

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

