

ABSTRACT

This thesis focuses on lexical Gallicisms in the frame of borrowings from foreign languages to the Russian lexicon. Based on the current state of the art in linguistics and linguodidactics we are assessing lexical Gallicisms in terms of their effective use in Russian didactics as a second or another foreign language. For this reason our work investigates the occurrence of lexical Gallicisms and their forms of presentation as well as their current application within textbooks of Russian language used in primary and secondary schools. We also question to what extent the work with semantic loans is actually reflected within textbooks used in the Czech education system. Our research integrates as well a panel of teachers feed-back on their experience and readiness regarding the possibilities of using semantic loans and internationalisms to broaden students vocabulary. The purpose of the empirical part of the thesis is the verification of the effectiveness of the developed worksheets related to selected subjects covered by textbooks under review that are regarded as representative in terms of lexical Gallicisms. We conclude that the current policies for teaching foreign languages in EU member states, namely in the Czech education system, do not yet take full advantage of the plurilingual language situation in Europe. We are looking to the possibility to develop a broader learning support from the already existing language experience of the students, particularly basing on the relationship between the French and Russian vocabulary. The work with borrowings can also be regarded as an educational component to develop the perception of European cultural-historical reciprocity.