Abstract:

The present diploma thesis focuses on the relation of the bilingualism and the cognitive style of field dependence/independence. Its first theoretical chapter deals with the issue of cognitive styles, in particular field dependence/independence, its history, possibilities of testing, namely the Embedded Figures Test and its group and online modifications. The second chapter of the theoretical part provides a characteristics and description of the phenomenon of bilingualism, its classification and a review of selected studies of bilingualism in relation to cognitive abilities and with the concept of field (in)dependence.

During the former researches, higher tendency to the field-independence in youth non-adult bilinguals was proved. The purpose of the empirical part of this thesis aims to find, using the Online Group Embedded Figures Test, if the bilinguals still differ in this higher tendency from monolinguals in the adulthood. Based on the sample of 30 adult individual natural bilinguals, whose results in the Online GEFT test were compared to the results of 30 adult monolinguals in the same test, a statistically significant difference was not proved. From this result we can claim, that in adulthood, the difference of the field-independence between bilingual and monolingual population tends to disappear.

Keywords:

bilingualism, cognitive styles, field dependence, field independence, Witkin, EFT, GEFT, Online GEFT, Embedded Figures Test, Group Embedded Figures Test