

In our diploma dissertation we tried to verify the hypothesis which declares the existence of a specific variant of Castilian in the areas of Spain where Catalan is spoken and to analyse this variant. We consider the phenomena of the language contact the central point in our analysis. We assumed the best approach was to study that language contact as a whole and not as specific isolated phenomena.

Beside comparing the structures of Catalan and Castilian, we were interested in the social- political aspects which, in our opinion, have a very important role in the language contact too. That is why we began our dissertation by exposing the history of Catalan-Castilian coexistence since they split off as different languages from the iberoromance base till nowadays, when the immigration from Castilian spoken areas represents the main linguistic influence in Catalan and in the Catalan variant of Castilian.

Next, we characterized the Catalan bilingualism and the language contact phenomenas which lead to changes in the language-receptor code: code-switching, interference and integration.

We found the question of when an interference should be treated as an integrated feature in a meta-language system a debatable one . We think that a lot of elements used in the Castilian in Catalan areas for years could be finally considered in the descriptive grammar.

In Chapter Four we described the interference on different language levels analyzing the impact of social and geographical parametres. For this purpose we elaborated a small questionnaire aimed for Catalan speakers and involved four different methods in it.

We realised that the most interferenced level is the lexical one. Catalan lexicon is, undoubtedly, the factor who reaches the biggest influence ove Castilian in the studied areas. Nevertheless, it must be considered one of many.

We found out that the age was the most relevant parameter in the answers we registered in our questionnaire. Under 40 years old informants made fewer interferences in Castilian than the older ones despite the fact their education was only in Castilian.

To our understanding the bilingual education helps students to recognize the interferences and to avoid them by a deeper understanding of both language structures.