

Abstract

This thesis deals with compensation strategies in learning Czech as a foreign language and concrete realisations of these strategies in spoken and written communicatives. The theoretical part is based on the current linguistic-didactic approach to learning foreign languages, which includes the communicative method and the issue of communicative competence of non-native speakers. In connection with these issues, we also deal with the area of communication strategies and present the most important theoretical concepts and classifications of communication and compensation strategies by foreign researchers. We also introduce the definition of compensation strategies in Czech for foreigners within the Common European Framework of Reference for Languages, which is presently a binding document for defining language competences at particular language levels. The theoretical part is followed by the empirical part which analyses concrete spoken and written productions of non-native speakers on the basis of theoretically established classification of compensation strategies designed for the purpose of research in this thesis. The data of the spoken communicatives that was used for this analysis was collected from audio recordings and transcriptions of class content in various types of language courses. For the analysis of written communicatives, a publicly accessible corpus, MERLIN, was used. Based on samples from the data collected, an analysis of how compensation strategies are used was carried out and the way of use of single compensation strategies in spoken and written communicatives was compared. We also addressed the problem of identifying compensation strategies and the problem of their teachability. As a result, possibilities of implementing compensation strategies in language teaching were suggested.