

**TITLE:**

Didactic use of knowledge, competence, learning strategies and habits acquired when learning English (L2) in teaching French (L3)

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**ABSTRACT:**

In the Czech Republic, French is most often taught as a second foreign language after English. Factors influencing cross-linguistic transfer (English - French) are analyzed. Its areas are delimited. By means of a questionnaire and an experiment, it is examined whether learners of French can make use of knowledge, competence, learning strategies and habits acquired when learning English to facilitate learning French and make it more efficient. The questionnaire revealed that 87% grammar school teachers highlighted similarities between English and French in subject matter in French lessons, 70% claim that their learners make use of learning strategies, metalinguistic competence and learning habits acquired previously in English lessons and 90% state that their learners make mistakes probably due to interference of English. After the experiment at grammar schools, the posttests showed that making use of activities based on similarities between the subject matter in English and French when presenting new grammar in French lessons does not unequivocally lead to better results, which also holds true for making use of activities focused on preventing and eliminating spelling mistakes in cognates that the learners very likely make due to interference of English. It has been confirmed that making use of activities focused on preventing and eliminating mistakes in pronunciation of cognates due to interference of English leads to better results when learning French. The results of the posttests are interpreted with regard to the feedback from learners and teachers by means of a questionnaire after the experiment. The experimental teaching method seems to be beneficial only for certain students.

**KEYWORDS:**

tertiary language didactics, French (L3), English (L2), pupil, transfer