exercises.

The French and German versions of the comprehensive tests were designed with the help of literature which is recommended to me by L3 teachers for more advanced learners of the languages, which will be cited among the sources utilized in the making of this thesis (Eva Berglová, 1985) (Maïa Grégoire, 2017). Furthermore, tests were checked for accuracy by said L3 teachers.

First, the L2 comprehensive language test was administered, and right afterwards, the L3 comprehensive language test followed, as to ensure that the students could benefit from the interconnectedness between the language systems, or be made aware of the differences immediately.

Let me now present the exercises which were utilized in the comprehensive language tests and hint at the expected outcomes of the influence of linguistic transfer which I expect to observe during the assessment of the results.

### **3.4.1 Exercise 1**

First, there was a multiple-choice exercise in which the students were supposed to complete sentences with the most appropriate choice of a variety of verbal forms from the selection below. The selection included present perfect and future tenses, modal verbs, as well as the formation of simple conditionals, all of which have an equivalent in both of the L3s as well.

The expected sources of linguistic transfer between the L2 and the L3s in the first exercise stem from the languages' structural similarities and contrasts in the formation of these verbal forms.

In the German language, I therefore expect the effects of linguistic transfer in this exercise to be positive and mutually oriented, as the morphological transformation of verbal forms as far as the chosen grammatical phenomena are concerned in both languages follows a similar pattern.

In the French language, however, I expect to see the effects of linguistic transfer gliding towards the negative implications of it for the development of the L3 system, as the means of conveying verbal categories differ greatly among these languages in the selected grammatical phenomena.

### **3.4.2 Exercise 2**

Exercise number two consisted of a gap-fill, to which the students were supposed to supply up to four words in order to complete the given sentences. The target grammar of this exercise was past continuous and present perfect, as well as future tenses, modal verbs and simple conditional sentences, similarly as in the preceding exercise.

I expect that the sources of possible linguistic transfer between languages in this particular exercise would stem once again from the verbal conjugation processes, but this time around, also from the prototypical word order of clausal elements which govern the languages in question.

In the German language, I expect the linguistic transfer to be possibly slightly negative, as while the verbal forms are conjugated following similar patterns as in the L2, the word order slightly differs. However, as far as the verbal forms in isolation are concerned, these once again quite strikingly parallel the processes which could be seen in the English language as well, so positive effects of linguistic transfer may be expected as well.

In the French language, I expect to once again observe instances of negative linguistic transfer. However, these might become slightly alleviated given the fact that this exercise does not merely deal with verbal forms in isolation, but in a larger context of a sentence, and the word order in indicative sentences in French is similar to the one in English, so it would be easier to link the linguistic knowledge in L2 to the one in L3, and vice versa.

### **3.4.3 Exercise 3**

The third exercise was included in the tests in order to test the students' syntactic abilities.

They were presented with two different sentences in pairs, in which they were supposed to correctly identify a selected sentence element.

As to make the exercise as adaptable as possible, I only focused on the most constitutive sentence elements which are universally important in all languages, namely the subject, object, predicate, and adverbial.

In the cases of both languages, I expect the manifestations of possible transfers to be positive, as the elements of a clause are a largely language universal concept, and are widely recognisable by proficient users, which the surveyed group of students are allegedly supposed to be.

#### **3.4.4 Exercise 4**

Exercise number four was entirely focused on lexis. Students were asked to complete sentences with the most appropriate words from a given selection.

This exercise differed completely among the different tests, however, as I intended to see the effects of linguistic transfer between the L2 and L3s as far as the lexical cognates between the languages are concerned. In the design of this part, I specifically took advantage of the historical development which the languages have in common, lexical borrowings and the contemporary lexical similarities between the languages.

I therefore expect the possible implications of the linguistic transfer, in the case of both L3s, to be of a positive nature and rather regressively oriented.

#### **3.4.5 Exercise 5**

The penultimate exercise number five consisted in the transformation of sentences, more specifically, in the transformation of the voice of the verbal forms, changing the subject of the sentence.

Similarly as in exercise 3, I expect that the concept of passivizing a sentence is rather language universal, and according to the curricular documents which predetermine the

instruction of the L2 and L3 in the context of grammar school education, it is a concept which should also be acquired by the students to already be acquired.

I therefore expect the predominance of instances of positive influence of linguistic transfer within this exercise as well.

### **3.4.6 Exercise 6**

The last exercise was a translation of sentences exercise. First, students were asked to translate given sentences into Czech, and then they were asked to translate a different set of sentences into the foreign language.

Arguably, the most variation caused by the linguistic transfer of different sorts could be expected to play a huge role in here, especially because the written production is largely unrestricted by the instructions of the exercise, and students may freely translate the sentences.

The most telling evidence of the possible positive or negative influences of linguistic transfer of both progressive and regressive orientation could, therefore, be found in this exercise.

### **3.5 Feedback questionnaire**

The last step of my testing of the surveyed group of grammar school students was the rather brief feedback questionnaire.

As I expected that by the end of this testing process, they would be made aware of the implications of linguistic transfer between their L2 and L3, the four open questions were concerned with their personal outlook on the procedure which they were made to undergo, as well as with their perception of the concept of inter-lingual relationships and its influence on their own language learning experience.

#### 4.0 Results

I had started developing the topic of my diploma thesis and the research connected with it in the Autumn of 2021.

The very first group to undergo my testing was made up of students who were entrusted to me on my teaching practice at an upper-secondary school during my studies, in the Autumn of 2022. These very students also make up my normative control group, as they were the first ones to participate in my research and simultaneously, they constitute a group which represents both the French and German languages, exuding various qualities of proficiency and language skill, as is expected of all groups. Due to the nature of some of the hypotheses and research questions included in this paper, this group will also be utilized to assess the questions of the more qualitative matter.

Thanks to the teaching practice, I have also gained connections which enabled me to carry out my testing at Gymnázium Nad Štolou on three groups of students in the 8-year programme aged 16-18. As the processes of the development of the testing sets were still underway, I concluded my research at Gymnázium Nad Štolou in the Spring of 2023.

Following immediately after the completion of my testing at Gymnázium Nad Štolou, I contacted the grammar school from which I had graduated, Gymnázium Nad Alejí, as it not only fit the description of schools where I intended to conduct my study, but also I found it to be similar in its approaches to foreign language instruction to the previous school where my research took place. There, I was allowed to gather data from five more groups of grammar school students between the ages of 16-18, including one group of students who, in contrast with all the other groups, studied the 4-year programme. All in all, I gathered the required data from 124 students, out of which 58 had French as their L3, and 66 had German.

In the case of both schools, I was incredibly lucky that I was given an opportunity to carry out this research on such a scale, and I am eternally thankful to everyone involved in the process. I was also delighted to see that the number of respondents who took up French as their L3 was almost equal to the ones who took up German, further contributing to the facilitation of the data analysis process for me.

In the upcoming chapter, I will explain how I assessed the respective six parts of my research, how I grouped the respondents and ultimately, how I carried out the primary analysis of the data which would later be utilized to answer my hypotheses and research questions.

#### **4.1 The methods of assessment**

The practical part of my research took the form of a qualitatively-quantitative study, because, as I have mentioned before, while it aims towards the formation of an overall conclusion which could possibly be made about the role and effects of linguistic transfer between the Czech grammar school students' L2 and L3, some of the hypotheses and research questions which I had posed also require a finer and a more concrete analysis of certain aspects of the research.

While assessing the tests which make up the sets, I made sure to go through all the given answers multiple times, and even asked for the assistance of another person, in order to truly capture the most telling aspects of the surveyed areas.

Before the assessment of the tests took place, all parts of the tests by each respondent were marked a code, which served as an identification attached to all the rest of their respective results. The code consisted of identification of their school indicated in the first letter ("A" for Gymnázium Nad Alejí and "Š" for Gymnázium Nad Štolou), their year and class their class (7 or 6, followed by letters "A" or "B" indicating the class), and lastly their individual number, which was assigned at random, as I simply numbered them as their tests

came to me. Respondents were then divided into two groups according to their L3, and they were further assessed within them, so that I could observe how these two groups differ and how they are influenced by the underlying variables.

All students irrespective of L3 were first assessed by means of the “Questionnaire concerning the students’ experience with learning languages”. The assessment of the first part of the questionnaire, which consisted of seven multiple-choice questions, gave me an insight into the distinct experiences which the students have with languages, as well as some preliminary notions to consider in the assessment of their language learning motivations.

Next, I read through the respondents’ answers on the second part of the aforementioned Questionnaire, concerning the students’ experience with learning languages and their motivations to continue. Assessing the ten-question open-question survey gave me further insight into their motivations in studying languages per se, as well as into the possible underlying reasons for their proficiency in languages. As I have assessed in the previous research, motivation plays a huge role, so in order to include this fact in the analysis of the results, I read through the second part of the Questionnaire multiple times to conclude whether the respondent was motivated internally or externally, and then whether they were motivated for integrational or instrumental purposes. The results of the aforementioned “Attitudes and motivations assessment” could be found in the Annexes section under **Table 1**.

Once I was done with the first part of my data assessment, I took the rest of the respondents’ tests and according to which L3 they have taken up, I typed them into the corresponding table entitled either “F” or “G” for French and German languages, respectively, which resulted in **Table 2** and **Table 3**, where I detail the results of the respective groups’ respondents.

The very first thing I did was to indicate the respondents’ current proficiency levels based on their results from the self-assessment via online proficiency level tests, detailing

their supposed levels of language proficiency in both their L2 and their L3 by means of the CEFR standards.

Next, I assessed their results in the abridged and specified MLAT tests, and wrote down their scores in percentages in the respective spot in the tables.

The penultimate part consisted in assessing the comprehensive language tests of my own design in both L2 and L3, which, as I hoped, would show evidence of the impacts of linguistic transfer on the language proficiency of students in their L2 and L3s. The results of each students in their L2 and their L3 were written in their respective tables in percentages.

Not only have I assessed the tests and written down the percentage of their results, but I have also, in two separate tables mirroring the division of the two previously mentioned tables – according to the L3 - assessed the occurrences which I believed to be explicitly tied to linguistic transfer by means of comparing in which language the students were more eloquent in the comprehensive language tests. For the exercises where the dominant language was English, I wrote “L2”, for those which indicated more success in the second foreign language, I wrote “L3”, and where the results were the same, I wrote an “r”. The tables detailing the effects of linguistic transfer in concrete exercises of the comprehensive tests for each respondent could be found in **Table 4** and **Table 5**, which are, once again, divided according to the two L3s which are the locus of this research.

In the Annexes part of this thesis, you may find all the aforementioned tables detailing the primary analysis results of the surveyed groups.

## **5.0 Conclusions**

Before I begin to answer my hypotheses and research questions, I would now like to provide a general overview of the results of my research based on the primary analysis of the gathered data.

The following graphs and conclusions attached to them are based on the quantitative analysis of the respondent's results in all parts of the research, and on the data as stated in the aforementioned tables of results.

**5.1 French language proficiency and aptitude results**

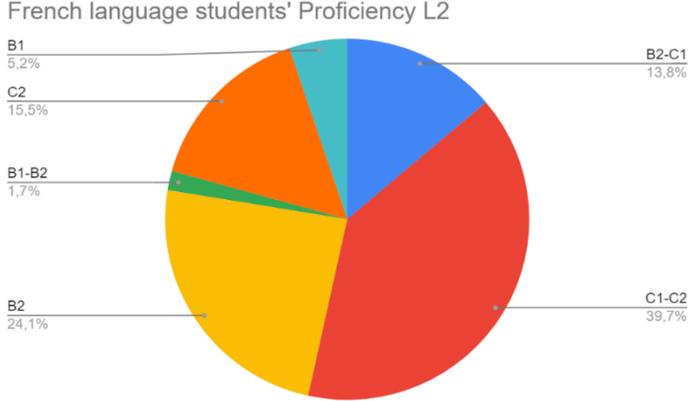


Figure 1 - Graph showing the French language students' proficiency levels in L2

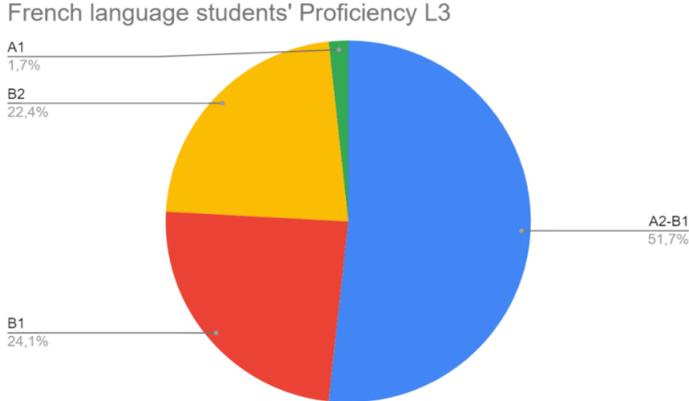


Figure 2 - Graph showing the French language students' proficiency levels in L3

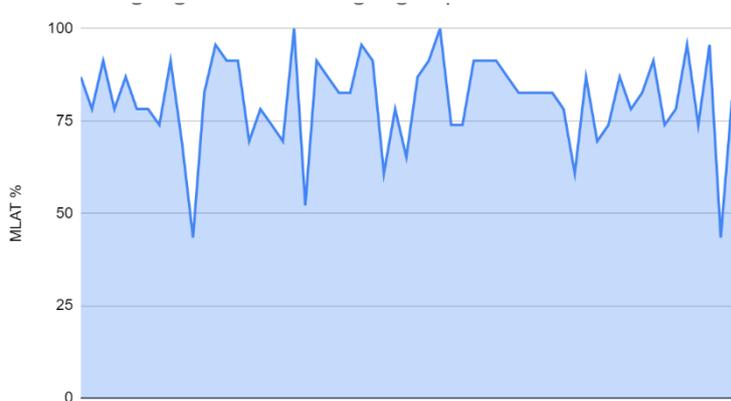


Figure 3 - Graph showing the French language students' results in the language aptitude tests (%)

As we can observe from the graphs on the preceding page, it is safe to assert that when it comes to the foreign languages which my surveyed groups learn at school, there is a clear dominance of the English language over the French language as far as proficiency levels are concerned.

The respondents who fall under this category most commonly dispose of C1-C2 level proficiency in the English language (39,7%), followed by the B2 level of proficiency (24,1%), and there is also a fair share of the highest level of language proficiency, C2 (15,5%). All in all, the proficiency levels of the students in this group in their L2 do not fall under the level of B1.

The results of the group in their common L3, however, differ at first sight. The absolute majority of the group exude qualities of level A2-B1 (51,7%). The second and third most usual proficiency levels in this group, B1 and B2, are close to a tie, with the B1 level of proficiency having the dominance here (24,1% and 22,4% respectively.)

When it comes to the results of the groups' language aptitude percentage, which was tested by means of an abridged version of the MLAT test which I had adapted, it is safe to conclude that the group's language aptitude levels are average, with the average score being 80,7%, as could be seen in Table 2.

## 5.2 German language proficiency and aptitude results

German language students' Proficiency L2

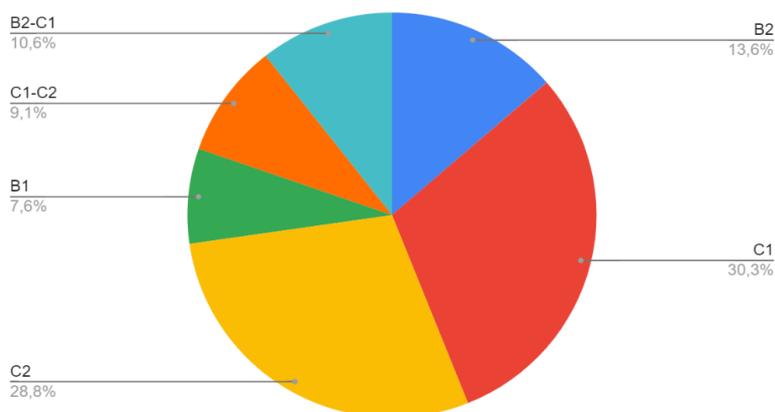


Figure 4 - Graph showing the German language students' proficiency levels in L2

German language students' Proficiency L3

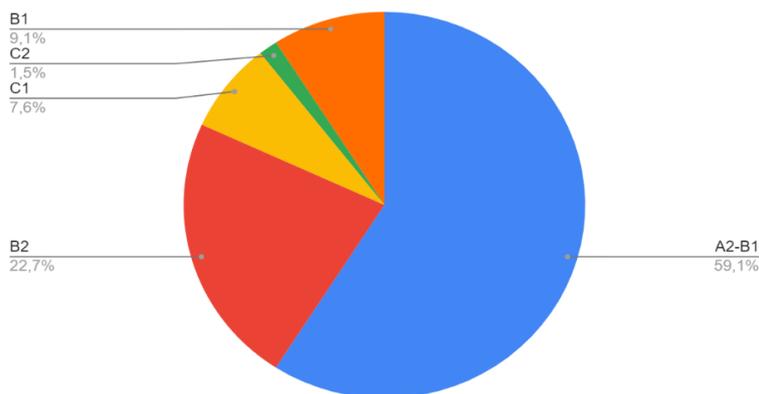


Figure 5 - Graph showing the German language students' proficiency levels in L3

German language students' language aptitude %

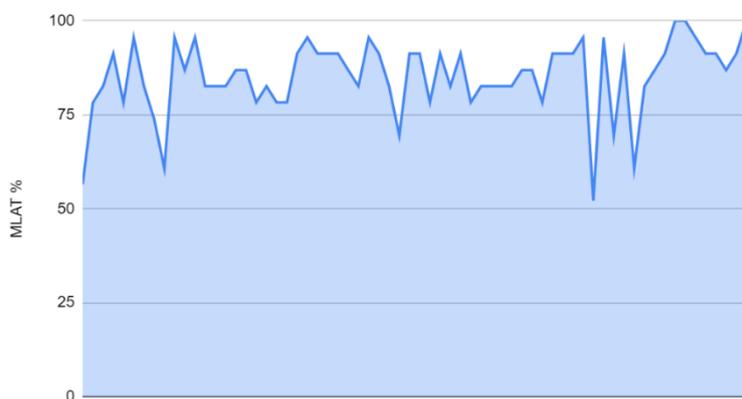


Figure 6 - Graph showing the German language students' results in the language aptitude tests (%)

As we could conclude by looking at the graphs on the preceding page, there is, similarly to the situation within the French group, a clear dominance in proficiency in the English language in contrast with the L3.

The most commonly represented level of proficiency in the English language within this group of respondents is C1 (30,3%). This time around, the second most usual level of proficiency of the students closely follows the first one and is, amazingly, the C2 level of proficiency (28,8%). The third most common level of proficiency in the English language represented in this group is the B2 level of proficiency (13,6%).

The results of this group in their L3, German, are much more definite. The majority of the group has self-assessed as the level A2-B1 (59,1%) The second most represented level of proficiency in this group is the B2 level of proficiency (22,7%), followed by the B1 level of proficiency (9,1%).

According to Table 3, when it comes to the results of the groups' language aptitude percentage, which was tested by means of an abridged version of the MLAT test which I had adapted, it is safe to conclude that the group's language aptitude levels are slightly above average, never falling under the 50% mark, with the average score of the group being 85,3%.

### 5.3 French comprehensive language tests results

French language comprehensive tests L2 %

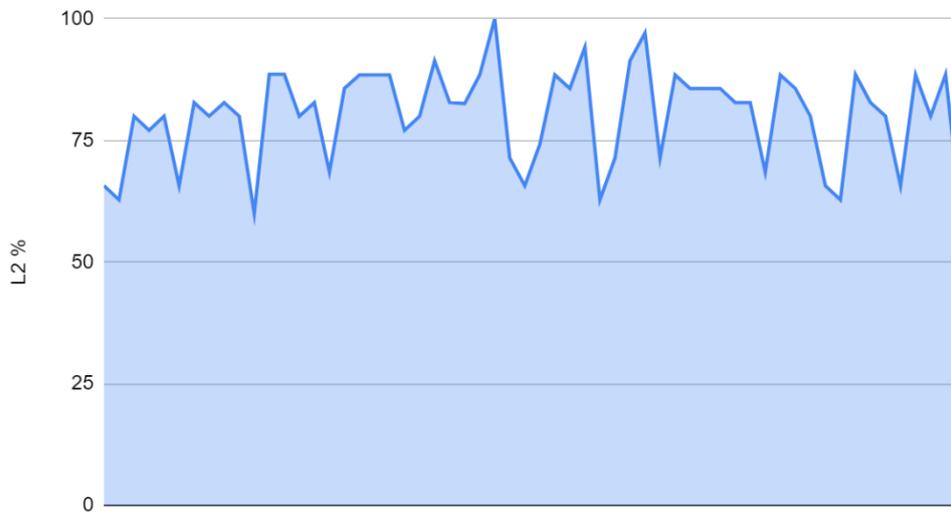


Figure 7 - Graph showing the French language students' results in the comprehensive language tests in L2 (%)

French language comprehensive tests L3 %

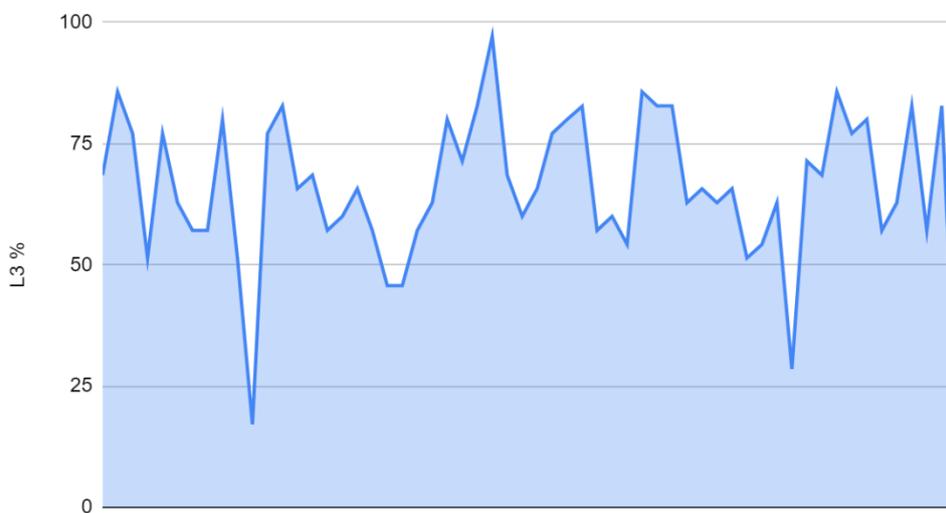


Figure 8 - Graph showing the French language students' results in the comprehensive language tests in L3 (%)

When it comes to the assessment of the comprehensive language tests which the students were made to undergo, it is clear according to the data presented in Table 2 that they are rather disparate.

The average score in percentage for the Comprehensive language test in the L2 was 80,1%, while the results in its L3 identical counterpart were on average 65,7%.

## 5.4 German comprehensive language tests results

German language comprehensive tests L2 %

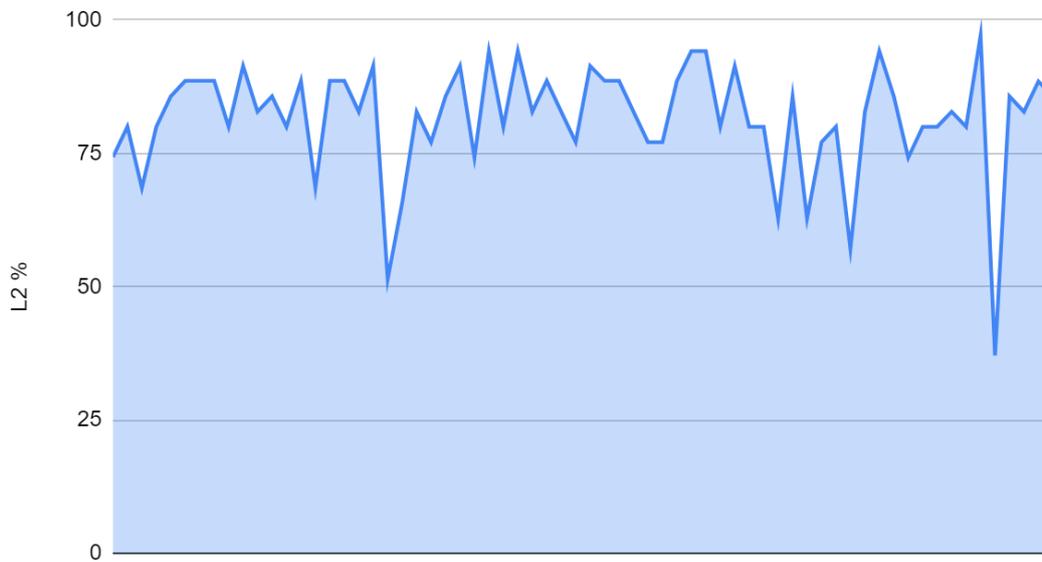


Figure 9 - Graph showing the German language students' results in the comprehensive language tests in L2 (%)

German language comprehensive tests L3 %

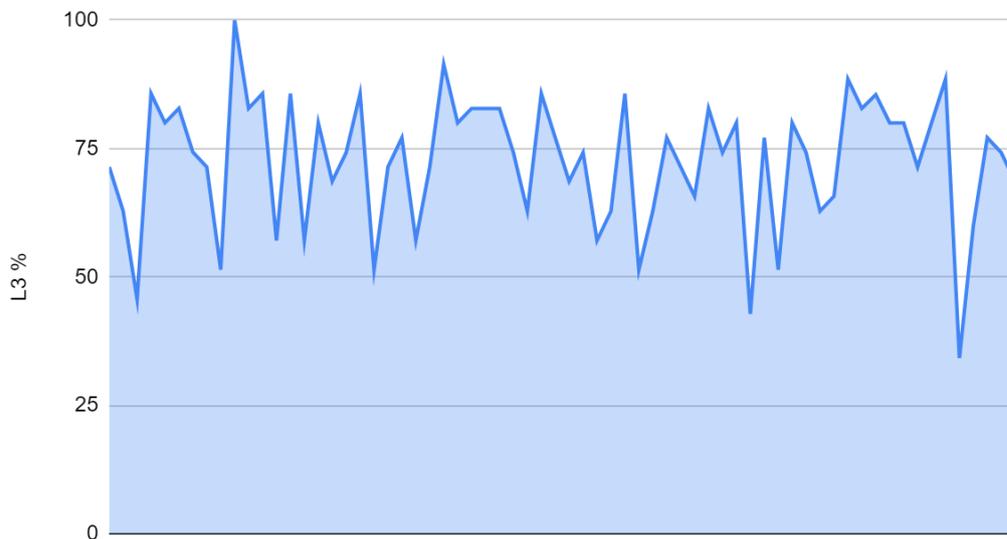


Figure 10 - Graph showing the German language students' results in the comprehensive language tests in L3 (%)

As far as the results of the Comprehensive language tests of my own design are concerned, the German group, once again, dominated above the French group,

In accordance with the information provided in Table 3, the average score in the Comprehensive language test in the English language was 81,6%, while the results in its identical, however L3 counterpart, were on average 72,5%.

## 5.5 Questionnaire assessment

Question 1: "Jak dlouho se učíte anglický jazyk?"

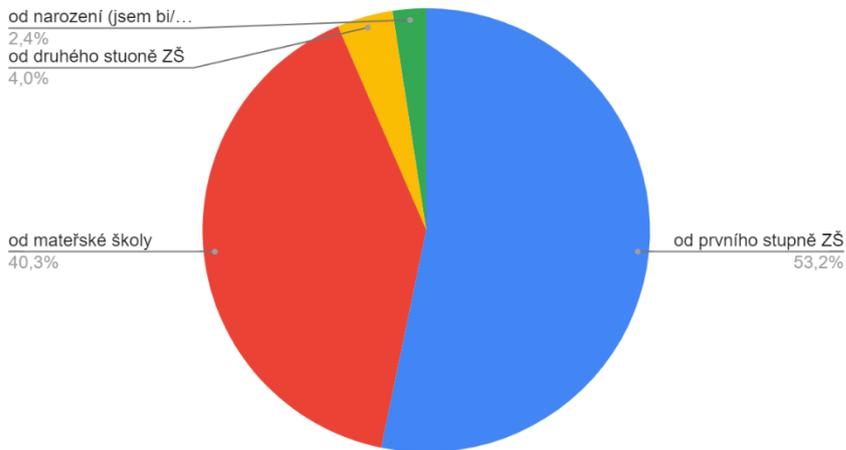


Figure 11 - Graph showing the respondents' answers to Question 1

Question 2: "Jak dlouho se učíte druhý cizí jazyk, který se učíte v současné době na střední škole?"

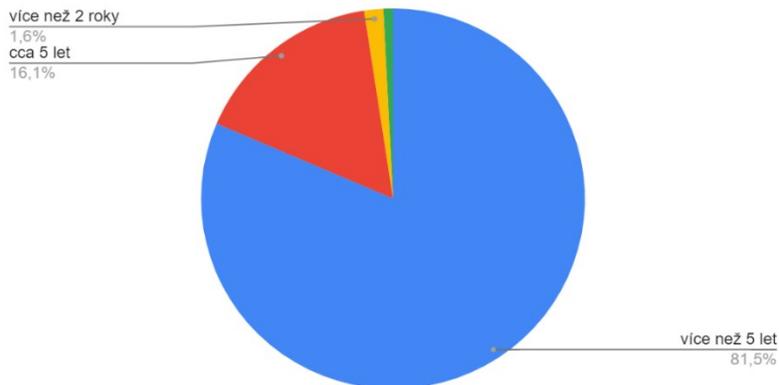


Figure 12 - Graph showing the respondents' answers to Question 2

Question 3: "Pokračoval/a jste na střední škole v cizím jazyku, který jste se učil/a na základní škole?"

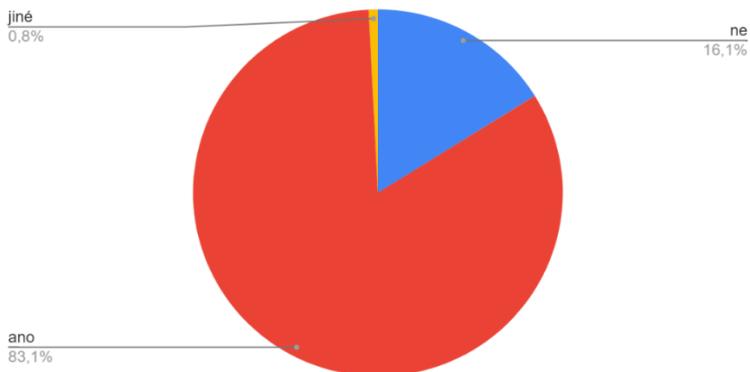


Figure 13 - Graph showing the respondents' answers to Question 3

Question 4: "Učíte se cizím jazykům také jinde než ve škole?"

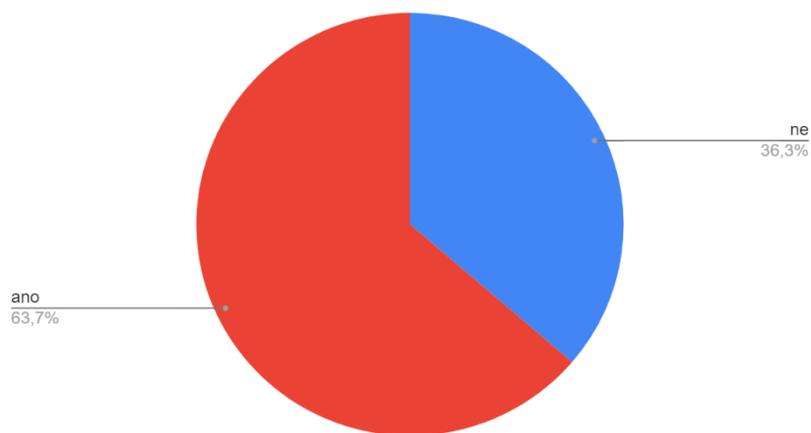


Figure 14 - Graph showing the respondents' answers to Question 4

Question 5: "Kolik různých jazyků jste se za svůj život učil/a?"

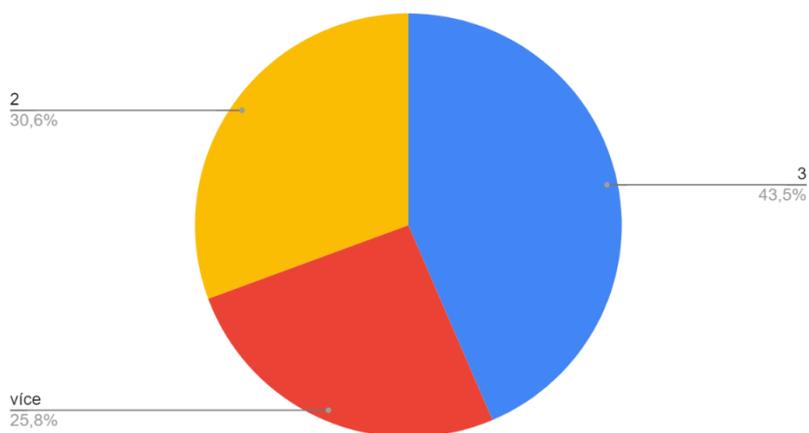


Figure 15 - Graph showing the respondents' answers to Question 5

Question 6: "Jaký je Váš názor na úroveň/náročnost výuky druhého cizího jazyka na Vaší střední škole?"

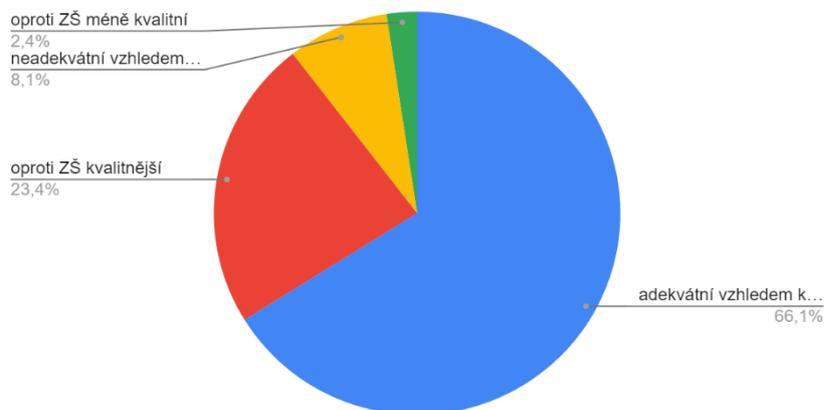


Figure 16 - Graph showing the respondents' answers to Question 6

Question 7: "Jaký si myslíte, že je rozdíl mezi Vaší kompetencí v anglickém jazyce a ve Vašem druhém cizím jazyce, který s..."

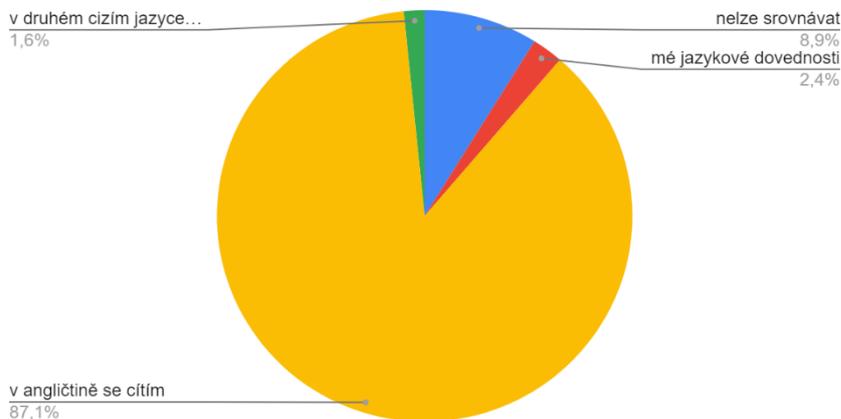


Figure 17 - Graph showing the respondents' answers to Question 7

During the assessment of the “Questionnaire concerning the students’ experience with learning languages”, which preceded all the further parts of the testing, I have come to a conclusion that generally speaking, there are universal truths which could be asserted about all the respondents as a whole. There was always an indisputably domineering answer to all the questions posed in the multiple-choice part of this questionnaire. On the one hand, it is somewhat disappointing that there are not many stark contrasts as a result of that as far as the students’ language learning experiences are concerned. On the other hand, it serves as irrefutable proof that whatever conclusions will be drawn, they truly do to a large extent represent the contemporary state of things of students who all fall under the category of upper-secondary level students between the ages of 16-18.

The answer to the first question, which concerned the length of the students’ instruction in the English language, showed that the majority of students answered that they have been studying the language since the primary level of education, or even in preschool (53,2% and 40,3% respectively).

The answer to the second question, which this time focused on the length of the students’ instruction in the L3, brought on even more clear answers, as the students

predominantly have studied the L3 which they currently study at grammar school for more than 5 years (81,5%).

In addition, it became clear in the third question that the students have also predominantly been enabled to continue to study the L3 which they had started at the lower-secondary level of education (83,1%).

It was to my pleasant surprise to find out by assessing question number four that in addition to being incredibly advanced as they were, most of the students who participated in my research also dedicate a portion of their leisure time to further learning of languages (63,7%).

The only question which posed some larger contrasts between answers was question number five, in which the students were supposed to indicate how many languages in total have they been studying during the course of their life. Most students answered that they have to some extent mastered 3 languages (43,5%), while a smaller quantity of students only studied two (30,6%) and a considerable portion of the respondents also claim to have studied more than that (25,8%).

The sum of answers to question number six shows that students mostly find the language instruction provided at their grammar school adequate with respect to their needs (66,1%), and additionally, also apparently of better quality than the one they were presented with at elementary schools (23,4%).

The overall assessment of the final question of this part of the testing posed as undeniable proof of the fact that students feel more confident in their L2 – English, than they do in their L3 (87,1%).

All of the graphs in this section had been generated with the help of data as presented in Table 1.

## 5.6 Dominant motivations assessment

### Dominant motivation in learning languages

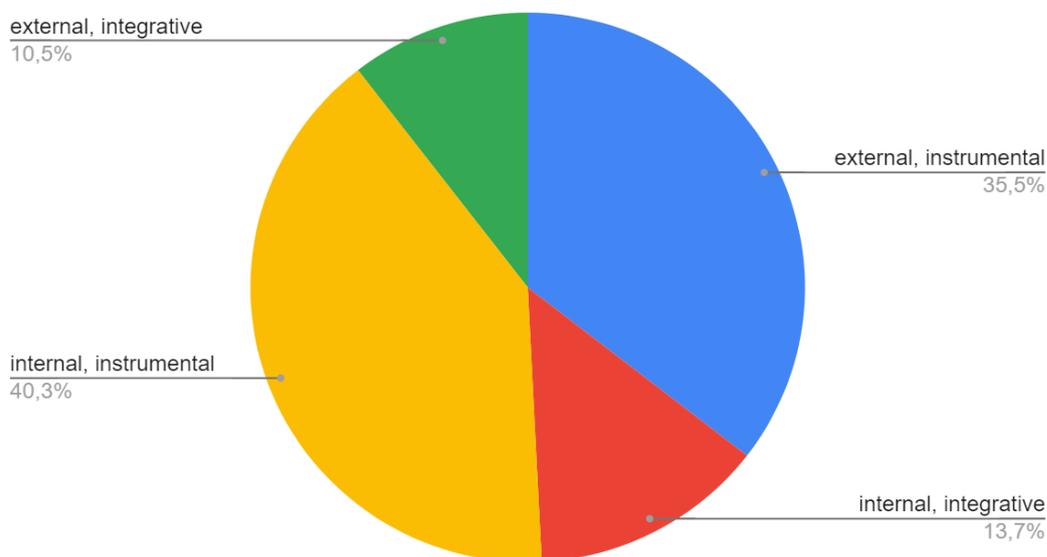


Figure 18 - Graph showing the results of the assessment of dominant motivations

The second part of the “Questionnaire concerning the students’ experience with learning languages” consisted of ten open questions dealing with the students’ motivations in learning foreign languages, and with their overall attitudes associated with the topic. Reading multiple times through their answers, I have assessed their dominant motivation in learning languages based on the internal/external and integrative/instrumental dichotomies as I have delimited them in the theoretical part of my thesis.

Based on my objective assessment, it could be concluded about the surveyed group of students that the domineering sort of motivation which they have in bettering themselves in the area of languages is a combination of internal and instrumental (40,3%), closely followed by the external and instrumental type (35,5%). The less represented, however still significant types of motivation were namely internal and integrative (13,7%) and external and integrative

(10,5%). It could therefore be indisputably concluded that the motivations of the instrumental type precede the motivations of the integrative kind.

The data according to which I made the aforementioned conclusions could be found in Table 1.

## 5.7 French comprehensive tests linguistic transfer impact

French linguistic transfers Exercise 1

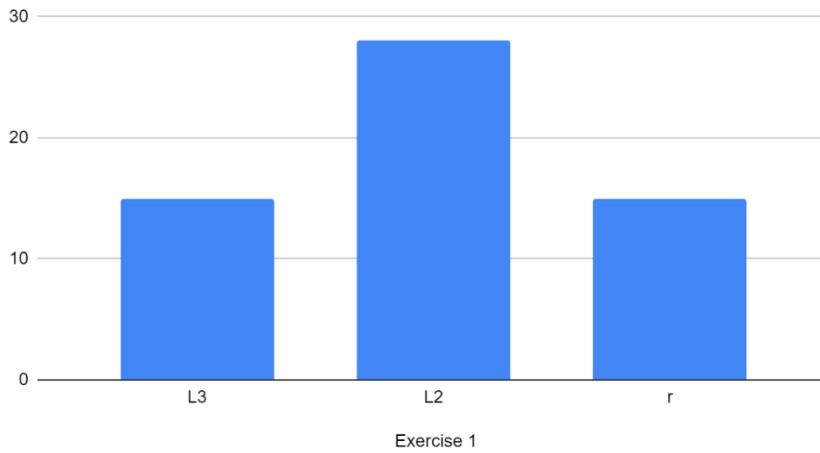


Figure 19 - Graph showing the frequency of French linguistic transfer in Exercise 1

French linguistic transfers Exercise 2

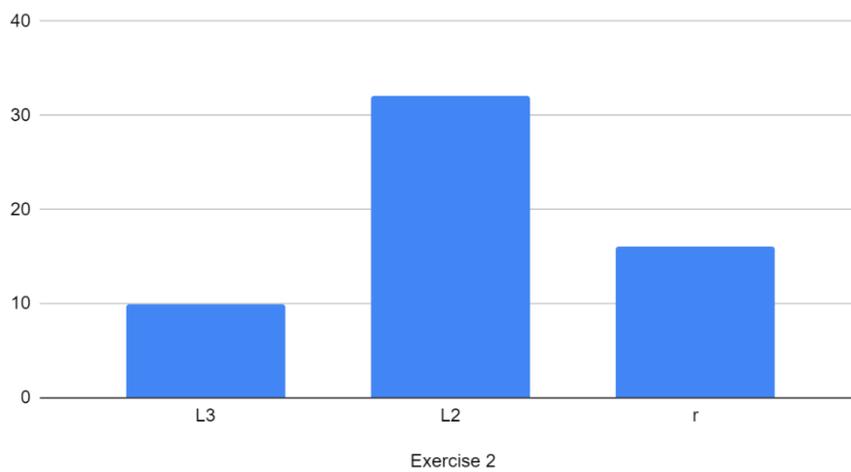


Figure 20 - Graph showing the frequency of French linguistic transfer in Exercise 2

French linguistic transfers Exercise 3

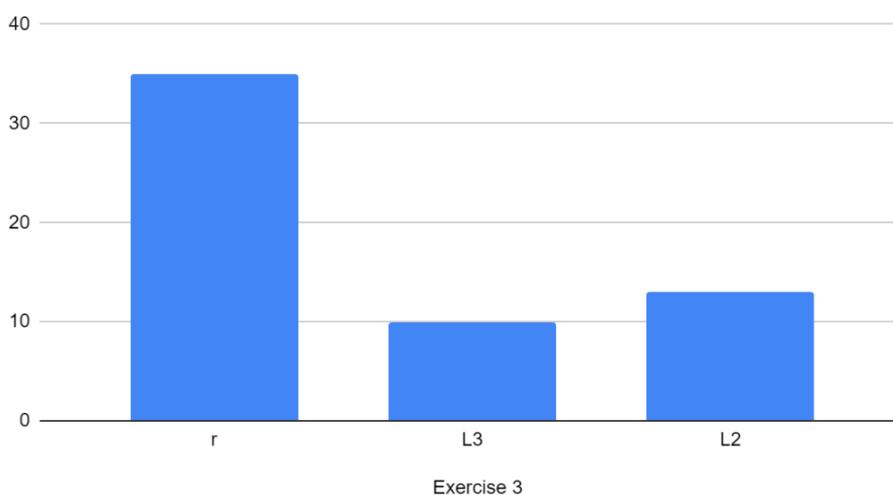


Figure 21 - Graph showing the frequency of French linguistic transfer in Exercise 3

### French linguistic transfers Exercise 4

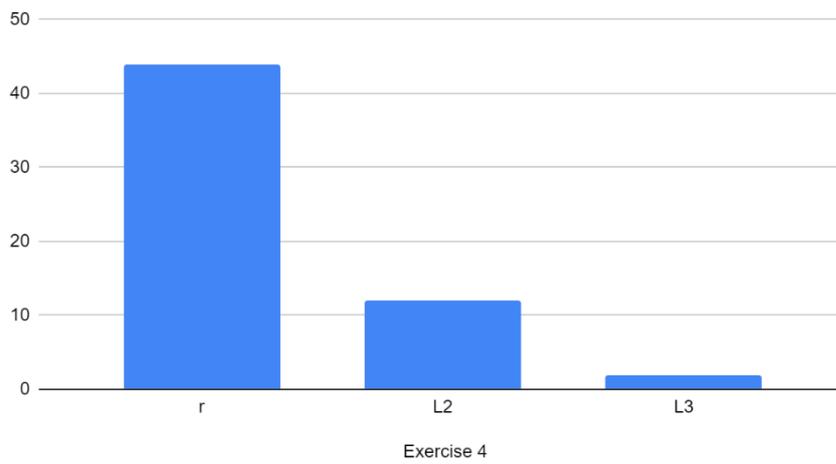


Figure 22 - Graph showing the frequency of French linguistic transfer in Exercise 4

### French linguistic transfers Exercise 5

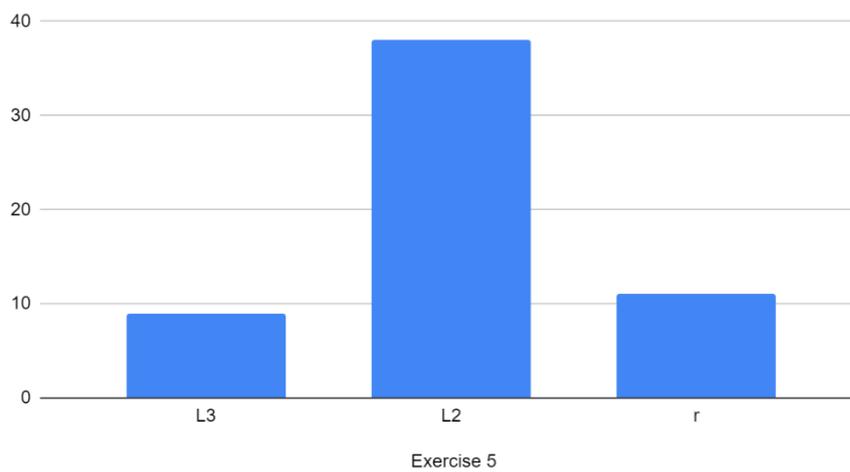


Figure 23 - Graph showing the frequency of French linguistic transfer in Exercise 5

### French linguistic transfers Exercise 6

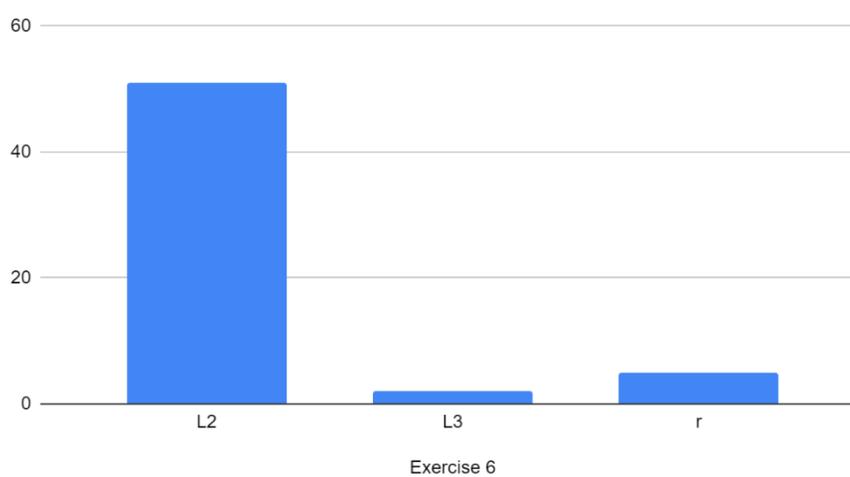


Figure 24 - Graph showing the frequency of French linguistic transfer in Exercise 6

Last but not least, I would also like to draw conclusions stemming from the results of testing the impacts of linguistic transfer on the language proficiency of students in their L2 and L3, which could be found in their entirety in Table 4.

Once I have corrected both the L2 test and its L3 equivalent of each individual student, a thorough comparative analysis of the results in each of the six exercises which the tests both contained enabled me to assess in which of the languages has the student been more successful, and in which they were met with greater difficulties in the completion of the exercise, or alternatively, whether their performance in both language versions of the test could be considered comparable.

In the first exercises of the French versions of the tests, which consisted of a multiple-choice exercise concerning different verbal forms, there was an obvious superiority of the English language success rate, with the two other variants of the outcome being equally represented in measure, as could be seen on the attached graph. That is quite in line with what I had expected based on my previous research into possible sources of linguistic transfer, as the dominant foreign language, English, regressively and negatively impinges on the developing system of the French language, which is, structurally and morphosyntactically speaking, very different from English.

The outcomes of exercise number two, which consisted of a gap-fill, to which the students were supposed to supply up to four words in order to complete the given sentences, came out similar to the previous one, with the success rate of students in the English language version of the tests overarching their overall success in the L3 equivalent of the test. This time around, there was an interesting spike in the number of individuals who have succeeded in both versions of the tests equally well, while the success rate of the French language demonstrates the lowest numbers. We could therefore, once again, be talking about the negative effects of linguistic transfer.

Exercise number three brought on interesting observations to be made, as the predominant tendency of the respondents in this exercise was to succeed in both the L2 and the L3 versions of the tests equally. Students who tended towards the superior results in one of the languages were usually leaning towards the English language, with the success rate in the French language variant, once again, being the least dominant. It could arguably be concluded that the results of this assessment align with my previous expectations, as I anticipated the concept of sentence elements to be widely and generally recognisable and traceable across languages. We could, therefore, be talking about positive linguistic transfer, while it would be difficult to decide with precision whether the direction of transfer in this particular exercise would be oriented regressively, or progressively with respect to the L2.

Seeing as exercise number four was entirely focused on lexis, and most importantly, on false cognates which may cause misunderstandings between the two languages, I initially expected there to be deficiencies and difficulties, so I was rather pleasantly surprised to find out that if anything, linguistic transfer between English and French caused by false cognates brings about instances of positive linguistic transfer oriented both ways, as well as the general state of amusement caused by this phenomenon of everyone involved. The predominant tendency of the respondents was to answer with an equal measure of correctness in both languages. A closer look into the concrete mistakes that the students have done in either of the versions of the test enabled me to understand that any and all inconsistencies, which I would initially attribute to the effect of false cognates among languages, are more likely to be caused by the students' lack of knowledge of the particular lexical items.

The penultimate exercise consisted in the transformation of the voice of the verbal forms, changing the subject of the sentence, and accordingly rearranging the sentence elements to form a correct sentence. While I expected similar tendencies as could have been observed in exercise three, as I believed the concept of passivization of sentences to be rather

language universal, I was met with surprising results. The respondents predominantly provided correct answers in the English version of this exercise, failing quite significantly to give correct answers in the French language variant in most cases. A closer look at some of the respondent's answers showed that most of the mistakes in the L3 version of the test stemmed from the fact that students were trying to replicate the English word order in the creation of passive forms, all the while completely failing to remember the rules underlying conjugation of verbs in French. I therefore found the outcomes of the comparison of exercise five in the L2 and L3 to be heavily marked by negative linguistic transfer of a regressive orientation.

The last exercise, where students were asked to translate from and to their L1 in both their foreign languages which they currently study at school, served as the source of the most convincing evidence of the dominance of the English language as far as the students' abilities in foreign languages are concerned.

On the whole, it is unfortunately virtually impossible to pinpoint the concrete reasons for the absolute dominance of the English language in this particular exercise, which would explicitly point to the influence of the linguistic transfer, as the overall results of the students in the French version of this exercise were all too weak to make any fruitful connections. I would dare say, however with reservations and a significant amount of guesswork based on my previous research into linguistic transfer, that it could be put down to the influence of the more developed system of the L2 - the English language – and to the overall strong differences of structural, morphological, typological and lexical nature which exist between these two languages, therefore, by extension, to the effects of negative progressive linguistic transfer.

## 5.8 German linguistic transfer impacts assessment

German linguistic transfers Exercise 1

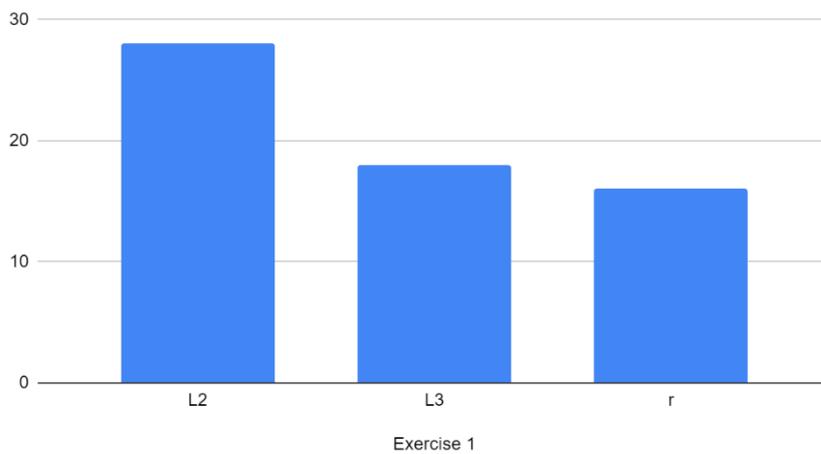


Figure 25 - Graph showing the frequency of German linguistic transfer in Exercise 1

German linguistic transfers Exercise 2

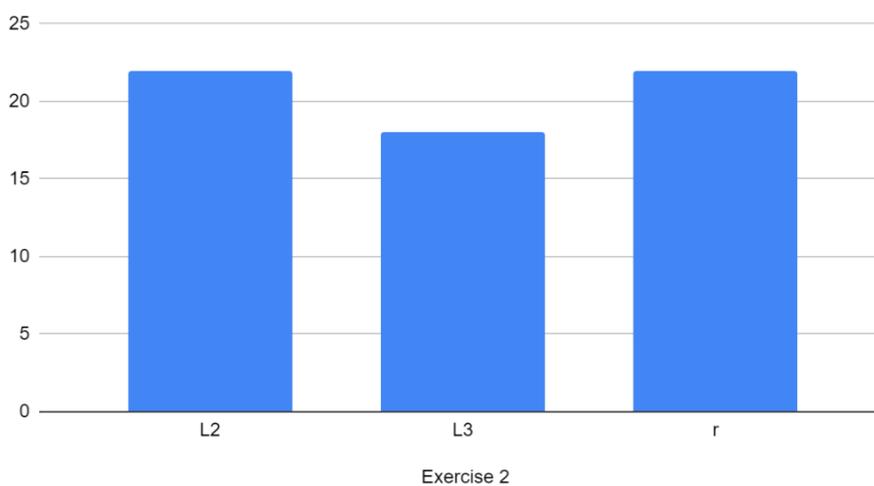


Figure 26 - Graph showing the frequency of German linguistic transfer in Exercise 2

German linguistic transfers Exercise 3

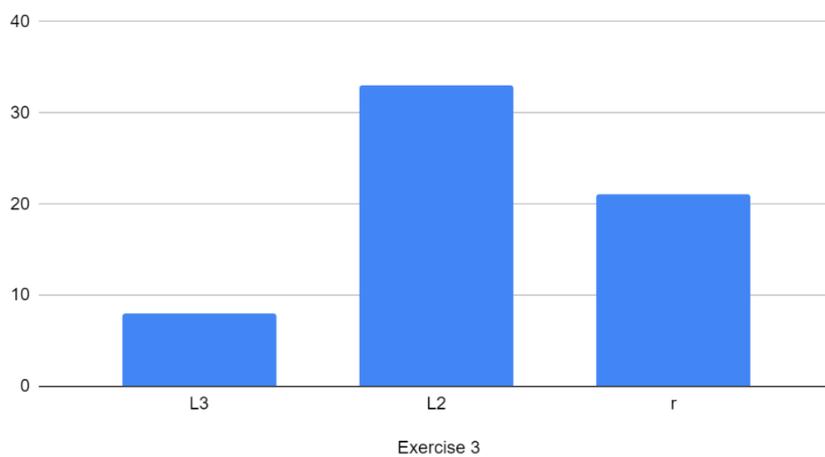


Figure 27 - Graph showing the frequency of German linguistic transfer in Exercise 3

### German linguistic transfers Exercise 4

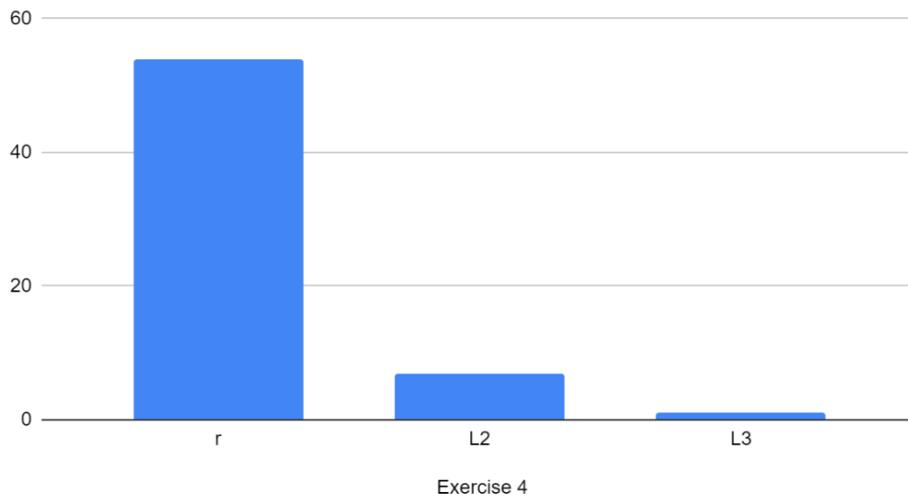


Figure 28 - Graph showing the frequency of German linguistic transfer in Exercise 4

### German linguistic transfers Exercise 5

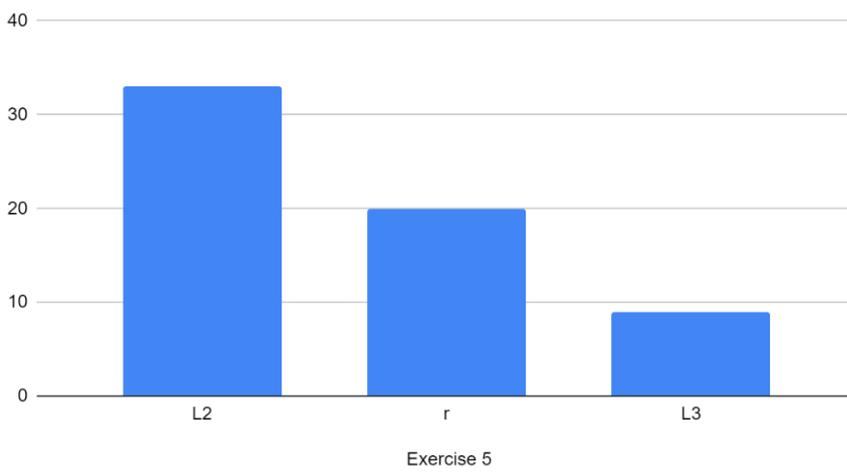


Figure 29 - Graph showing the frequency of German linguistic transfer in Exercise 5

### German linguistic transfers Exercise 6

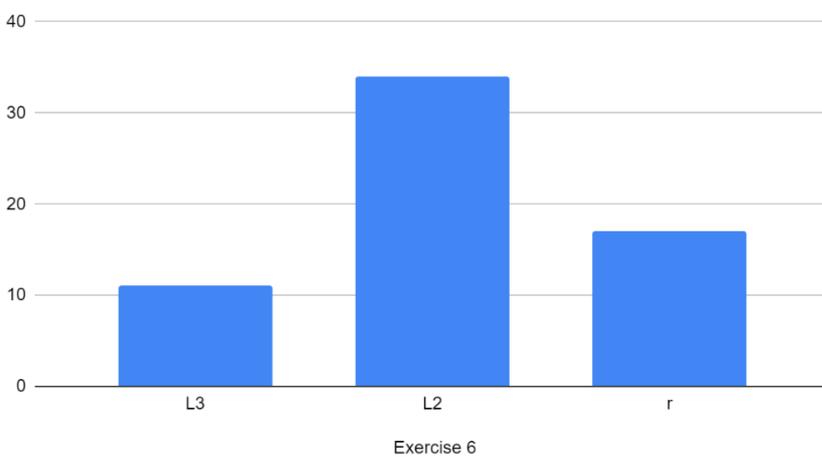


Figure 30 - Graph showing the frequency of German linguistic transfer in Exercise 6

Now let me draw final conclusions regarding the implications which stem from the results of the testing concerning the impacts of linguistic transfer on the language proficiency of students in their L2 and L3, this time focusing on the assessment of the group of students who have taken up German as their L3 as provided in Table 5.

The first exercises which the students were assigned to fill out consisted of a multiple-choice task concerning different verbal forms. As could be observed on the corresponding graph on the preceding pages, there was a clear superiority of the correct answers in this particular exercise in the English language. However, the results of this exercise in the German language do not fall as far behind as they did in the French variants of the same exercise. We could also observe that the instances of students having done equally well in the L2 and in the L3 in the first exercise are quite high. Based on the aforementioned, it could therefore be concluded that my expectations of the results of this exercise as far as the influence of linguistic transfer is concerned were largely met - the structural similarities between the L2 and L3 of the students may have significantly aided with the facilitation of the concepts at hand. I could therefore assert that the system of the L2 and L3 have had a positive, possibly mutually oriented linguistic influence on each other.

The results of exercise number two, which consisted of a gap-fill, to which the students were supposed to supply up to four words in order to complete the given sentences, once again came out largely in favour of my previous assertions. The number of times the individual students scored well in both the English and German languages in the second exercise almost exactly match the number of times the students answered correctly in the English version of the test. I also mentioned before that I expected deficiencies concerning the prototypical word order in the German version of this exercise, however, I was not able to detect any signs of a significant instance of such a thing. It could therefore be postulated

based on the aforementioned that the effects of linguistic transfer in this particular exercise manifest rather positively, and are progressively oriented.

The results of exercise number three, however, presented a surprising spike in the dominance of the correct answers in the L2, with the second most dominant tendency in the students' answers to be equally correct in both languages. The exercise consisted in the correct choice of a sentence element based on an example sentence, and I had said before that I considered the concept of sentence elements to be language universal in such manner that it should not pose as a source of difficulties. We could, therefore, be speaking of possible influences of linguistic transfer of the negative type.

Exercise number four was entirely focused on lexis, more specifically, on false cognates which may cause misunderstandings between the two languages. Similarly as I have asserted in the previous part dedicated to the assessment of the French versions of the tests, I initially expected there to be deficiencies and difficulties caused by these false cognates between the L2 and L3 in students of German as well. Much to my delight, it could once again be concluded based on the results of the comparative analysis that linguistic transfer between English and German caused by false cognates brings about instances of positive linguistic transfer oriented both ways. The predominant tendency of the respondents was to answer with an equal measure of correctness in both languages. It once again needs to be asserted that most of the concrete mistakes made by the students in this particular exercise were caused by their lack of particular vocabulary, not by their overall failure to provide a correct answer.

The second to last exercise consisted in the transformation of the voice of the verbal forms, changing the sentences from active to passive and the other way around as well, to which the correct word order of sentence elements and other morphosyntactic phenomena are inherently connected. I once again expected the results of this exercise to lean towards the

tendency to perform equally well in both the L2 and the L3 versions of the exercise, caused by the presupposed universality of the concept. I was however slightly surprised to find out that most students ended up performing much better in the L2 version of this exercise.

However, the amount of people who have performed equally well in both the L2 and the L3 versions of this exercise is quite strikingly higher in comparison with the French students' results. I would therefore propose that the influence of linguistic transfer here manifests in a positive form and progressive orientation from the L2 towards the L3.

The last exercise, where students were asked to translate from and to their L1 in both their foreign languages which they currently study at school, once more served as the source of proof of the dominance of the English language, as far as the students' abilities in foreign languages overall are concerned. Similarly to the French group, the German group also exuded the best qualities in this exercise in the English versions of the test. In contrast with their French counterparts, however, the results of the comparative analysis of the results of this exercise of the German group's L2 and L3 tests showed that there is a significantly higher number of respondents who have provided translation equally well in both their L2 and L3.

This, along with several aforementioned findings which I was able to make in the course of the data analysis, serves as irrefutable proof that due to the structural, grammatical and lexical similarities between the English and German languages, the impacts of linguistic transfer could be considered to be on the whole majorly positive and usually progressively oriented from the English language towards the German language.

## 5.9 Answers to the hypotheses: Language teaching situation in the Czech Republic

**Hypothesis 1: Students will generally speaking perform best in the proficiency level tests, as well as in the comprehensive language tests of my own design, in the English language, while exuding lower levels of proficiency in their L3s.**

Based on the results of my secondary data analysis which was presented in the preceding section, I rule out this hypothesis as true.

The results of proficiency level testing show that 39,7% of the respondents who took up French as their second foreign language most usually display qualities of a C1-C2 level of proficiency in their L2, which is English. That is in stark contrast with the most common levels of proficiency displayed by the same students in their L3, which averages at the A2-B1 level in 51,7% of the group.

Furthermore, the results of this group of students in the comprehensive language tests which they were assigned follow this trend as well and further showcase the stark contrasts in the students' performance in the languages – the average score of the group in the L2 variant of this test was 80,1%, while the average score of the students in the test's equal counterpart in the L3 was 65,7%.

The German group of students, despite their obvious superiority in contrast to the French group as far as their performance in their L3 is concerned, also displayed overall better results in the English variants of the tests. The group's most common level of proficiency in the English language is C1 and C2, represented by 30,3% and 28,8% of the students respectively. The results of the proficiency level testing in their L3 show overall weaker results, as 59,1% of the German-speaking respondents have an A1-B1 level of proficiency.

The results of their comprehensive language test, once again, also reflect this tendency, as the average score of the group in the L2 was 81,6%, while in their L3, it was merely 72,5%

The dominance of the English language could arguably be put down to underlying factors which equally have to do with the state of the English language in the contemporary world, and also with the students as well. The English language is the lingua franca of our times, which renders it to be the most utilized and spoken language globally. It has been proven that it is also the most commonly studied foreign language and it is most widely applicable across different fields of study and life. This is reflected in the manner in which the students are instructed in the language, as the learning of the English language, in the context of the Czech Education System, has quite an early onset and is accentuated throughout the curricular documents spanning primary and secondary education alike. That also results in the students' higher levels of proficiency, as they, simply put, have been studying the language for much longer than they have been studying any L3 of their choice, beginning in their pre-operational stage, and further developing into the formal operational stage. The L3 system, arguably, has not had the time to develop in such a manner.

**Hypothesis 2: Students who were not able to continue learning the L3 which they had studied in elementary school will have lower proficiency levels in their current L3 and perform accordingly to that in the comprehensive language tests.**

Given the fact that a predominant majority of my respondents have been enabled to continue the second foreign language which they had started studying at elementary school (83,1%), largely due to the fact that they opted for the 8-year programme at their grammar school and therefore, their L3 instruction started there, the answer to this hypothesis will be a little less satisfactory than I anticipated.

I have however consulted the data which I had gathered from the 20 respondents who indicated in their "Questionnaires concerning language learning experience" that they, in fact,

did not continue studying the L3 which they had started at the lower-secondary level of education, and I found out the following.

### Students who have not been able to continue the L3 which they had started at the elementary school Proficiency L3

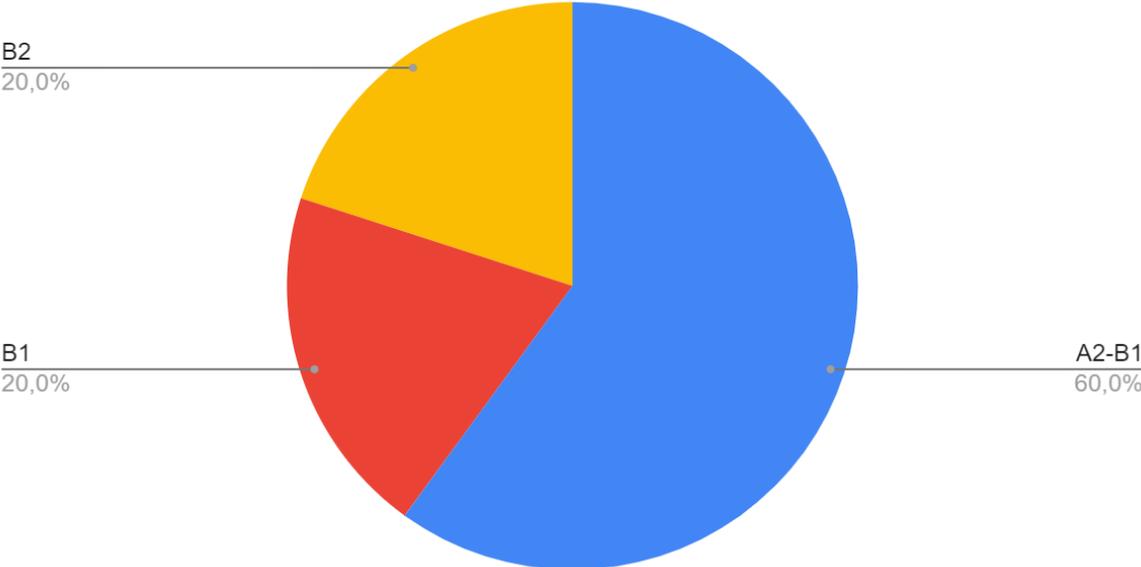


Figure 31 - Graph showing the proficiency levels in L3 of the students who were not able to continue studying the L3 which they had started at elementary school

### Control group Proficiency L3

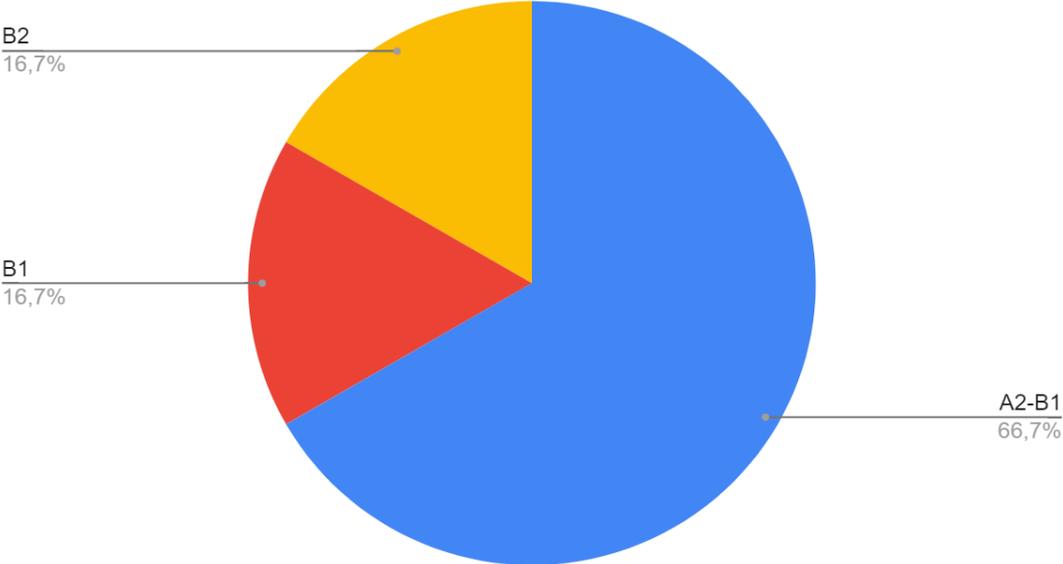


Figure 32 - Graph showing the control groups' proficiency levels in L3

As we could observe from the graphs presented on the preceding page, the proficiency levels in the L3 of the students who have not been able to continue studying the second foreign language which they had started studying on the lower-secondary level of education do not differ strikingly from the proficiency levels of the normative control group. In fact, the graphs look virtually the same and the numbers parallel each other in direct proportion.

The average scores of this particular group of students and the normative control group in the L3 comprehensive language tests showcase more contrast – the average score of the students who were not enabled to continue studying the L3 of their choice at a subsequent level of education averages at 64,24%, while the average score of the control group is at 70,9%. The difference between the average scores of the groups is not that striking, and it also needs to be considered that in the assessment of this hypothesis, the particular L3s the students are currently studying were not taken into consideration.

It could, however, be concluded based on the aforementioned that the students who have not been able to continue studying the L3 which they had taken up on the lower-secondary level of education do not significantly differ in their proficiency and competence levels in their current L3 in contrast with the students who have studied their L3 since the elementary school level.

Research questions:

- 1) Were the students able to continue learning the L3 which they had started studying at the lower-secondary level of education? How does it affect their level of proficiency and success rate in the L3 tests?

The answer to this research question was largely given in the preceding conclusion to the second hypothesis. Most students who have participated in my research were, in fact, able to

continue to study the L3 which they had chosen on the lower-secondary level of education (83,1%). I have also concluded that the levels of proficiency of these students and their overall performance in the L3 which they currently study are not significantly influenced by this.

- 2) Do the students find the instruction of L2 which they receive at their school to be comparable to the instruction which they receive in the L3?

66,1% of all respondents find the language instruction of the L3 which they receive at school to be adequate and to meet their needs as grammar school students, and simultaneously, 87,1% of these very same students feel more comfortable using English in opposition to using their L3. This may be a coincidental occurrence, but I cannot help but think that were the instruction of the L3 even more adequate, the students would have felt at the very least equally as competent in both their foreign languages which they study at school.

- 3) Do the students feel more confident in using their L2 in comparison to their using of the L3?

As I have mentioned in the answer to the preceding research question, 87,1% of all respondents feel most confident using their L2, while 8,9% of them do not feel like their competence in the L2 and L3 could be comparable at all. That means that the group do, in fact, on the whole feel better using the English language.

#### **5.10 Answers to the hypotheses: Analyses of the languages used, linguistic transfer**

**Hypothesis 1: Students of English and German will have comparable results in the proficiency level tests and in the comprehensive language tests in both languages caused by positive progressive linguistic transfer, as the two languages are genealogically related and both share many structural and formal similarities.**

If I only focused on the proficiency level assessments of the German group of students, this hypothesis could be considered to be proven false. As we could have seen on the graphs which detailed the results of the proficiency level tests, the most commonly represented level

of proficiency in the English language of the group were the C1 (30,3%) and C2 (28,8%) levels, while only A2-B1 (59,1%) in the German language.

However, if we take a look at the assessments concerning the comprehensive language tests of this group, we could observe that the results in these do not differ that drastically, with an average score of 81,6% in the L2 and 72,5% in the L3.

All things considered, I would conclude by asserting that while the proficiency levels assessment offers an important and unifying insight into what kind of competence in the given language may be expected of the students, it does not exactly provide convincing evidence for the confirmation of this hypothesis.

On the other hand, as was evident from the results of the students' comprehensive language tests and from the secondary data analysis of the comprehensive language tests concerning concrete instances of linguistic transfer, I would like to suggest that the effects of linguistic transfer are undoubtedly traceable in the students' answers and could arguably be put down to the genealogical, structural and formal similarities of the two languages.

**Hypothesis 2: Students of English and French will have significant discrepancies between their proficiency level tests and the comprehensive language tests results caused by negative progressive linguistic transfer, as the two languages are genealogically more deferred and do not share many structural similarities.**

Paralleling the preceding answer to a similar hypothesis, I must admit that the assessment of proficiency levels in connection to this hypothesis does not play a significant role. The predominantly represented proficiency level in the English language within the French group of students was C1-C2 (39,7%), while the proficiency levels of the group in the French language averaged at A2-B1 levels mostly (51,7%).

The results of the comprehensive language tests in the English and French languages have, however, shown a certain level of discrepancy between the competences of the students

in these two languages. The respondents scored 80,1% on average in the English version of the test, while only displaying 65,7% success rate in the L3 equivalent of these tests.

Once again, it opt to mainly focus on the outcomes of the comparative analysis of the students' results in the comprehensive language tests, as they were proven to show more convincing and tangible evidence for my claims.

If we compare the average scores which the students have obtained in the L2 and the L3 variants of the comprehensive language tests, we could clearly see that the students perform overall much better in the English language. A comparative analysis of the results of this group of students in particular exercises enabled me to perceive the concrete instances of linguistic transfer, which manifest in a negative form and arguably predominantly regressive direction from the L2 towards the L3, which may be one of the contributing factors which result in the students' lower level of skilfulness in their L3. I therefore rule out this hypothesis as true.

**Hypothesis 3: The developing system of the L3 will have effects on the already acquired system of the L2 in the form of positive and negative regressive linguistic transfer, especially when it concerns the lexical and semantic properties of the languages.**

When I was forming this hypothesis, I do not think that I fully took into account the fact that the concrete manifestations of the linguistic transfer in the developing systems of the L3 would differ quite significantly between the two languages, hence the very general nature of this hypothesis. Nevertheless, I take it as an opportunity to make final comments on the nature of linguistic transfer which manifests in both proposed L3s and therefore hampers, or facilitates the process of its acquisition.

As I have concluded about the concrete instances of linguistic transfer which predominate among the comprehensive language tests of the German as L3 group of respondents, most of the linguistic transfers which I was able to detect and analyse, took the form of a positive transition, which was always either mutually or progressively oriented. I

therefore concluded that the impacts of linguistic transfer could be considered to be on the whole majorly positive and usually progressively oriented from the English language towards the German language.

The impacts of the linguistic transfers on the language systems of the French group of respondents differed quite significantly. A majority of the exercises have been ruled out as being marked by the influence of negative linguistic transfer, which is most commonly regressively or mutually oriented.

When it concerns exercise number 4 especially, which focused prevalently on the false cognates between the languages and therefore could be considered the one exercise which has been most heavily marked by possible transfers of lexical and semantic nature, the effects of linguistic transfer in the case of both the German and the French version were assessed as positive and mutually oriented.

The aforementioned taken into consideration, it could therefore be asserted that the hypotheses could technically be considered to be proven true, despite its rather general and clumsy formulation.

Research questions:

- 1) Were the discrepancies which were indisputably caused by the linguistic transfer mostly of lexical, or of structural nature?

In the most general terms, the instances of linguistic transfer which were shown to be of a structural nature were proven to be positive in the case of the German language. The linguistic transfers of structural nature, however, usually caused significant difficulties for the students of French. In the case of lexical and semantic transfers, it could be concluded that those unanimously had positive effects in the case of both L3s.

- 2) How did the students perform in the exercises concerning language cognates?

As I have already mentioned, the results of the comparative assessments of both versions of the comprehensive language tests in both surveyed languages proved to be positive and mutually enriching.

- 3) Were the results of the students' proficiency tests in accordance with their results in the comprehensive language tests in the respective languages?

In general terms, I have come to the conclusion that the proficiency level assessments offer an insight of a more normative sort, and usually have very little to do with the actual level of skillfulness of the individual students. However, to answer this question, the proficiency levels of students of both the French and the German groups are estimated at C1-C2 in the English language, and A2-B1 in the L3, which may suggest that the results of the comparative language tests could be expected to display similar tendencies. That is however, not true, as the students of the German language on the whole performed better in their L3 tests in opposition with their French-speaking classmates (on average 72,5% and 65,7%, respectively).

- 4) Do the students realise the interconnectedness of languages which the linguistic transfer offers?

This question has been assessed by means of surveying the feedback questionnaires which were distributed to the students at the very end of the whole testing process. As it seems, the students were mostly aware of the similarities between languages of a more lexical and semantic nature before they participated in the testing. The concept which was largely new to them, however, were the structural and morphological similarities which were brought to their attention by participating in this research. I am glad I was able to contribute to the further development of their metalinguistic awareness through this small contribution.

### 5.11 Answers to the hypotheses: Language learning and acquisition, L2 and L3

#### **Hypothesis 1: Students who have strong motivations in learning languages will perform much better than those who take it as a necessity.**

Before I attempt to assess this hypothesis, it needs to be noted that I utilized the dichotomies between the internal and external, and instrumental and integrational motivations in the assessment of the surveyed groups. I have asserted that motivations of the internal kind are these which come from within the students, while external motivations are those which are formed by the influence of external factors. I therefore consider the motivations of the internal kind to be superior and therefore stronger, and those of the external kind to be marked by a certain level of “necessity” which prompts the students to better themselves in their language skills. In order to answer this hypothesis, I will therefore take any motivations which are of the internal nature to be “strong”, and any of those which could be considered external “weak”.

In the following graphs, let me showcase the proficiency levels of the languages of individuals, who are marked by having strong and weak motivations respectively:

Strongly motivated individuals L2 proficiency

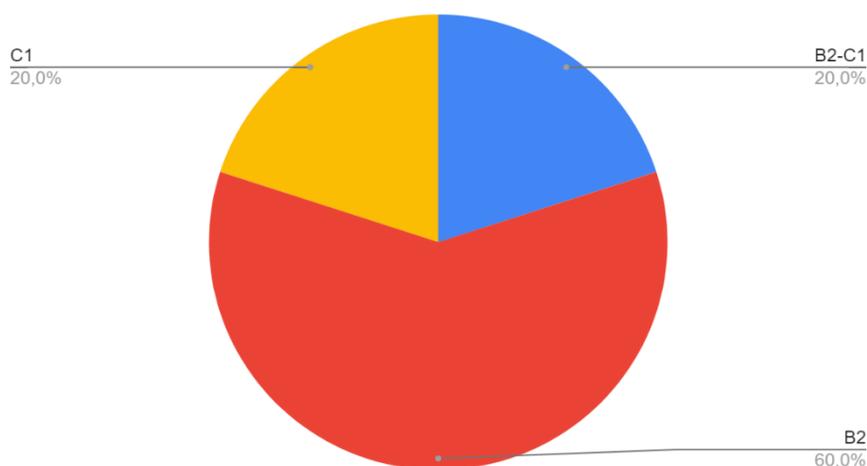


Figure 33 - Graph showing the strongly motivated students' L2 proficiency levels

Weakly motivated individuals L2 proficiency

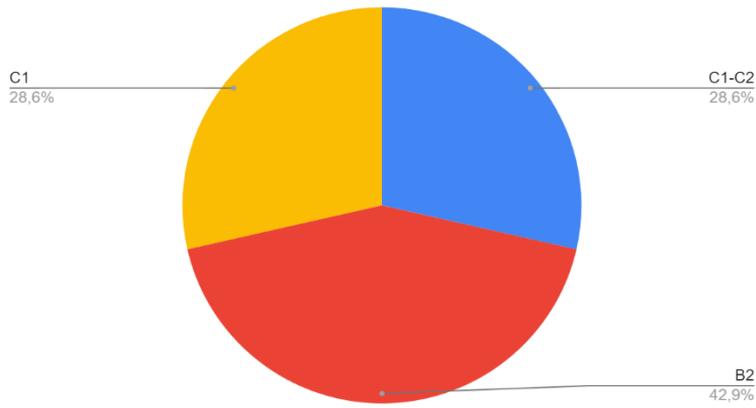


Figure 34 - Graph showing the weakly motivated students' L2 proficiency levels

Strongly motivated individuals L3 proficiency

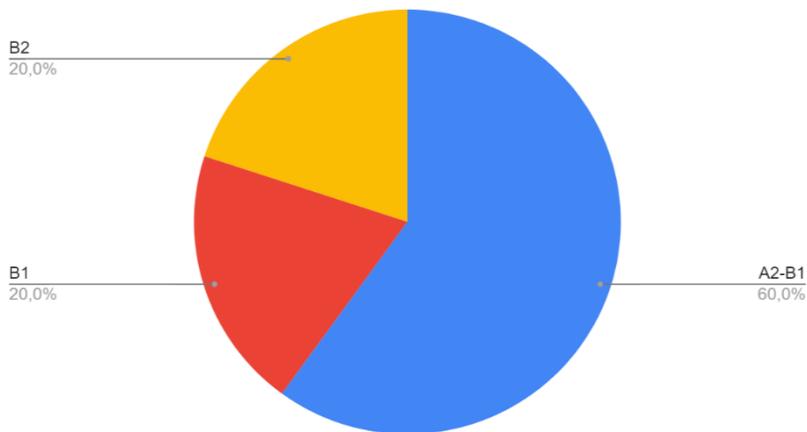


Figure 35 - Graph showing the strongly motivated students' L3 proficiency levels

Weakly motivated individuals L3 proficiency

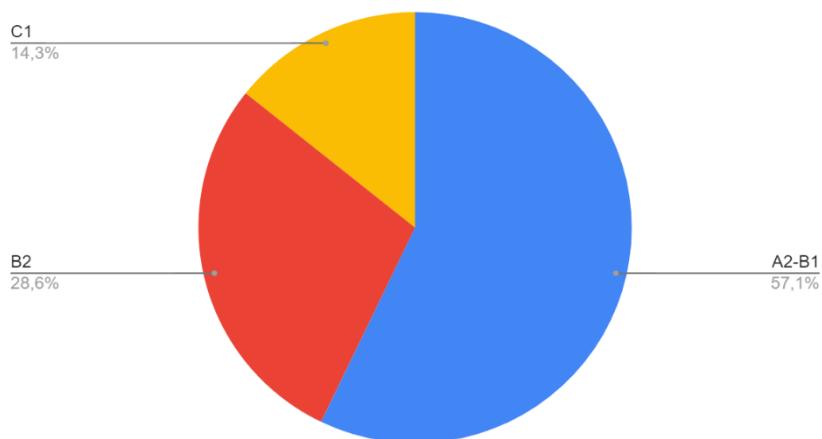


Figure 36 - Graph showing the weakly motivated students' L3 proficiency levels

As we could observe on the graphs, the proficiency levels in the English language of individuals who I find to be strongly motivated according to their answers mostly approximate at the B2 level, same as the group of students whom I have assessed as weakly motivated. The difference between these groups could be found in the quantity of respondents whose language performance may be considered as exuding qualities of the B2 level, with the strongly motivated group at 60% and the weakly motivated group at 42,9%. In the case of English language proficiency, it could therefore be asserted that strongly motivated individuals dominate.

The outcomes of the comparison between the proficiency levels of the two groups as far as their L3 is concerned, however, do not differ significantly from each other in many respects. It is obvious at first sight that the numbers are fairly similar, merely differing by a few percent between the strongly and weakly motivated group (60% and 57,1% respectively). It therefore cannot be concluded that the prevalent motivation of the individual students plays a huge role in their L3 language proficiency.

As far as the results of their comprehensive language tests are concerned, however, I have detected interesting data which sheds more light on the situation:

In the L2 and L3 comprehensive language tests, the group of students who were considered strongly motivated scored on average 73,1% and 66,8% respectively. However, the group who were assessed as weakly motivated by my standards scored 77,4% in the L2 version of the test, and 73,8% in the L3 version on average.

All in all, it could be concluded that strongly motivated individuals are superior to their less motivated colleagues in their levels of English language proficiency. The lesser motivated group, however, despite their lack of internal strong motivation proved to be more advanced in their results of the comprehensive language tests in both foreign languages. I therefore conclude that there is not enough supporting evidence at my disposal to make any

definite assumptions, but I lean towards the possibility that the dominant type of motivation has little to do with the actual language performance.

**Hypothesis 2: Students who have a stronger inclination towards their L3 will have better results in the proficiency level tests and the comprehensive language tests in this language as opposed to the results in their L2.**

In the context of this thesis, by “students who have a stronger inclination towards their L3”, I meant those students who have answered in question number seven of their Questionnaires that they in fact feel more confident in using their L3 than they do in their L2.

Unfortunately, only two out of 124 respondents share this kind of sentiment, which renders any possible answers which I may provide here a bit futile to say the least. However, I will try to come up with conclusions based on the results of these two particular students, for the sake of completeness of the work. Interestingly, one of the students studies French as their L3, and the other studies German, which may also bring to light some interesting facts to be asserted.

The French student who considers themselves to be more comfortable in their L3 than in their L2, however, ended up self-assessing in their proficiency level tests as B2 for English, and A2-B1 for French, simultaneously scoring 71,4% on the English version of the comprehensive language test, and only 68,5 on its French counterpart.

The German student posed an interesting contrast – they were the only person out of everyone involved to exude the C2 level of proficiency in both their languages and scoring a 91,4% in the comprehensive language test in English, and an incredible above-average 100% on the German version of the test.

The results of the only two participants who felt more inclined towards their L3 than to their L2 cannot possibly pose as conclusive evidence of the linkage between “feeling confident” and language proficiency. However, they show us interesting contrasts between an

averagely performing individual who feels this way, and an above-average person who is fully aware of their linguistic and metalinguistic capabilities.

**Hypothesis 3: Students with a high level of language aptitude will perform fairly well in both their foreign languages and will have generally positive attitudes and motivations in their foreign language studies.**

Before I begin to assess this hypothesis, it needs to be made clear what exactly I mean by “high levels of language aptitude”. For starters, the language aptitude level tests which the students took and which I assessed for the purposes of this thesis were adapted by myself, heavily based on the version of the official MLAT tests which was available and freely accessible on the internet. In contrast with the actual MLAT testing procedure, my testing took approximately 20 minutes for each group. My version of the MLAT tests could therefore by no means provide a methodologically and technically accurate results corresponding to the actual levels of the students’ language aptitude, however, I believe that this abridged version provided me with sufficient evidence to support my hypotheses. By “high levels of language aptitude”, I mean any level which exceeds the 90% success rate mark.

For the assessment of this hypothesis, I have opted to utilize the results of my control normative group, as I, by large, consider them to have been overall most proficient in all parts of my research, and also because I need a more in-depth analysis of the results rather than a holistic picture of all participants in order to make accurate conclusions. I also, once again, will be using the assertion that internal motivation is considered stronger than the external motivation. Let me now illustrate the situation by presenting three chosen respondents who best fit the needs of this assessment, retrieved from Tables 1, 2 and 3:

Student ID	L2 proficiency	L3 proficiency	MLAT %	L2%	L3%	
Š6B3	B2	B1	91,3	80	77,1	external, instrumental
Š6B9	C1	B2	91,3	80	85,7	internal, integrative
Š6B11	C1	C1	95,6	88,6	82,8	internal, integrative

As could be seen on the preceding table, the students who have scored above 90% in their language aptitude tests all have fairly high levels of language proficiency in both their languages.

Respondent Š6B3, however, seems to have a lower proficiency level in English in comparison with their peers, and an even lower level of proficiency in their L3, which suggests a hierarchy between the subject's two languages. This notional hierarchy is also arguably reflected in the respondent's results in the comprehensive language tests. It may, therefore, be asserted that the student's high level of language aptitude and their "weaker" motivation cause the students' overall lower performance.

Respondent Š6B9 has self-assessed at proficiency levels which are both above average with respect to the rest of the participants. Their motivation, as I would assess it, is fairly strong, which aligns with my proposition that high language aptitude may lead students to excellent language performance and positive motivations in further language learning. What is also quite striking about this student is the fact that they have performed better in their L3 comprehensive language tests than in their L2 comprehensive language test, despite the fact that they claim to prefer the English language.

Lastly, respondent Š6B11, once again, exudes levels of proficiency which are above the average level within this particular group. Having had the highest level of language aptitude of the group, they have also performed fairly well in their comprehensive language tests, all the while having a strong internal motivation in learning languages.

In conclusion, I must once again unfortunately proclaim that no conclusive proof which would render this hypothesis undeniably true cannot be found in the results of this research. However, I quite heavily believe that based on the preliminary results of my research, the level of language aptitude could, in fact, be linked to an overall successful language performance, which would lead to positive motivations for learning.

**Hypothesis 4: Students who are bilingual will perform above average in all the parts of the testing.**

The very last hypothesis which I had intended to find a conclusion to concerned the influence of the inherent ability of people to speak two languages as their maternal language. I have postulated in the theoretical part of my thesis, that this variable in language learning and acquisition could arguably pose as a source of interesting considerations in the field.

Much to my disappointment, only two of all the respondents who have taken part in my research identified themselves as inherently bilingual, so their results will have to suffice for my final conclusions. Both respondents took German as their L3, which made the assessment of the results much easier. The following data were retrieved from Table 3:

Student ID	L2 proficiency	L3 proficiency	MLAT %	L2%	L3%
A7A12	C2	B1	82,6	80	82,8
A7B12	C1-C2	B2	91,3	88,5	74,2

As we could observe in the table above, the proficiency levels of the bilingual students were in the case of both their languages above the average of the German group, who mostly represent the C1 and A2-B2 levels of proficiency respectively. The average score of the language aptitude test of the group was 85,2%, which aligns with the average score of the two bilingual students, so nothing out of the ordinary occurs here. Most importantly, the average score of these two bilingual students is by comparison with the rest of the German language group slightly above average in the case of both languages, which accounts for 81,6% and 72,5%.

It could therefore be concluded that the inherent bilingualism of individual students does have a certain impact on their overall competence in languages, which may result in linguistic performance which is slightly above the average level, however, there is no conclusive evidence suggesting that bilingual students have a considerable advantage above the non-bilingual respondents, at least as far as my small-scale research is concerned.

Research questions:

- 1) What were the students' motivations in choosing their second foreign language?

As far as this question is concerned, I found the overall motivations for learning languages to be equivalent to choosing a second foreign language to study, as the motivation for learning and starting to learn in my opinion quite completely align. A large majority of all students who have undergone my testing answered my questions concerning motivations and attitudes in a manner that suggested that their motivations are predominantly of the internal and instrumental type (40,3%). The second most represented group of respondents as far as the parameter of motivation is concerned considered themselves to my perception to be externally and instrumentally motivated (35,5%).

What I would like to suggest based on these percentages is that for the most part, students are usually motivated to learn languages in order to gain a tool in achieving another, however closely connected goal. Much to my satisfaction, the source of this motivation in most students comes from their personal needs and wants, and a smaller amount of the students let themselves be motivated mostly by pressures of an external source.

- 2) What are their attitudes and motivations toward learning foreign languages per se? Where do they stem from?

Taking for granted the conclusions which I had made in the preceding question, I would also like to mention that while reading through the answers of the students, it became clear that the predominant motivations to learn the English language stem from the fact that it is the most widely utilized language, as I have expected based on my previous theoretical research. The reasons for the choice and learning of the L3, however, differ quite significantly, and could more often than not be linked to the students' individual outlook on life, their leisure time

activities and their general preference of the culture of the target language and notions closely related to it.

3) Do the students generally prefer the English language over their L3?

As for the answer to my final research question, it could safely be concluded based on the answers to question 7 on the multiple-choice part of the Questionnaire that the students generally prefer the English language, as 87,1% of all respondents involved have marked the English language as the language which they feel more comfortable using. That is also reflected in the overall superiority of the English language in the proficiency level tests which the groups have taken, as well as in the average results of the students in the L2 and L3 comprehensive language tests.

## **6.0 Conclusion and discussion**

My diploma thesis's overarching topic were the impacts and influences of linguistic transfer between the language systems in the process of development of Czech grammar school students, who are obliged to study two foreign languages during the course of their secondary school level of education.

First, I set the background in which the research would be taking place by explaining the Czech Education System and its underlying Systems of Curricular Documents, which predetermine the processes of language instruction of the target group of students. This part helped me specify the areas of language which the participating students were expected to have covered and hint at the prerequisites for the expected outcomes of the testing, most importantly, the fact that the instruction of L2 and L3 differ in the emphasis which is put on them and also in the fact that the onset of language instruction differs between the L2 and the L3.

Next, I provided an analysis of the target languages which this research deals with by means of the diachronic, synchronic and typological approach, in order to point out the similarities and most important contrasts between the languages, which may serve as possible telling factors in the later assessment of the research and a basis for the formation of the comprehensive language tests which would specifically survey those areas of language which I believed to be most significantly marked by possible linguistic transfers between the L2 and the L3s of the students.

Finally, I also provided background information concerning the learning and subsequent acquisition of foreign languages, along with a presentation of variables which may possibly influence the process, especially as far as the development of the L3 is concerned in this specific context of Czech grammar school students.

Based on the theoretical research which I had done into the aforementioned areas, I formed hypotheses and research questions concerning the impacts of linguistic transfer and other variables on the language development of Czech grammar school students.

The research which I had conducted at two 8-year programme grammar schools in Prague on students aged 16-18 consisted of 6 mutually dependent parts, namely the “Questionnaire concerning the students’ experience with learning languages”, the “Language aptitude test”, the self-assessment of the students’ proficiency levels in both L2 and L3, the “Comprehensive language test in the English language”, the “Comprehensive language test in the L3”, and finally, the “Feedback form”.

The Comprehensive language test parts in both the L2 and L3s tested the areas of language which I had previously proclaimed to be sources of possible intra-lingual interference, and all four variants of the tests reflected this fact. I had designed a variant of the L2 test which specifically reflected the linguistic transfers with the French language, and also a variant of the very same test which reflected the anticipated instances of linguistic transfers

which could influence the German language in a way. All the variants were completely comparable in contents, length and the grammar and lexis the exercises were aiming to test.

The results stemming from the primary analysis of the gathered data suggested a clear prominence of the students who have taken the German language as their L3 in all surveyed areas in comparison with the group of students who have taken French.

A secondary analysis of the gathered data then helped me confirm or debunk theories and hypotheses which I had formed based on my previous research into the matter.

The main conclusion to be made is that the students who have taken up German as their second foreign language at school do exude qualities suggestive of the fact that positive linguistic transfer between the two Germanic languages plays a significant role in their L2 and L3 eloquence. It could be put down to the structural and formal similarities of the two languages which the students study at school. The students of French could, on the other hand, be considered less fortunate in this respect, as the effects that the linguistic transfer leaves on their language performance are usually of the negative type, due to the very different nature of structural, formal and lexical properties of the French language in opposition to the English language.

In short, my research presents satisfactory conclusive evidence that the linguistic transfer between the Czech grammar school students' L2 and L3, in fact, does leave implications for the students' proficiency levels in the languages which they study.

### **6.1 Limitations to the study**

My research could, however, by no means serve as the most reliable account of the surveyed area, as there have been several discrepancies in its making which I would now like to briefly address.

As I have been saying throughout the entirety of my paper, the language aptitude assessments could not be considered to be the most reliable, as the students were not presented with an authentic MLAT test, but merely its adaptation for the purposes of this research.

It has come clear to me during the assessment of the results of the participants that the proficiency levels by the definitions of the CEFR have little to no bearing on the students' actual language performances, and merely serve as a device which simplifies language instruction and assessment to language users and instructors. I therefore erroneously dedicated a significant portion of my research to the assessment and implications of the proficiency levels of students by the parameters of the CEFR, only to find out later that they are more of an approximation of sorts, and that the most fruitful information, in the end, could be found in the assessment of the results of the comprehensive language tests of my own design.

I was also quite often unable to fully answer several of the hypotheses and research questions which I had posed, due to the lack of relevant data. If I were to do the research again, I would have undoubtedly opted to conduct the testing on a much larger scale, to be able to, for example, interrogate more bilinguals and bring more focus on the specific subgroupings of students which arose from this research.

Hopefully, this thesis has served as an insightful account of the situation of linguistic transfers between the English language and the most commonly studied second foreign languages in the Czech Republic, the German and French languages, in the context of adolescent learners' education. If nothing else, it has been a research which provided me with many interesting points of view on the matter and presented many thought-provoking considerations in the areas of language learning and teaching alike.

## 7.0 Annexes

### 7.1 List of Graphs

Figure 1 - Graph showing the French language students' proficiency levels in L2 .....	92
Figure 3 - Graph showing the French language students' proficiency levels in L3 .....	92
Figure 2 - Graph showing the French language students' results in the language aptitude tests (%)..	92
Figure 4 - Graph showing the German language students' proficiency levels in L2 .....	94
Figure 5 - Graph showing the German language students' proficiency levels in L3 .....	94
Figure 6 - Graph showing the German language students' results in the language aptitude tests (%)	94
Figure 7 - Graph showing the French language students' results in the comprehensive language tests in L2 (%) .....	96
Figure 8 - Graph showing the French language students' results in the comprehensive language tests in L3 (%) .....	96
Figure 9 - Graph showing the German language students' results in the comprehensive language tests in L2 (%) .....	98
Figure 10 - Graph showing the German language students' results in the comprehensive language tests in L3 (%) .....	98
Figure 11 - Graph showing the respondents' answers to Question 1 .....	100
Figure 12 - Graph showing the respondents' answers to Question 2 .....	100
Figure 13 - Graph showing the respondents' answers to Question 3 .....	100
Figure 14 - Graph showing the respondents' answers to Question 4 .....	101
Figure 15 - Graph showing the respondents' answers to Question 5 .....	101
Figure 16 - Graph showing the respondents' answers to Question 6 .....	101
Figure 17 - Graph showing the respondents' answers to Question 7 .....	102
Figure 18 - Graph showing the results of the assessment of dominant motivations .....	104
Figure 19 - Graph showing the frequency of French linguistic transfer in Exercise 1 .....	106
Figure 20 - Graph showing the frequency of French linguistic transfer in Exercise 2 .....	106
Figure 21 - Graph showing the frequency of French linguistic transfer in Exercise 3 .....	106
Figure 22 - Graph showing the frequency of French linguistic transfer in Exercise 4 .....	107
Figure 23 - Graph showing the frequency of French linguistic transfer in Exercise 5 .....	107
Figure 24 - Graph showing the frequency of French linguistic transfer in Exercise 6 .....	107
Figure 25 - Graph showing the frequency of German linguistic transfer in Exercise 1 .....	111
Figure 26 - Graph showing the frequency of German linguistic transfer in Exercise 2 .....	111
Figure 27 - Graph showing the frequency of German linguistic transfer in Exercise 3 .....	111
Figure 28 - Graph showing the frequency of German linguistic transfer in Exercise 4 .....	112
Figure 29 - Graph showing the frequency of German linguistic transfer in Exercise 5 .....	112
Figure 30 - Graph showing the frequency of German linguistic transfer in Exercise 6 .....	112
Figure 31 - Graph showing the proficiency levels in L3 of the students who were not able to continue studying the L3 which they had started at elementary school .....	118
Figure 32 - Graph showing the control groups' proficiency levels in L3 .....	118
Figure 33 - Graph showing the strongly motivated students' L2 proficiency levels .....	125
Figure 34 - Graph showing the weakly motivated students' L2 proficiency levels .....	126
Figure 35 - Graph showing the strongly motivated students' L3 proficiency levels .....	126
Figure 36 - Graph showing the weakly motivated students' L3 proficiency levels .....	126

## 7.2 Tables of results

### 7.2.1 List of Tables

On the pages to follow, you will find the following tables which came to be as a result of the primary data analysis and which served as a foundation for the secondary data analysis, which served as a basis to the assessment of my hypotheses and research questions.

Table 1: Attitudes and motivations assessment.....138

Table 2: French language overall assessment.....142

Table 3: German language overall assessment.....143

Table 4: French linguistic transfers assessment.....145

Table 5: German linguistic transfers assessment.....147

### 7.2.2 Table 1: Attitudes and motivations assessment

Student ID	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Open questions commentary/Domineering type of motivation
Š6B1	B	D	B	B	c	c	d	external, instrumental
Š6B2	B	D	A	A	d	c	a	internal, integrative
Š6B3	A	D	A	A	d	c	b	external, instrumental
Š6B4	B	D	A	A	c	a	b	internal, integrative
Š6B5	A	D	A	A	c	c	b	internal, instrumental
Š6B6	A	D	A	A	b	c	b	internal, instrumental
Š6B7	B	C	A	A	c	c	b	internal, instrumental
Š6B8	C	C	A	B	b	a	b	external, instrumental
Š6B9	A	C	A	B	c	c	B	internal, integrative
Š6B10	A	D	A	A	b	c	B	external, instrumental
Š6B11	A	d	A	A	c	c	B	internal, integrative
Š6B12	A	d	A	A	c	c	B	external, instrumental
Š7B1	a	d	A	A	c	C	B	external, integrative
Š7B2	a	d	A	A	c	C	B	external, integrative
Š7B3	b	b	B	A	c	C	D	internal, integrative
Š7B4	b	d	A	A	b	A	D	external, instrumental

Š7B5	a	C	A	A	c	C	B	internal, instrumentál
Š7B6	b	C	B	A	c	C	A	internal, integrative
Š7B7	b	c	A	A	c	C	B	external, instrumentál
Š7B8	B	d	A	A	C	A	B	external, instrumentál
Š7B9	A	d	B	A	C	C	B	external, instrumental
Š7B10	B	d	D	A	D	D	C	internal, integrative
Š7B11	A	D	A	A	c	C	B	external, integrative
A6B1	B	D	A	A	c	C	B	internal, instrumental
A6B2	A	D	A	B	b	C	B	external, integrative
A6B3	A	D	A	B	b	C	B	internal, instrumental
A6B4	B	A	A	A	c	A	B	internal, integrative
A6B5	B	C	A	A	c	C	B	external, instrumental
A6B6	B	D	A	A	c	A	B	external, instrumental
A6B7	A	D	B	A	c	C	B	internal, instrumental
A6B8	B	D	A	B	b	C	B	external, instrumental
A6B9	B	D	B	B	c	C	B	external, integrative
A7A1	B	D	B	A	c	C	B	internal, instrumental
A7A2	A	D	B	A	c	A	B	internal, instrumental
A7A3	B	D	A	B	b	C	B	internal, instrumental
A7A4	A	D	A	A	d	C	B	internal, instrumental
A7A5	A	D	B	B	b	C	B	internal, instrumental
A7A6	B	D	A	B	d	B	B	internal, integrative
A7A7	B	D	A	B	b	C	B	external, instrumental
A7A8	A	D	A	A	d	d	B	internal, instrumental
A7A9	C	C	B	A	d	c	D	internal, instrumental
A7A10	B	D	A	A	b	c	B	external, instrumental
A7A11	B	D	A	B	b	c	B	internal, instrumental
A7A12	E	D	A	B	b	c	B	external, instrumental
A7A13	A	D	A	B	c	c	B	external, instrumental
A7A14	A	D	A	B	c	c	B	external, instrumental
A7A15	B	D	A	A	b	c	B	external, instrumental
A7A16	B	d	A	A	c	a	B	external, instrumental
A7A17	A	d	B	A	b	a	b	internal, instrumental
A7A18	C	c	A	A	d	a	b	internal, integrative
A7A19	A	d	A	A	c	c	b	external, instrumental

A7A20	A	d	A	B	c	d	b	internal, instrumental
A7A21	A	d	B	A	c	c	b	external, instrumentál
A7A22	B	d	A	A	c	c	b	internal, instrumentál
Š6A1	B	c	A	B	d	c	b	external, instrumentál
Š6A2	A	c	a	B	c	c	b	external, instrumentál
Š6A3	B	d	a	B	c	a	b	external, integrative
Š6A4	B	c	a	A	d	c	b	internal, instrumentál
Š6A5	B	d	a	B	c	a	b	internal, instrumentál
Š6A6	B	d	a	A	c	c	b	internal, instrumentál
Š6A7	B	c	a	A	d	c	b	external, instrumentál
Š6A8	A	d	a	A	d	c	b	internal, instrumentál
Š6A9	A	d	a	A	c	c	b	external, instrumentál
Š6A10	B	d	a	B	c	a	b	external, instrumentál
Š6A11	B	c	a	A	d	a	b	internal, instrumentál
Š6A12	B	c	a	B	c	a	b	internal, instrumentál
A6A1	B	d	a	A	b	d	b	internal, instrumentál
A6A2	A	d	a	A	b	d	b	internal, instrumentál
A6A3	B	d	a	A	b	c	b	internal, integrative
A6A4	B	b	a	B	d	c	c	external, integrative
A6A5	A	d	a	A	b	c	b	external, integrative
A6A6	C	d	b	A	d	c	b	internal, instrumentál
A6A7	B	d	a	A	b	c	b	external, instrumentál
A6A8	B	d	a	A	d	d	b	external, integrative
A6A9	A	d	a	A	d	c	d	internal, instrumental
A6A10	A	d	a	A	b	c	b	external, integrative
A6A11	A	d	a	A	c	a	d	internal, integrative
A6A12	B	d	a	A	d	a	b	external, instrumentál
A6A13	B	d	a	A	d	d	B	internal, integrative
A6A14	A	D	a	B	b	c	D	internal, integrative
A6A15	B	D	a	A	b	c	B	external, integrative
A6A16	B	D	a	A	b	a	B	internal, instrumental
A6A17	B	D	a	A	b	c	B	internal, instrumental
A6A18	B	D	a	B	b	c	B	external, instrumentál
A6A19	A	D	a	B	b	c	B	external, instrumentál
A6A20	A	D	a	A	c	a	D	internal, instrumentál

A6A21	B	D	a	B	c	c	B	external, instrumental
A6A22	A	D	b	A	d	d	B	external, instrumental
A6A23	A	D	a	B	b	c	B	external, instrumental
A6A24	A	D	a	A	c	a	D	internal, instrumental
A7B1	B	D	A	A	d	a	B	internal, instrumental
A7B2	A	D	A	B	c	c	D	internal, instrumental
A7B3	A	D	A	A	c	a	B	external, instrumental
A7B4	B	D	A	B	c	a	B	internal, instrumental
A7B5	B	D	A	B	b	c	B	external, instrumental
A7B6	A	D	A	A	b	c	B	internal, integrative
A7B7	B	D	A	A	d	c	B	external, integrative
A7B8	A	D	A	A	b	c	B	internal, instrumental
A7B9	B	D	B	B	d	d	B	internal, integrative
A7B10	A	D	A	B	c	a	B	external, instrumental
A7B11	A	D	A	A	b	a	B	external, instrumental
A7B12	E	D	B	A	d	b	B	internal, instrumental
A7B13	B	D	A	B	c	a	B	external, instrumental
A7B14	B	D	A	A	c	c	A	internal, instrumental
A7B15	B	D	B	A	c	c	B	internal, instrumental
A7B16	A	D	B	A	c	a	B	internal, instrumental
A7B17	B	D	A	B	b	c	B	internal, instrumental
A7B18	A	D	A	A	d	c	B	internal, instrumental
A7B19	A	D	B	B	b	c	B	internal, instrumental
A7B20	B	D	A	B	d	b	B	internal, integrative
A7B21	B	D	A	B	b	c	B	external, instrumental
A7B22	A	D	A	A	d	d	B	internal, instrumental
A7B23	C	C	b	A	d	c	D	internal, instrumental
A7B24	B	D	a	A	b	c	b	external, instrumental
A2C1	B	D	a	B	b	c	b	internal, instrumental
A2C2	E	D	a	B	b	c	b	external, instrumental
A2C3	B	C	a	B	d	c	b	external, instrumental
A2C4	A	C	a	B	c	c	b	external, instrumental
A2C5	B	D	a	B	c	a	b	external, integrative
A2C6	B	C	a	A	d	c	b	internal, instrumental
A2C7	B	D	a	B	c	a	b	internal, instrumental

A2C8	B	D	a	A	c	c	b	internal, instrumentál
A2C9	B	C	a	A	d	c	b	external, instrumentál
A2C10	B	D	a	B	d	c	b	internal, instrumentál

### 7.2.3 L3 assessments

#### 7.2.3.1 Table 2: French language overall assessment

Student ID	Proficiency L2	Proficiency L3	MLAT %	L2 %	L3 %
Š6B1	B2-C1	A2-B1	86,9	65,7	68,5
Š6B2	C1-C2	A2-B1	78,2	62,8	85,7
Š6B3	B2	B1	91,3	80	77,1
Š6B6	B2	A2-B1	78,2	77,1	51,4
Š6B7	C1-C2	B2	86,9	80	77,1
Š6B12	B2	A2-B1	78,2	65,7	62,8
Š7B3	B2	A2-B1	78,2	82,8	57,1
Š7B4	B2	A2-B1	73,9	80	57,1
Š7B6	C1-C2	B2	91,3	82,8	80
Š7B7	B2	A2-B1	69,5	80	51,4
Š7B8	B1-B2	A1	43,4	60	17,1
Š7B9	C1-C2	B2	82,6	88,6	77,1
A7A2	C1-C2	B2	95,6	88,6	82,8
A7A5	C2	B1	91,3	80	65,7
A7A7	C1-C2	A2-B1	91,3	82,8	68,5
A7A9	B2-C1	A2-B1	69,5	68,5	57,1
A7A14	C2	B1	78,2	85,7	60
A7A17	C1-C2	B1	73,9	88,5	65,7
A7A18	B2	B1	69,5	88,5	57,1
A7A20	C2	A2-B1	100	88,5	45,7
A7A21	B2-C1	A2-B1	52,1	77,1	45,7
Š6A2	B2	B1	91,3	80	57,1
Š6A8	C2	A2-B1	86,9	91,4	62,8
Š6A12	C1-C2	B1	82,6	82,8	80
A6A1	C1-C2	B1	82,6	82,6	71,4
A6A2	C2	B2	95,6	88,5	82,8
A6A3	C2	B2	91,3	100	97,1
A6A4	B2	A2-B1	60,8	71,4	68,5
A6A5	B2-C1	A2-B1	78,2	65,7	60

A6A6	B2	A2-B1	65,2	74,2	65,7
A6A7	C1-C2	B2	86,9	88,5	77,1
A6A8	B2-C1	B1	91,3	85,7	80
A6A9	C2	B1	100	94,2	82,7
A6A10	B1	A2-B1	73,9	62,8	57,1
A6A11	C1-C2	A2-B1	73,9	71,4	60
A6A12	C1-C2	A2-B1	91,3	91,4	54,2
A6A13	C2	B1	91,3	97,1	85,7
A7B14	C1-C2	B2	91,3	71,4	82,8
A7B15	C1-C2	B2	86,9	88,5	82,8
A7B16	C1-C2	A2-B1	82,6	85,7	62,8
A7B17	C1-C2	A2-B1	82,6	85,7	65,7
A7B18	C1-C2	A2-B1	82,6	85,7	62,8
A7B19	C1-C2	B1	82,6	82,8	65,7
A7B20	C1-C2	A2-B1	78,2	82,8	51,4
A7B21	B1	A2-B1	60,8	68,5	54,2
A7B22	C1-C2	B2	86,9	88,5	62,8
A7B23	C1-C2	A2-B1	69,5	85,7	28,5
A7B24	B1	A2-B1	73,9	80	71,4
A2C1	B2	A2-B1	86,9	65,7	68,5
A2C2	B2	A2-B1	78,2	62,8	85,7
A2C3	B2-C1	B1	82,6	88,6	77,1
A2C4	C1-C2	B2	91,3	82,8	80
A2C5	B2	A2-B1	73,9	80	57,1
A2C6	B2	A2-B1	78,2	65,7	62,8
A2C7	C1-C2	B2	95,6	88,5	82,8
A2C8	B2-C1	B1	73,9	80	57,1
A2C9	C2	B2	95,6	88,6	82,8
A2C10	B2-C1	A2-B1	43,4	60	17,1

**7.2.3.2 Table 3: German language overall assessment**

Student ID	Proficiency L2	Proficiency L3	MLAT %	L2 %	L3 %
Š6B4	B2	A2-B1	56,5	74,3	71,4
Š6B5	B2	A2-B1	78,2	80	62,8
Š6B8	B2	A2-B1	82,6	68,5	45,7
Š6B9	C1	B2	91,3	80	85,7

Š6B10	C1	B2	78,2	85,7	80
Š6B11	C1	C1	95,6	88,6	82,8
Š7B1	C1	A2-B1	82,6	88,6	74,3
Š7B2	B2	A2-B1	73,9	88,6	71,4
Š7B5	C1	A2-B1	60,8	80	51,4
Š7B10	C2	C2	95,6	91,4	100
Š7B11	B1	A2-B1	86,9	82,8	82,8
A6B1	C2	C1	95,6	85,7	85,7
A6B2	C1	A2-B1	82,6	80	57,1
A6B3	C1	C1	82,6	88,6	85,7
A6B4	B1	A2-B1	82,6	68,6	57,1
A6B5	C1	B2	86,9	88,6	80
A6B6	C1	A2-B1	86,9	88,6	68,6
A6B7	B2	A2-B1	78,3	82,8	74,2
A6B8	C2	C1	82,6	91,4	85,7
A6B9	B1	A2-B1	78,3	51,4	51,4
A7A1	B2	A2-B1	78,3	65,7	71,4
A7A3	C1	B2	91,3	82,8	77,1
A7A4	B2	A2-B1	95,6	77,1	57,1
A7A6	C2	B1	91,3	85,7	71,4
A7A8	C2	A2-B1	91,3	91,4	91,4
A7A10	C1-C2	A2-B1	91,3	74,2	80
A7A11	B2	A2-B1	86,9	94,2	82,8
A7A12	C2	B1	82,6	80	82,8
A7A13	C2	B1	95,6	94,2	82,8
A7A15	C2	B1	91,3	82,8	74,2
A7A16	C2	A2-B1	82,6	88,6	62,8
A7A19	C2	A2-B1	69,5	82,8	85,7
A7A22	C2	A2-B1	91,3	77,1	77,1
Š6A1	C2	A2-B1	91,3	91,4	68,6
Š6A3	C1	B1	78,3	88,6	74,2
Š6A4	C1	A2-B1	91,3	88,6	57,1
Š6A5	B1	A2-B1	82,6	82,8	62,8
Š6A6	C1	B2	91,3	77,1	85,7
Š6A7	C1	B2	78,3	77,1	51,4

Š6A9	C1	A2-B1	82,6	88,6	62,8
Š6A10	C2	A2-B1	82,6	94,2	77,1
Š6A11	C2	A2-B1	82,6	94,2	71,4
A6A14	C2	A2-B1	82,6	80	65,7
A6A15	B2-C1	A2-B1	86,9	91,4	82,8
A6A16	B2-C1	B1	86,9	80	74,2
A6A17	B2-C1	A2-B1	78,3	80	80
A6A18	B2-C1	A2-B1	91,3	62,8	42,8
A6A19	C2	A2-B1	91,3	85,7	77,1
A6A20	B2-C1	A2-B1	91,3	62,8	51,4
A6A21	C1	B2	95,6	77,1	80
A6A22	C1	A2-B1	52,1	80	74,2
A6A23	B2-C1	A2-B1	95,6	57,1	62,8
A6A24	B1	A2-B1	69,5	82,8	65,7
A7B1	C2	B2	91,3	94,2	88,5
A7B2	B2-C1	B2	60,8	85,7	82,8
A7B3	C1	B2	82,6	74,2	85,5
A7B4	C1-C2	B2	86,9	80	80
A7B5	C1	B2	91,3	80	80
A7B6	C1-C2	A2-B1	100	82,8	71,4
A7B7	C1-C2	B2	100	80	80
A7B8	C2	C1	95,6	97,1	88,5
A7B9	B2	A2-B1	91,3	37,1	34,2
A7B10	C1	A2-B1	91,3	85,7	60
A7B11	C1-C2	B2	86,9	82,8	77,1
A7B12	C1-C2	B2	91,3	88,5	74,2
A7B13	C2	A2-B1	100	85,7	68,5

## 7.2.4 Linguistic transfer assessments

### 7.2.4.1 Table 4: French linguistic transfers assessment

Student ID	Exercise 1	Exercise 2	Exercise 3	Exercise 4	Exercise 5	Exercise 6
Š6B1	L3	L3	R	r	L3	L2
Š6B2	L2	L2	R	r	L2	L2
Š6B3	R	R	R	r	R	L3
Š6B6	L3	L2	L3	r	L2	L2
Š6B7	R	R	R	r	L2	R

Š6B12	R	R	L3	r	L2	L2
Š7B3	L2	L2	L3	r	R	L2
Š7B4	L2	R	R	r	L2	L2
Š7B6	L3	R	R	r	L2	L2
Š7B7	L2	L2	R	L2	R	L2
Š7B8	L2	L2	R	L2	L2	L2
Š7B9	L3	R	R	r	R	R
A7A2	L2	L3	R	r	L2	L2
A7A5	R	R	R	r	L2	L2
A7A7	R	L2	L2	L2	L2	L2
A7A9	L2	L2	R	L3	L2	L2
A7A14	R	L2	R	r	L2	L2
A7A17	L2	L2	R	r	L2	L2
A7A18	L2	L2	L2	r	L2	R
A7A20	L2	L2	L2	L2	L2	L2
A7A21	L3	R	L2	L2	L2	L2
Š6A2	L2	L2	L2	r	L2	L2
Š6A8	L2	L2	L2	r	L2	L2
Š6A12	R	L2	R	r	R	L2
A6A1	L2	R	L2	r	L3	L2
A6A2	R	L2	L3	r	L3	L2
A6A3	R	R	L2	r	R	R
A6A4	L2	L2	R	r	L3	L2
A6A5	L2	L2	L2	r	L2	L2
A6A6	L3	L2	L2	r	R	L2
A6A7	L2	L3	R	r	L3	L2
A6A8	r	L2	R	L2	L2	L2
A6A9	L3	L2	R	L3	L3	L2
A6A10	L2	L2	R	r	L2	L2
A6A11	L2	L2	R	r	r	L2
A6A12	L2	R	R	r	r	L2
A6A13	r	L3	R	L2	L3	L2
A7B14	L3	L2	R	r	L3	L2
A7B15	L3	L3	L2	r	r	L3
A7B16	L2	L3	L3	L2	L2	L2

A7B17	L2	L2	R	r	L2	L2
A7B18	r	L2	L2	r	L2	L2
A7B19	L3	L2	R	r	L2	L2
A7B20	r	R	R	L2	L2	L2
A7B21	L2	L3	L3	L2	L2	L2
A7B22	L2	L2	R	r	L2	L2
A7B23	L2	L2	L2	L2	L2	L2
A7B24	L3	L3	L3	r	L2	L2
A2C1	L3	R	R	r	L2	L2
A2C2	L2	R	R	r	L2	L2
A2C3	L2	L2	L3	r	r	L2
A2C4	r	R	L3	r	L2	L2
A2C5	L3	L2	L3	r	L2	L2
A2C6	r	R	R	r	L2	R
A2C7	L2	L2	R	L2	L2	L2
A2C8	L3	L2	R	r	L2	L2
A2C9	L3	L3	R	r	L3	L2
A2C10	L2	L3	R	r	L2	L2

**7.2.4.2 Table 5: German linguistic transfers assessment**

Student ID	Exercise 1	Exercise 2	Exercise 3	Exercise 4	Exercise 5	Exercise 6
Š6B4	L2	L2	L3	r	L2	L3
Š6B5	L3	L2	L2	r	L2	L2
Š6B8	L2	L2	R	L2	L2	L2
Š6B9	L3	L3	L2	r	R	L3
Š6B10	L2	R	R	r	L2	R
Š6B11	R	L3	L2	r	L2	R
Š7B1	R	r	L2	r	L2	R
Š7B2	L3	r	L3	r	L2	L2
Š7B5	L2	r	R	r	L2	L2
Š7B10	L3	L3	R	r	R	R
Š7B11	R	L2	L2	r	R	L2
A6B1	L3	L3	R	r	L2	R
A6B2	L3	L2	L2	r	L2	L2
A6B3	R	L3	L2	L2	R	R

A6B4	L2	L2	R	r	L2	L2
A6B5	L2	R	L2	r	R	L3
A6B6	L3	L3	L2	L2	L2	L2
A6B7	R	L3	L2	r	R	R
A6B8	R	R	L2	r	R	L2
A6B9	R	L3	L2	r	R	R
A7A1	L2	L2	R	r	R	L3
A7A3	L3	R	R	r	L3	L2
A7A4	L2	L2	L2	r	L2	L2
A7A6	L2	L2	L3	r	R	R
A7A8	R	R	L2	r	L3	L3
A7A10	R	R	L2	r	R	L3
A7A11	L2	L2	L2	r	L2	L2
A7A12	L3	L3	L2	r	L2	L2
A7A13	R	R	L2	r	L2	L3
A7A15	L2	L2	R	r	L2	L2
A7A16	L2	R	L2	r	L2	L2
A7A19	R	L3	L2	r	L3	R
A7A22	L3	R	L3	r	L2	R
Š6A1	L2	L2	R	r	L2	L2
Š6A3	L2	L2	R	r	L3	L2
Š6A4	R	L2	L2	r	L2	L2
Š6A5	L2	L2	L2	r	L2	L2
Š6A6	L3	R	R	r	L3	L3
Š6A7	L2	L2	R	r	L2	L2
Š6A9	L2	R	L2	r	L2	L2
Š6A10	L2	L2	R	r	L3	L2
A6A14	L2	L3	L2	L2	L2	L2
A6A15	L3	L2	L3	r	L3	L2
A6A16	L2	R	L3	r	L2	L2
A6A17	L3	R	R	r	L2	L2
A6A18	L3	L3	L2	L2	L2	L2
A6A19	L3	L3	L2	r	R	L2
A6A20	r	R	L2	r	R	R
A6A21	L2	L3	L2	r	R	R

A6A22	L2	L3	R	r	R	R
A6A23	L3	R	L3	L3	R	L2
A6A24	L2	L2	R	L2	L3	L2
A7B1	r	L2	L2	r	R	L2
A7B2	L3	L3	R	r	L2	r
A7B3	L3	R	L3	r	R	L3
A7B4	r	R	R	r	L2	L3
A7B5	L2	R	L2	r	R	L3
A7B6	R	L3	L2	r	L2	R
A7B7	L2	R	L2	r	L2	L2
A7B8	L2	L2	R	r	L3	L2
A7B9	L2	L3	L2	L2	L2	L2
A7B10	L2	L2	R	r	R	R

## 7.3 Test sets utilised in the data gathering

### 7.3.1 Questionnaire concerning the students' experience with learning languages

#### Předchozí zkušenosti s jazyky - dotazník

##### Část 1: Všeobecné otázky

Zakroužkujte odpovědi, které nejlépe vystihují Vaše vlastní zkušenosti s cizími jazyky.

1. Jak dlouho se učíte anglický jazyk?
  - a. od mateřské školy
  - b. od prvního stupně ZŠ
  - c. od druhého stupně ZŠ
  - d. od nastoupení na SŠ
  - e. od narození (jsem bi/multilingvní)
  
- 2) Jak dlouho se učíte druhý cizí jazyk, který se učíte v současné době na střední škole?
  - a. cca 2 roky
  - b. více než 2 roky
  - c. cca 5 let
  - d. více než 5 let
  
- 3) Pokračoval/a jste na střední škole v cizím jazyku, který jste se učil/a na základní škole?
  - a) ano
  - b) ne
  
- 3.1) Pokud jste v otázce 3) zvolil/a odpověď "ne", jakému jazyku se teď učíte na střední škole?
  - a. Francouzština
  - b. Němčina
  - c. Španělština
  - d. jiné, uveďte: \_\_\_\_\_
  
- 3.2) Pokud jste v otázce 3) zvolil/a odpověď "ne", jakému jazyku jste se učil/a na základní škole?
  - e. Francouzština
  - e. Němčina
  - e. Španělština
  - e. jiné, uveďte: \_\_\_\_\_
  
- 4) Učíte se cizím jazykům také jinde než ve škole (například na jazykovém kurzu, zájmovém kroužku, ve volném čase, atp.)?
  - a) ano
  - b) ne
  
- 5) Kolik různých jazyků jste se za svůj život učil/a?
  - a. 1
  - b. 2
  - c. 3
  - d. více, uveďte: \_\_\_\_\_
  
- 6) Jaký je Váš názor na úroveň/náročnost výuky druhého cizího jazyka na Vaší střední škole?
  - a. oproti ZŠ kvalitnější
  - b. oproti ZŠ méně kvalitní
  - c. adekvátní vzhledem k potřebám středoškoláka
  - d. neadekvátní vzhledem k potřebám středoškoláka
  
- 7) Jaký si myslíte, že je rozdíl mezi Vaší kompetencí v anglickém jazyce a ve Vašem druhém cizím jazyce, který se momentálně učíte na střední škole?
  - a. mé jazykové dovednosti v obou jazycích jsou na stejné úrovni
  - b. v angličtině se cítím sebevědoměji
  - c. v druhém cizím jazyce se cítím sebevědoměji

d. nelze srovnávat

## **Část 2: Individuální otázky**

Stručně odpovzte na následující otázky na základě Vašich vlastních zkušeností.

1. Co pro Vás znamená učit se anglickému jazyku? Jak je to pro Vás přínosné?
  
2. Co pro Vás znamenají cizí jazyky všeobecně? Proč je pro Vás důležité se jim učit, nebo naopak proč ne?
  
3. Jak se liší Váš postoj k angličtině oproti Vašemu postoji k druhému cizímu jazyku? Považujete jeden z jazyků jako důležitější? Proč?
  
4. Považujete výuku druhého cizího jazyka na SŠ za “nutné zlo”? Proč/proč ne?
  
5. Ke kterému z Vašich dvou cizích jazyků máte pozitivnější vztah a proč?
  
6. Jaké máte motivace k učení se cizím jazykům?
  
7. Jaká byla Vaše hlavní motivace ke zvolení druhého cizího jazyka (např. líbí se mi jak zní, líbí se mi kultura země původu jazyka, v rodině jezdíme na dovolené do té země, atd.)?
  
8. Jak Vás učení se jazykům obohacuje, co Vám osobně přináší?
  
9. Máte rádi učení se cizím jazykům? Proč ano a proč ne?
  
10. Proč jste si při přechodu na SŠ zvolil/a cizí jazyk, který jste si zvolil/a? Pokud jste si vybral/a nový cizí jazyk, co Vás k tomu vedlo? Chtěl/a jste začít s Vaším druhým cizím jazykem, který jste se učil/a na ZŠ “od začátku”?
  
11. Zdá se Vám úroveň výuky druhého cizího jazyka na Vaší SŠ srovnatelná s úrovní výuky anglického jazyka? V čem přesně, případně v čem shledáváte rozdíl

### 7.3.2 MLAT test adaptation

#### **Language aptitude test**

##### **Part 1: Number Learning**

Listen to recording 1. The speaker will teach you some numbers in a made-up language. After the instruction is over, the speaker will say the name of a number in the made-up language.

Write down the number that you hear on the corresponding lines:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

##### **Part 2: Phonetic Script**

Listen to recording 2. The speaker will pronounce a series of 20 sounds in total to introduce you to the sounds of a made-up language. After the introduction is over, the speaker will pronounce one of the sounds for each of the lines 1-5.

Choose your response by circling which of the sounds you hear:

- 1. bot but bok buk
- 2. bok buk bov bof
- 3. geet gut beet but
- 4. beek beev but buy
- 5. geeb geet buf but

##### **Part 3: Spelling Clues**

Each question below has a group of words. The word at the top of the group (1-4) is not spelled in the usual way - it is spelled approximately as it is pronounced.

Circle the alternative from a-e to decide which one is the closest in meaning to the word given:

###### **1. kloz**

- a. attire
- b. nearby
- c. stick
- d. giant
- e. relatives

###### **2) restrnt**

- a. food
- b. self-control
- c. sleep
- d. space explorer
- e. drug

###### **3) prezns**

- a. kings
- b. explanations
- c. dates
- d. gifts
- e. forecasts

###### **4) grbj**

- a. car port
- b. seize
- c. boat
- d. boast
- e. waste

#### **Part 4: Words in Sentences**

In each of the following questions, we will call the first sentence the key sentence.

One word in the key sentence will be underlined and printed in capital letters.

Circle the letter of the word in the second sentence that plays the same role in that sentence as the underlined word in the key sentence:

EXAMPLE: JOHN took a long walk in the woods.

Children in blue jeans were singing and dancing in the park.

A                      B                      C                      D                      E

You would select "A." because the key sentence is about "John" and the second sentence is about "children."

1. MARY is happy.

From the look on your face, I can tell that you must have had a bad day.

A                      B                      C                      D                      E

2. We wanted to go out, BUT we were too tired.

Because of our extensive training, we were confident when we were out sailing, yet we were always

A                      B                      C                      D

aware of the potential dangers of being on the lake.

E

3. John said THAT Jill liked chocolate.

In our class, that professor claimed that he knew that girl on the television news show.

A                      B                      C                      D                      E

4. The officer gave me a TICKET!

When she went away to college, the young man's daughter wrote him the most beautiful letter that he

A                      B                      C                      D                      E

had ever received.

#### **Part 5: Paired Associates**

Look at the following Maya-English vocabulary list. Try to memorize all 6 items and their translations in

approximately 30 seconds. After you have tried memorizing the vocabulary for approximately 30

seconds, choose the correct translation of the words given in tasks 1-6 without looking back at the

vocabulary list:

##### **Maya -- English**

c?on    gun

si?    wood

k?ab    hand

kab    juice

bat    ax

pal    son

1. **bat**

- a. animal
- b. stick
- c. jump
- d. ax
- e. stone

**2) kab**

- a. juice
- b. cart
- c. corn
- d. tool
- e. run

**3) c?on**

- a. story
- b. gun
- c. eat
- d. mix
- e. bird

**4) k?ab**

- a. road
- b. tree
- c. yell
- d. fish
- e. hand

**5) si?**

- a. look
- b. yes
- c. forgive
- d. cook
- e. wood

**6) pal**

- a. chief
- b. son
- c. friend
- d. gold
- e. boat

(source: Berlitz Language testing and assessment services (2022). *MLAT Sample Questions*. <https://www.berlitz.com/business-services/language-assessment-testing> )

### 7.3.3 L2 and L3 proficiency language tests

The English proficiency level test utilized in the assessment of the respondents is available at: <https://www.cambridgeenglish.org/test-your-english/>.

French and German proficiency level tests which I had utilized in my research are available at <https://www.esl.ch/fr/test-de-langue-en-ligne/test-francais> and <https://www.esl-languages.com/en/online-language-tests/german-test> respectively.

### 7.3.4 Comprehensive English language tests designed for the students of French

#### Chosen aspects of the English language test - French students version

##### 1) Multiple choice

Complete the following sentences with the most appropriate word from the selection:

- a) She \_\_\_\_\_ read three books from this author this month.  
*have had has already*
- b) I wish I \_\_\_\_\_ help you clean up, but I have homework to do now.  
*can would could had*
- c) They \_\_\_\_\_ the dining room later today, once they have finished painting the kitchen.  
*could paint will paint will be painting can be painting*
- d) She \_\_\_\_\_ to the shop and has not returned yet.  
*went has gone had gone goed*
- e) If you heat ice, it \_\_\_\_\_.  
*will melt melted has melted melts*
- f) My homework \_\_\_\_\_ done, I can now go out!  
*was had been has been is being*

##### 2) Gap-fill

Complete the following sentences with up to four most appropriate words:

- a) We \_\_\_\_\_ park when we met Tony.
- b) Who \_\_\_\_\_ the book already?
- c) He \_\_\_\_\_ skiing in the Alps on his spring break.
- d) You \_\_\_\_\_ my house after school.
- e) If it rains we \_\_\_\_\_ the trip.

##### 3) Sentence structure

Mark the words in the second sentence that plays the same role as the **bold and underlined words** in the first sentence:

- a) My father bought us a new **TV**.  
The news were told to us by our English teacher.
- b) We **got** this car a year ago.  
Yesterday, I saw them riding their bikes at the park.
- c) **He** sent us a postcard from Portugal.  
It wasn't until I came home that she told me about the accident.
- d) They play football **during their break**.  
When the weather gets warmer, they go camping in the mountains.

##### 4) Vocabulary

Complete the following sentences with the most appropriate word from the selection:

pain

grave

main

habit

chance

- a) Nothing is ever too serious unless someone ends up in a \_\_\_\_\_.
- b) The \_\_\_\_\_ problem was that she cut her hand on the broken glass.
- c) If you have stomach \_\_\_\_\_, try eating some plain bread.
- d) It was a \_\_\_\_\_ of hers to buy a new item of clothing every month.
- e) We were so lucky to get a \_\_\_\_\_ to try again.

### 5) Sentence transformations

*Transform the following sentences according to the instructions:*

- a) A bus hit him. (passive)  
\_\_\_\_\_
- b) Mobile phones are used every day by millions of people. (active)  
\_\_\_\_\_
- c) People send more emails than letters nowadays. (passive)  
\_\_\_\_\_
- d) They were told that they won't need an umbrella. (active)  
\_\_\_\_\_

### 6) Translation

*Translate the following sentences into English:*

- a) Už ten film viděl třikrát.  
\_\_\_\_\_
- b) Příští léto budu pracovat v kavárně.  
\_\_\_\_\_
- c) Kdybych se více učil, měl bych větší úspěch ve škole.  
\_\_\_\_\_
- e) Až dokončím školu, chtěl bych cestovat.  
\_\_\_\_\_
- f) Budova byla postavena v devatenáctém století.  
\_\_\_\_\_

*Translate the following sentences into Czech:*

- a) We should get home before dinner.  
\_\_\_\_\_
- b) If I were very rich, I would use my money to support the poor.  
\_\_\_\_\_
- c) You must go to the doctor's when you are sick.  
\_\_\_\_\_
- d) How can I get to the train station, please?  
\_\_\_\_\_
- e) They will sleep until noon if we don't wake them up.  
\_\_\_\_\_
- f) We are going to see the latest James Bond film next week.  
\_\_\_\_\_

### 7.3.5 Comprehensive English language tests designed for the students of German

#### Chosen aspects of the English language test - German students version

#### 1. Multiple choice

Complete the following sentences with the most appropriate word from the selection:

- a) She \_\_\_\_\_ read three books from this author this month.  
*have had has already*
- b) I wish I \_\_\_\_\_ help you clean up, but I have homework to do now.  
*can would could had*
- c) They \_\_\_\_\_ the dining room later today, once they have finished painting the kitchen.  
*could paint will paint will be painting can be painting*
- d) She \_\_\_\_\_ to the shop and has not returned yet.  
*went has gone had gone goed*
- e) If you heat ice, it \_\_\_\_\_.  
*will melt melted has melted melts*
- f) My homework \_\_\_\_\_ done, I can now go out!  
*was had been has been is being*

#### 2. Gap-fill

Complete the following sentences with up to four most appropriate words:

- a) We \_\_\_\_\_ park when we met Tony.
- b) Who \_\_\_\_\_ the book already?
- c) He \_\_\_\_\_ skiing in the Alps on his spring break.
- d) You \_\_\_\_\_ my house after school.
- e) If it rains we \_\_\_\_\_ the trip.

#### 3. Sentence structure

Mark the words in the second sentence that plays the same role as the **bold and underlined words** in the first sentence:

- a) My father bought us a new **TV**.  
The news were told to us by our English teacher.
- b) We **got** this car a year ago.  
Yesterday, I saw them riding their bikes at the park.
- c) **He** sent us a postcard from Portugal.  
It wasn't until I came home that she told me about the accident.

- d) They play football **during their break**.  
When the weather gets warmer, they go camping in the mountains.

#### 4. Vocabulary

Complete the following sentences with the most appropriate word from the selection:

gift	kind	button	brand	skirt
------	------	--------	-------	-------

- a) Press the \_\_\_\_\_ to get the taste of the ketchup.  
b) I tore my new \_\_\_\_\_ on a rock when I went to the forest.  
c) What seemed to be a great birthday \_\_\_\_\_ turned out to be poison.  
d) In the end, it doesn't really matter what \_\_\_\_\_ your fire extinguisher is.  
e) He is still just a child, you have to be \_\_\_\_\_ to him.

#### 5. Sentence transformations

Transform the following sentences according to the instructions:

- a) A bus hit him. (passive)  
\_\_\_\_\_
- b) Mobile phones are used every day by millions of people. (active)  
\_\_\_\_\_
- c) People send more emails than letters nowadays. (passive)  
\_\_\_\_\_
- d) They were told that they won't need an umbrella. (active)  
\_\_\_\_\_

#### 6. Translation

Translate the following sentences into English:

- a. Už ten film viděl třikrát.  
\_\_\_\_\_
- b. Příští léto budu pracovat v kavárně.  
\_\_\_\_\_
- c. Kdybych se více učil, měl bych větší úspěch ve škole.  
\_\_\_\_\_
- e) Až dokončím školu, chtěl bych cestovat.  
\_\_\_\_\_
- f) Budova byla postavena v devatenáctém století.  
\_\_\_\_\_

Translate the following sentences into Czech:

- a. We should get home before dinner.  
\_\_\_\_\_
- b. If I were very rich, I would use my money to support the poor.  
\_\_\_\_\_
- c. You must go to the doctor's when you are sick.  
\_\_\_\_\_
- d. How can I get to the train station, please?  
\_\_\_\_\_
- e. They will sleep until noon if we don't wake them up.  
\_\_\_\_\_
- f. We are going to see the latest James Bond film next week.  
\_\_\_\_\_

### 7.3.6 Comprehensive French language tests

#### Le teste des aspects choisis de la langue Française

##### 1. Choix multiple

Complétez la phrase en utilisant une choix le plus convenant:

- a) Elle \_\_\_\_\_ trois livres de cet auteur ce mois-ci.  
*est déjà lu                      a déjà lu                      est déjà lue                      a déjà lue*
- b) J' \_\_\_\_\_ t'aider à faire le ménage, mais je dois faire mes devoirs maintenant.  
*aimerais                      aimeras                      aimerait                      aimerai*
- c) Ils \_\_\_\_\_ la salle de dîner aujourd'hui, dès qu'ils ont fini de peindre la cuisine.  
*allaient peindre                      vont peindre                      allons peindre                      ont peindre*
- d) Elle \_\_\_\_\_ au supermarché et elle n'est pas déjà revenue.  
*a allée                      est allé                      est allée                      a allé*
- e) Si tu \_\_\_\_\_ de la glace, elle fond  
*chauffes                      chauffais                      chaufferas                      a chauffé*
- f) Mes devoirs sont finis, je peux sortir maintenant!  
*seront fini                      sont été finis                      sont fini                      sont finis*

##### 2. Complétion de phrases

Complétez les phrases en utilisant au maximum trois mots les plus covenants:

- a) Nous \_\_\_\_\_ dans le parc quand nous avons rencontré Tony.
- b) Qui \_\_\_\_\_ ce livre?
- c) Il \_\_\_\_\_ ski dans les Alpes pendant les vacances de printemps.
- d) Tu \_\_\_\_\_ chez moi après les cours.
- e) S'il pleut, nous \_\_\_\_\_ en voyage.

##### 3. Structure de phrase

Choisissez les mots dans la deuxième phrase qui signifient la même chose comme **les mots en gras et soulignés** dans la première phrase:

- a) Notre père nous a acheté une nouvelle **télé.**  
Les nouvelles nous ont été dites par notre prof d'anglais.
- b) Nous **avons reçu** cette voiture il y a un an.  
Hier je les ai vus en train de faire du vélo.
- c) **Il** nous a envoyé une carte postale du Portugal.  
C'était quand je suis revenu à la maison qu'elle m'a dit les nouvelles.

- d) Ils jouent au foot **pendant les récréations**.  
Quand il fait chaud, ils font du camping dans les montagnes.

#### 4. Vocabulaire

Complétez les phrases suivantes en utilisant les mots de la sélection:

<i>ancien</i>	<i>attendre</i>	<i>blessé</i>	<i>envie</i>	<i>journée</i>
---------------	-----------------	---------------	--------------	----------------

- a) Ce ne serait pas un voyage qui nous prendrait une \_\_\_\_\_.  
b) Je n'ai pas \_\_\_\_\_ d'être jalouse.  
c) Nous avons dû \_\_\_\_\_ longtemps pour pouvoir assister au bal.  
d) Mon \_\_\_\_\_ professeur nous a écrit pour nous inviter à une exposition sur Rome antique.  
e) Une statue sacrée a \_\_\_\_\_ quelques enfants en tombant.

#### 5. Transformations en passive/active

Transformez les phrases suivantes selon les consignes:

- a) Une bus l'a renversé. (passive)  
\_\_\_\_\_
- b) Les portables sont utilisés par des millions de personnes. (active)  
\_\_\_\_\_
- c) Les gens envoient plus d'e-mails que de lettres aujourd'hui. (passive)  
\_\_\_\_\_
- d) Il était dit qu'ils n'auraient pas besoin d'un parapluie. (active)  
\_\_\_\_\_

#### 6. Traduction

Traduisez les phrases en français:

- a. Už ten film viděl třikrát.  
\_\_\_\_\_
- b. Příští léto budu pracovat v kavárně.  
\_\_\_\_\_
- c. Kdybych se více učil, měl bych větší úspěch ve škole.  
\_\_\_\_\_
- e) Až dokončím školu, chtěl bych cestovat.  
\_\_\_\_\_
- f) Budova byla postavena v devatenáctém století.  
\_\_\_\_\_

Traduisez les phrases en tchèque:

- a. On doit rentrer avant le dîner.  
\_\_\_\_\_
- b. Si j'étais riche, j'utiliserais mon argent pour aider les pauvres.  
\_\_\_\_\_
- c. Tu dois aller chez le médecin si tu es malade.  
\_\_\_\_\_
- d. Comment puis-je aller à la gare, s'il vous plaît?  
\_\_\_\_\_
- e. Ils dormeraient jusqu'à midi si nous ne les réveillons pas.  
\_\_\_\_\_
- f. On va voir le nouveau film de James Bond la semaine prochain  
\_\_\_\_\_

### 7.3.7 Comprehensive German language tests

#### Ausgewählte Aspekte der deutschen Sprachprüfung

##### 1) Fragen mit mehreren Antworten

Vervollständigen Sie die folgenden Sätze mit dem passenden Wort aus der Auswahl:

- a) Sie \_\_\_\_\_ diesen Monat drei Bücher von diesem Autor gelesen.  
*habe hast hat haben*
- b) Ich wünschte, ich \_\_\_\_\_ dir beim Aufräumen helfen, aber ich muss jetzt Hausaufgaben machen.  
*könnte könnten möchte dürfte*
- c) Sie \_\_\_\_\_ das Esszimmer später heute streichen, wenn sie mit dem Streichen der Küche fertig sind.  
*wirst werde werdet werden*
- d) Sie \_\_\_\_\_ in den Laden \_\_\_\_\_ und noch nicht zurückgekehrt.  
*sind gegangen ist gehen ist gegangen wird gehen*
- e) Wenn du Eis erhitzt, \_\_\_\_\_ es.  
*schmelzen schmilzt schmelzt schmolzt*
- f) Meine Hausaufgaben \_\_\_\_\_, ich kann jetzt raus!  
*sind gemacht hatte gemacht wird gemacht hat gemacht*

##### 2) Übung zur Lückenfüllung

Vervollständigen Sie die folgenden Sätze mit passenden Wörtern:

- a) Wir \_\_\_\_\_ im Park, als wir Tony trafen.
- b) Wer \_\_\_\_\_ das Buch?
- c) Er \_\_\_\_\_ in den Frühlingsferien in den Alpen Ski \_\_\_\_\_.
- d) Du \_\_\_\_\_ nach der Schule zu mir nach Hause \_\_\_\_\_.
- e) Bei Regen \_\_\_\_\_ die Reise.

##### 3) Satzbau

Markieren Sie die Wörter im zweiten Satz, die dieselbe Rolle spielen wie **die fett gedruckten und unterstrichenen** Wörter im ersten Satz:

- a) Mein Vater kaufte uns einen neuen **Fernseher**.  
Die Neuigkeiten wurden uns von unserem Englischlehrer mitgeteilt.
- b) Wir haben dieses Auto vor einem Jahr **bekommen**.  
Gestern sah ich sie im Park Fahrrad fahren.
- c) **Er** schickte uns eine Postkarte aus Portugal.  
Erst als ich nach Hause kam, erzählte sie mir von dem Unfall.

- d) **In der Pause** spielen sie Fußball.  
Wenn es wärmer wird, zelten sie in den Bergen.

#### 4) Wortschatz

Vervollständigen Sie die folgenden Sätze mit dem passenden Wort aus der Auswahl:

See	Fabrik	Art	notizen	spenden
-----	--------	-----	---------	---------

- a) Welche \_\_\_\_\_ von kunst ist Ihr liebling?  
 b) Für seine \_\_\_\_\_ erhielt er eine gute note.  
 c) Den größten Teil meines Geldes habe ich für \_\_\_\_\_ ausgegeben.  
 d) Ich bevorzuge das meer gegenüber dem \_\_\_\_\_, weil es wärmer ist.  
 e) Stoff wird in der \_\_\_\_\_ hergestellt.

#### 5) Satz Umwandlungen

Verwandeln Sie die folgenden Sätze gemäß der Anleitung:

- a) Ein Bus hat ihn angefahren. (passiv)  
 \_\_\_\_\_  
 b) Handys werden jeden Tag von Millionen von Menschen benutzt. (aktiv)  
 \_\_\_\_\_  
 c) Menschen versenden heutzutage mehr E-Mails als Briefe. (passiv)  
 \_\_\_\_\_  
 d) Ihnen wurde gesagt, dass sie keinen Regenschirm brauchen. (aktiv)  
 \_\_\_\_\_

#### 6) Übersetzung

Übersetzen Sie die folgenden Sätze ins Deutsche:

- a) Už ten film viděl třikrát.  
 \_\_\_\_\_  
 b) Příští léto budu pracovat v kavárně.  
 \_\_\_\_\_  
 c) Kdybych se více učil, měl bych větší úspěch ve škole.  
 \_\_\_\_\_  
 e) Až dokončím školu, chtěl bych cestovat.  
 \_\_\_\_\_  
 f) Budova byla postavena v devatenáctém století.  
 \_\_\_\_\_

Übersetzen Sie die folgenden Sätze ins Tschechische:

- a) Wir sollten vor dem Abendessen nach Hause kommen.  
 \_\_\_\_\_  
 b) Wenn ich sehr reich wäre, würde ich mein Geld verwenden, um die Armen zu unterstützen.  
 \_\_\_\_\_  
 c) Sie müssen zum Arzt gehen, wenn Sie krank sind.  
 \_\_\_\_\_  
 d) Wie komme ich bitte zum Bahnhof?  
 \_\_\_\_\_  
 e) Sie schlafen bis Mittag, wenn wir sie nicht aufwecken.  
 \_\_\_\_\_  
 f) Nächste Woche sehen wir uns den neusten James-Bond-Film an.  
 \_\_\_\_\_

### 7.3.8 Feedback forms

#### Dotazník - Zpětná vazba

*Prosím, stručně odpovzte na následující otázky:*

1. Uvědomujete si mezijazykové vazby, když máte používat jeden z Vašich cizích jazyků? Jsou podle Vás mezi cizími jazyky, které se učíte, nějaké podobnosti? Jaké přesně?
2. Využíváte mezijazykových podobností/kontrastů ve svém každodenním životě? Jak? (např. při pokusu o překlad z jazyka, který se neučíte, protože se podobá jazyku, který znáte, apod.)
3. Stává se Vám někdy, že se Vám jazyky “spletou”? Jak přesně se to projevuje? Týká se to více jednotlivých slov, nebo celých větných konstrukcí?
4. Když jste nedávno vyplňovali testy vybraných jazykových jevů v angličtině a Vašem druhém cizím jazyce, uvědomovali jste si nějaké kontrasty mezi Vašimi dvěma jazyky? Pomohly Vám testy uvědomit si nějaké další kontrasty? Překvapilo Vás něco?

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