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DIPLOMOVÁ PRÁCE

Functional Sentence Perspective in English and Czech at Lower Secondary
School

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Podklad pro zadání DIPLOMOVÉ práce studenta

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I hereby declare that I have worked on this thesis independently using solely the sources listed in the bibliography.

A handwritten signature in black ink, appearing to read 'Dominik Baumgärtner', written in a cursive style.

In Pardubice 4. 6. 2024

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Anotation

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Název práce:	Aktuální členění větné v jazyce anglickém a českém na druhém stupni ZŠ
Název v angličtině:	Functional sentence perspective in English and Czech at lower secondary school
Zvolený typ práce:	Kombinovaná
Anotace práce:	Tato práce se zabývá teorií funkční větné perspektivy a její didaktickou aplikací ve výuce angličtiny na 2. stupni ZŠ. Hlavním cílem práce je prozkoumat vnímavost českých studentů k FSP v angličtině i češtině, se zvláštním důrazem na negativní transfer týkající se slovosledu mezi oběma jazyky. Kromě toho si práce klade za cíl navrhnout výukové aktivity, které by měly zvýšit povědomí studentů o FSP, a tím zlepšit jejich jazykové dovednosti.
Klíčová slova:	FSP, ELT, Communicative dynamism, Translation, Rheme, Theme, Word order
Anotace v angličtině:	This paper explores the theory of Functional Sentence Perspective (FSP) and its pedagogical application in teaching English at the lower-secondary school level. The primary aim of this thesis is to investigate the receptiveness of Czech learners to FSP in both English and Czech, with specific emphasis on the negative transfer concerning word order between the two languages. Additionally, the study aims to devise instructional activities designed to heighten students' awareness of FSP, thereby enhancing their language proficiency.

Klíčová slova v angličtině:	AČV, ELT, Komunikativní dynamismus, Překlad, Réma, Téma, Slovosled
Přílohy vázané v práci:	Tabulky, grafy
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List of abbreviations

CD: Communicative Dynamism

CLT: Communicative Language Teaching

DF: Distributional Field

DTh: Diatheme

ELT: English Language Teaching

FEP: Framework Educational Programme

FSP: Functional Sentence Perspective

GTM: Grammar Translation Method

Rh: Rheme

SEP: School Educational Programme

Th: Theme

Tr: Transition

Theoretical Part

Introduction

Effective communication proficiency holds an intrinsic value for learners of any language. In order to provide a comprehensive account of how individual sentence constituents are arranged to process and communicate information effectively, domestic scholars have harnessed the theoretical framework of the Functional Sentence Perspective (FSP). Contrary to other, especially Western, linguistic theories dealing with information processing, the theory of FSP, is applicable to languages with both fixed (English) and relatively free (Czech) word order (Baker,1992). The present thesis focuses on the theory of FSP and its relevance in English language teaching (ELT) at lower-secondary school in the Czech Republic. Given the comparative nature of FSP, the roles of mother tongue and translation, both of which have experienced a resurgence in ELT, are also deemed crucial in this thesis and serve as connections between the otherwise linguistic domain of FSP to that of ELT while the main vantage point taken is that of negative transfer between Czech and English, particularly in relation to word order.

The principal objective of this thesis is to conduct an empirical investigation into the sensitivity of Czech learners to Functional Sentence Perspective (FSP) in the Czech and English languages, with a specific emphasis on negative transfer concerning word order. The secondary objective is to develop activities aimed at improving the awareness of FSP among Czech learners in both Czech and English, along with word order implications derived from it.

Regarding its structure, the present thesis comprises two principal parts: the theoretical and the practical. In the theoretical part, a thorough examination of the theory of FSP and theoretical underpinning concerning ELT, as well as translation, is provided to establish a sound foundation for the subsequent empirical study. The second part of the thesis is devoted to a quantitative research study and an experiment, which includes two achievement tests (pre-test and post-test) and a set of activities addressing FSP. The pre-test and post-test were designed to gauge the sensitivity of Czech learners to FSP in both Czech and English. The Pre-test is conducted to provide a foundation upon which activities targeting FSP for the target group can be designed. The post-test is designed to yield quantitative data regarding sensitivity to FSP and to assess the efficacy and impact of the aforementioned activities.

1 Theory of FSP

1.1 Prague School of Linguistics and FSP

The emergence of FSP theory can be traced back to the establishment of the Prague School of Linguistics, more commonly known as the Prague Circle, during the 1930s. The school was founded in response to the linguistic principles and concepts that were dominant in Europe at the time, and sought to offer a new perspective on the study of language. Vilém Mathesius, the central figure of the movement, laid a solid foundation for the Prague Circle as early as 1911 by giving his memorable lecture “On the Potentiality of Language Phenomenon” held at the Royal Czech Society, Prague (Adam, 2008, p. 9). The first public appearance of the movement, however, took place in 1928 in The Hague at the first International Congress of Linguists. It was attended by four members of the Prague School, including Mathesius, who, while discussing the most appropriate methods for describing language, found similarities between the Pragian approach and that of the Geneva linguistic school, which set the direction of the movement and Mathesius in particular (Vachek, 1999, p. 16).

The Prague Circle was a linguistic society consisting of both Czech (Vilém Mathesius, Bohuslav Havránek, Bohumil Trnka, and Jan Mukařovský) and foreign linguists such as Roman Jakobson or Nikolai Trubetskoy (Adam, 2008, p. 9). The movement draws from the concepts of structuralism, as pioneered by Ferdinand de Saussure, and incorporates the notion of how communication elements function in various contexts. This blend of structuralism and functionalism is known as functional structuralism. According to Mathesius, functional structuralism approaches language from the functional conception, whose beginnings may be found among followers of the Polish linguist Jan Baudouin de Courtenay, and the conception of the system, in other words, structuralism, pointing out “the language can be used as a means of communication only because it forms a system of signs which are interrelated and balanced in a certain manner.” (Mathesius, 1975, p. 12). In this respect, Vachek remarks that there were two directions competing with each other within the Prague School. On the one hand, there was the Trubetskoy-Jakobson direction closer to that of the structuralist approach, and on the other, what he called Mathesian-Havrankovian direction emphasizing the linguistic function. The internal differentiation, however, does not change the fact that both branches were complementary and contributed equally to the formation of the functional-structural approach the Prague school embodied (Vachek, 1999, p. 28).

The theoretical framework that forms the basis of the Prague School is the theory of Functional Sentence Perspective (FSP), which has been developed and refined by generations of scholars from both Prague and Brno. Among the scholars who made notable contributions to this theory, Vilém Mathesius and Jan Firbas stand out as having made the most significant impact. Consequently, the following subchapters aim to provide a succinct overview of their works.

1.1.1 Vilém Mathesius

Vilém Mathesius (1882-1945), an esteemed scholar and academic, was a founding member and president of the Prague Linguistic Circle. Mathesius obtained his degree in Germanic and Romance studies at Charles University in Prague, where he later taught and became the first professor of Anglistics. His academic pursuits covered a wide range of topics including English phonology, literature, and functional syntax, the latter of which he devoted himself primarily toward the end of his life (“Vilém Mathesius”, 2023). Contrary to traditional formal analysis that considers a sentence a static body, Mathesius pioneered functional sentence analysis, perceiving a sentence as a dynamic phenomenon and, as such, with a tendency to develop in the act of communication (Adam, 2008, p. 15). In consonance with his dynamic perception of a sentence, and drawing from the ideas of Henri Weil, he introduced the bipartite functional division of a sentence as he distinguished two functional elements: “the element about which something is stated may be said to be the basis of the utterance or the theme, and what is stated about the basis is the nucleus of the utterance or the rheme.” (Mathesius, 1975, p. 81). Pursuant to this division, Mathesius analyzed the arrangement of words in both Czech and English with a specific focus on the order of the functional elements. The unmarked or objective Theme-Rheme sequence is one that considers the listener, as it starts with old information. The reverse sequence starting with the rheme is called subjective or marked and the speaker starts with what is most important for themselves. In a typical speech, this occurs in emotionally colored utterances (Mathesius, 1975, p. 156).

1.1.2 Jan Firbas

Jan Firbas (1921-2000), a prominent figure of The Prague Circle, dedicated both his personal and professional life to the city of Brno. He earned his master's degree in English and philosophy from the Faculty of Arts at Masaryk University and went on to serve as an assistant to Professor Vachek. Following the attainment of his doctoral degree in 1948, Firbas delved into the study of English phonetics during a year-long venture in England (Adam, 2008, p.13).

Inspired by the work of Vilém Mathesius, František Daneš, and Maria Schubiger, Firbas stood in need of translating the problematic Czech term *aktuální členění větné*. After being suggested to use Mathesius's German translation *Satzperspektive* by his teacher Vachek, he introduced the term *functional sentence perspective* for the first time and published his first paper on FSP in 1957 (Vaculíková, 2015; Firbas, 1992, xi). Vachek not only assisted with translating the term, but were it not for him, Firbas might have never taken up FSP as a central theme in his academic endeavors, and thus, Vachek's seminal role cannot be overstated (Dušková, 2005, p. 7)

Having been urged by distinguished linguists, among whom were none other but Randolph Quirk, Sidney Greenbaum or Geoffrey Leech, Firbas compiled a synthesis of his publications on FSP and published his leading work - *Functional sentence perspective in written and spoken communication* in 1992 (Firbas, 1992, xi). The theory he developed, often regarded as his magnum opus, has gained worldwide recognition and is widely acclaimed for its innovative approach. Drawing on a range of concepts formulated by scholars such as Mathesius, Daneš and Vachek, he refined and expanded upon their ideas, ultimately becoming the acknowledged originator of the FSP theory (Adam, 2008; Juez, 2009).

Among other linguists who have made noteworthy contributions to the theory are Martin Adam and Jana Chamonikolasová, both of whom hail from Masaryk University, along with Libuše Dušková from Charles University, and Aleš Svoboda, a close collaborator of Jan Firbas. Their research and publications in the field of FSP, in conjunction with the works of Mathesius and Firbas, serve as the fundamental pillars of this thesis.

1.2 Functional Sentence Perspective

As the label indicates, the sentence is the central element of the theory and thus needs to be defined. According to Mathesius, "A sentence is an elementary communicative utterance through which a speaker reacts to some reality or several items of reality in a manner that appears to be formally customary and subjectively complete." (Mathesius, 1975, p. 79). As mentioned in 1.1.1, Mathesius divided a sentence into two functional units - *theme* and *rheme*. In this respect, he pointed out that to distinguish between the two elements, the functional approach of the speaker must be borne in mind, and that the FSP is the tool to do so (Mathesius, 1975, p. 82).

The term functional sentence perspective has various alternative labels and sister theories proposed by different linguists, such as *theme-rheme structure*, *topic-focus*

articulation, or *topic-comment structure*. Despite different nomenclatures, all the labels deal with the organization of information in a sentence and are briefly discussed in sub-chapter 1.5. Regarding the term FSP, Adam (2008, p.16) provides an outline of what individual parts of the term denote as follows:

- **Functional** – FSP employs a functionalist approach towards a piece of language; not just a theory dealing with a system, but the role of communicative function is pointed out.
- **Sentence** – FSP operates basically on the level of a clause (sentence); only deriving from a sentence analysis can one go on to analyze lower or higher communicative units.
- **Perspective** – FSP examines the sentence as a dynamic phenomenon with its inner development; two basic ‘perspectives’ are observed

Functional Sentence Perspective (FSP) is a linguistic paradigm that centers on the sequencing of sentence constituents and the degree to which they serve the communicative intent of a sentence. Expanding on Mathesius' bipartite functional apprehension of a sentence, Firbas posited an additional constituent which he labeled as "transition." This led Firbas to the formulation of the triad Theme-Transition-Rheme, which he introduced for the first time. (Firbas, 1979; Firbas, 1992). These communicative units differ in the extent to which they contribute toward the development of communication – degree of communicative dynamism (CD). As the theme contributes the least to the development of communication, it carries the lowest degree of CD. Rheme, on the other hand, carries the highest degree of CD. The degrees of individual sentence elements are subjected to the interplay of the following factors. In written communication, the three key factors that influence the determination of degrees are the *principle of linearity*, the *semantic factor*, and the *contextual factor*. In spoken communication, *prosody*, as another factor, asserts itself with a great force (Adam, 2008, p. 16). Additionally, Klégr claims that, in writing, punctuation or other typographic means may signal FSP-related prosody and, as such, should be listed among the aforementioned four FSP factors (2009, p. 59). To comprehensively understand the determinants of FSP, one must account for the combined effects of all factors and the concept of *sentence perspective* also turned out to be a useful tool when determining individual degrees of CD (Adam, 2008, p. 20).

Jan Firbas has postulated two perspectives toward the orientation of information in a text. The first is to present a specific phenomenon to which the development of communication is oriented. The second perspective is to ascribe a quality to a phenomenon. Firbas' definition of quality encompasses permanent and transitory actions or states of both

concrete and abstract character. The term quality, thus, assumes a broad connotation, and its attribution to a phenomenon requires a nuanced and contextualized understanding (Firbas, 1992, p. 5).

1.2.1 Communicative Dynamism

Along with introducing the third element of functional sentence perspective – transition, Firbas (1992) introduced the concept of communicative dynamism in order to account for the varying degrees of importance that different elements within a sentence possess in terms of their contribution to communicative development. According to Firbas, certain elements have a greater impact on the advancement of communication than others and, as such, are considered more critical to the process (Firbas, 1992, p.7). The communicative dynamism is a vital part of the FSP theory as it stands at its center. Firbas describes communicative dynamism as follows: “It is an inherent quality of communication and manifests itself in a constant development towards attainment of a communicative goal.” (Firbas, 1992, p. 7). The degree of CD of an individual sentence element is always relative to the accompanying elements; that is to say, it always has to be determined in relation to other units, adding to the development of communication (Svoboda, 1981, p. 2). The field within which the individual units are distributed according to their degrees of CD is called the *distributional field* (DF), most often a sentence. However, Firbas agrees with Svoboda (1968) that a noun phrase, clause, or semi-clause may serve the role of the distributional field as well (Firbas, 1992, p. 17). Among unmarked sentences, the communicative units are organized from least to most informative, in other terms, theme to rheme sequence following the so-called “linearity principle” (Firbas, 1992, p. 118). At the sentence level, communicative units - conveyers of CD, frequently coincide with syntactic units (subject, verb, adverbial, complement). It is important to mention that syntactic units might occur in different forms, ranging from individual morphemes to whole subordinate clauses (Svoboda, 1981, p. 4). Subordinate clauses are usually considered separate units - *sub-fields* i.e. fields of a lower rank (2nd rank) having their constituents operating on the level of their own FSP (Adam, 2008, p. 18). As the main clauses hold the first rank representing the main distributional field, the sub-fields must be analyzed accordingly (Firbas, 1992, p. 15).

1.2.2 Degrees of CD

As mentioned in the previous chapters, linguistic or syntactic units serve the role of carriers of CD. These elements may be perceived as degrees of communicative prominence from the speaker's viewpoint following their communicative intention (Svoboda, 2007). The degree of CD rises with the extent of contribution individual elements make to the author's communicative intention. Sentences following the principle of linearity – unmarked sentences have elements ordered gradually from least (theme) to most (rheme) dynamic communicative units. In this regard, the end-focus and end-weight principle plays a vital role in both English and Czech as it results in placing the most dynamic element at the end of a sentence (Adam, 2008, p. 18). Additionally, there is another way in which communicative units are arranged in the reverse sequence within a sentence: *rheme-transition-theme*, which is referred to as marked. Hence, we can distinguish between sentences oriented toward the subject – marked, or away from it – unmarked (Adam, 2008, p. 19).

As stated by Firbas (1992, p. 17), carriers of communicative dynamism are linguistic elements participating in the development of communication. Firbas understands “linguistic element” in a broad sense as he claims that it can be a clause, a phrase, a word, a morpheme, or even a sub-morphemic feature as in vowel alternation in *sing, sang, sung*. Additionally, there does not have to be a formal implementation at all, as illustrated in the sentence: *Peter stayed in London, and Paul decided to go to London*, where it is the contrast conveyed that raises the CD of proper nouns (Firbas, 1992, p. 17). All these linguistic elements – communicative units together form a distributional field (DF).

1.3 Factors of FSP

As noted in Chapter 1.2, degrees of individual communicative units are subjected to the interplay of FSP factors. Although the factors are ordered hierarchically, with linearity occupying the lowest, semantic factor the middle, and contextual factor the highest rank, all three factors must be considered when pinpointing individual degrees of CD within a sentence. Since the practical part deals with the analysis of written texts, the prosodic factor, the most powerful one in spoken discourse, is not commented on any further. Additionally, the factors are not of the same influence in different languages, meaning that the hierarchy and hence, the importance of individual factors is not universal to all languages (Svoboda, 1989, p. 22). This section describes the individual factors following the hierarchical order.

1.3.1 Linearity

The principle of linearity lies at the bottom of the hierarchy of FSP factors as Firbas claims that “linear modification as a factor gradually rising degrees of CD can assert itself provided no other factors work counter it” (Firbas, 1992, p. 10). As the term suggests, the linearity of a sentence means that its individual communicative units are ordered from least to most dynamic. Having in mind the communicative intent representing the apogee of communication, the individual elements move closer to it while gradually rising in CD (Adam, 2008, p. 20). This brings about several implications for word order. The word order following the principle of linearity is called objective (unmarked). In the opposite case, violation of linearity results in subjective (marked) word order (Mathesius, 1975, p. 151). According to Svoboda (1981, p.2), the study of linearity at the sentence level corresponds with the study of word order. In Czech, as in many other Indo-European languages, there is a strong tendency to put the most dynamic element at the end of a sentence. In other words, linearity is the leading word order principle whose violation results in markedness. Conversely, in English, the leading principle is grammatical, and it is the violation of this principle that renders word order marked (Svoboda, 1981, p.2). Chamonikolasová (2009, p. 18) points out that the principle of linearity is more powerful in languages with flexible word order. In this respect, Adam (2008, p. 20) suggests that to Czech students of English, some unmarked sentences may seem to be marked due to Rh occupying the initial position, although native speakers consider the sequence unmarked as it is in accordance with grammatical principle e.g.:

A pretty girl entered the room. (Adam, 2008, p. 20)

Therefore, to produce marked sentences in English, the grammatical principle may occasionally disregard the FSP linearity principle. In this context, Adam (2008) suggests the following scenarios: the subject is the most dynamic element, the sentence begins with the most prominent element, the rhematic subject is extra posed, and cleft sentences are used. (Adam, 2008, p. 23).

1.3.2 Semantics

Semantic factor stands in the hierarchy of FSP factors in the middle. It is superior to linearity, yet it does not assert itself if the contextual factor works counter it. Firbas analyzed the semantic power of verbs concluding that context-dependent elements are semantically weaker than context-independent elements (Adam, 2008, p. 29). Firbas describes the semantic factor as “the impact that the semantic character of a linguistic element, as well as the character

of its semantic relations, has on the distribution of degrees of CD” (Firbas, 1992, p. 41). Due to the nominal character of English, verbs are usually semantically weak and may carry the highest degree of CD only if other elements, which Firbas referred to as: ”successful competitors of the verb”, are absent (Adam, 2008, p. 29). These competitors of verbs must be context-independent and are displayed as objects, object complements, subjects, subject complements, or adverbials (Firbas, 1992, p. 65). Generally, verbs in English tend to operate as mediators – transitions between themes and rhemes, often represented by subjects and other sentence elements respectively. Predication in English tends to be expressed by nouns, while in Czech, it is the verb that expresses the predication. Nevertheless, even in Czech, verbs rarely complete the development of communication (Adam, 2008, p. 29).

Firbas treats semantics in relation to FSP in terms of dual semantics; that is to say, static and dynamic (Dušková, 2008, p. 67). Provided the dynamic approach to semantics, Firbas distinguishes three semantic scales: *Presentation Scale*, *Quality Scale*, and *Combined Scale* (Chamonikolasová, 2010, p. 81).

1.3.2.1 Semantic Scales

As noted in Chapter 1.2, there are generally two perspectives to which the information in a sentence can be oriented. One perspective is to present a phenomenon, while the other is to ascribe a quality to it. These two perspectives are referred to as Presentation (Pr-Scale) and Quality Scales (Q-Scale) respectively. The two scales include two sets of dynamic syntactic functions (DSFs) arranged in consonance with the gradual rise of CD. The Presentation Scale comprises three dynamic syntactic functions (DSFs): *Set(ting)*, *(Pr)esentation of Phenomenon* and *(Ph)enomenon presented* (Firbas, 1992, p. 66). The setting is usually expressed by spatial or temporal items denoting where or when the action takes place. Presentation of Phenomenon, typically a verb, refers to the existence or appearance on the scene. The phenomenon presented is the most dynamic element, as suggested in the table below (Adam, 2008, p. 30).

Setting	Presentation of Phenomenon	Phenomenon
(Set)	(Pr)	(Ph)
Theme	Transition	Rheme
<i>On the horizon</i>	<i>Occurred</i>	<i>a cloud</i>

Table 1:The Presentation Scale

(Adam, 2008, p.30)

The Quality Scale consists of *(Set)ting*, *(B)earer of Quality*, *(Q)uality*, *(Sp)ecification* and *(F)urther (Sp)ecification* (Firbas, 1992, p. 67). In The Quality Scale, something new (Specification) is said about the subject (Bearer of Quality); verbs serve a transitory function and represent Quality. Setting provides information pertaining to the scene, such as its temporal and spatial characteristics (Adam, 2008, 31).

Setting	Bearer of Quality	Quality	Specification	Further Specification
(Set)	(B)	(Q)	(Sp)	(FSP)
theme	theme	transition	rheme	rheme
<i>Last year</i>	<i>our neighbors</i>	<i>Spent</i>	<i>two month</i>	<i>in Spain</i>

Table 2: Quality Scale

(Chamonikolasová, 2010, p. 87)

Besides The Quality and Presentation Scales, Firbas suggests that there is another type, he labels the Combined Scale, emerging when the two scales are combined into one following the pattern:

Set(ting) → Pr(esentation of Phenomenon) → Ph(enomenon presented) → B(earer) → Q(uality) → Sp(ecification) → F(urther) Sp(ecification)

(Firbas, 1992, p. 67)

In this respect, Chamonikolasová further divides The Combined Scale into The Combined Quality Scale and The Combined Presentation Scale differing in the dominant semantic function of the subject (Bearer or Phenomenon). After modifying the Firbasian concept of The Combined Scale, she opined that there are actually two types of semantic scales, pointing out that what Firbas labels The Combined scale, and she further subdivided, can be perceived as a subtype of either The Presentation Scale or The Quality Scale (Chamonikolasová, 2010, p. 91). To elucidate the modification Chamonikolasová suggests, see the table below:

Presentation Scale	⇒	Presentation Scale	⇒	Presentation Scale and Extended Presentation Scale
Combined Scale	⇒	Combined Presentation Scale	⇒	
	⇒	Combined Quality Scale	⇒	Quality Scale
Quality Scale	⇒	Quality Scale	⇒	

Table 3: Modified system of scales by Chamonikolasová
(Chamonikolasová, 2010, p. 91)

Importantly, these perspectives reflect interpretative, not the actual linear arrangement which may or may not coincide (Firbas, 1992, p. 67). The interpretative arrangement follows the rising development in degrees of CD, whereas the actual linear arrangement is the real sequence of elements as displayed in examples provided by Adam (2008, p. 30):

The actual linear arrangement: *A funny guy /flew/ into the classroom.*

The interpretative arrangement: *into the classroom /flew/ A funny guy*

1.3.3 Contextual factor

The most powerful factor affecting the degrees of CD of individual elements is the contextual factor, which is closely related to the concept of given (context-dependent) and new (context-independent) information (Chamonikolasová, 2007, p. 24). Firbas (1979) distinguishes three basic kinds of context: experiential (the context of general experience), situational (the context of immediate experience), superior to experiential; and verbal context, superior to both (Svoboda, 1981, p. 3). Pointing out that context is a vast linguistic concept, Firbas introduced the term *immediately relevant context* suiting the FSP needs, defined as: “the situational and verbal context relevant at the very moment of communication” (Adam, 2008, p. 26). The experiential context is not included, as it is the presence or absence of an element in the immediately relevant context that is relevant to FSP (Firbas, 1992, p. 37). Pursuing this further, he also provides concepts of retrievability and irretrievability from the immediately relevant context claiming that these concepts are of great importance for the FSP theory as they play an important role when determining degrees of CD individual elements in a sentence carry (Chamonikolasová, 2007, p. 25). Retrievable elements carry lower degrees of CD than irretrievable ones contributing more towards the purpose of communication.

In this respect, Svoboda (1981, p. 181) notes that an element remains retrievable from the context for the span of approximately seven clauses. His findings were supported by research carried out by Hajičová and Vrbová, which pointed in the same direction, and Firbas agrees that immediately relevant context holds true to “very short stretches of text” (Firbas, 1992, pp. 23-24).

1.4 Communicative Units

As mentioned in the previous chapters, communicative units are elements within a distributional field carrying a certain degree of CD subjected to the interplay of FSP factors. Svoboda (1981) points out that “any sentence element (from zero morpheme to the whole

clause) may be regarded as a conveyer of CD” (Svoboda, 1981, p. 4), and, thus, a communicative unit.

In the analysis of distributional fields, it is possible to differentiate between two types of communicative units, namely thematic and non-thematic. Thematic elements, referred to as themes, possess the lowest degree of communicative dynamism (CD). Conversely, non-thematic elements, which comprise transition and rheme, exhibit medium and the highest degrees of CD, respectively. This two-fold perspective was further refined by Svoboda (1981), who introduced the subdivision of individual communicative units, categorizing thematic elements into theme proper (ThPr) and Diatheme (DTh); transitional elements into transition proper (TrPr) and transition (Tr) and rhematic elements into rheme (Rh) and rheme proper (RhPr), with theme proper having the least and rheme proper the highest degree of CD (Firbas, 1992, pp. 72-73; Svoboda, 1981, p. 5).

Basic Distributional Field					
THEME		TRANSITION		RHEME	
Theme Proper (ThPr)	Diatheme (DTh)	Transition Proper (TrPr)	Transition (Tr)	Rheme (Rh)	Rheme Proper (RhPr)

Table 4: Communicative Units

(Adam, 2008, p. 36)

1.4.1 Thematic Units

Thematic units serve as a basis for the message to be completed, in other words, the point of departure. According to Chamonikolasová (2007, p. 31) the thematic units can be expressed by one or more elements of the following types:

- context-dependent B-elements (Bearer of Quality)
- context-dependent Set-elements (Setting)
- context-independent Set-elements,
- context-independent B-elements
- any other elements that are context-dependent having their dynamic semantic status reduced to that of a setting.

Theme proper (ThPr) is usually expressed by context-dependent elements already present in the thematic layer, in other words, elements that have already occurred in a thematic

function within the immediately relevant context (Chamonikolasová, 2007, p. 31). As such, theme proper is typically expressed by unstressed personal pronouns, e.g., He, I, It., and conveys the lowest degree of CD (Adam, 2008, p. 37).

Diatheme is again a context-dependent element, except it has just been introduced in the immediately relevant context and has not performed a thematic function yet (Firbas, 1992, p. 80). In this case, any sentence constituent and even nominal subjects appearing for the first time in the thematic layer may serve the role of diatheme (Adam, 2008, p. 37).

1.4.2 Transitional Units

The transitional layer, along with the rheme, constitutes the non-thematic portion of an utterance and comprises two types of transitional units - Transition Proper (TrPr) and Transition (Tr). The TrPr is characterized by a lower degree of communicative dynamism than Tr, which is more dynamic and thus contributes more to the information conveyed by the thematic elements. The transitional layer is typically a predicative verb and, as such, comprises notional components and categorical exponents (Firbas, 1992, p. 71-72). Nonetheless, it is important to mention that predicates/verbs do not always serve the transitional function. In sentences where the verb completes the communicative intent, lacking any successful competitor, verbs abandon the transitional layer and become rhemes (Adam, 2008, p. 38).

Transition proper (TrPr), dynamically the weakest transitional unit, is often expressed by categorical exponents of the verb, such as tense, mood, modality, person, and number. These exponents provide a link between the theme and non-theme, as they begin to build up the core upon the foundation provided by the theme (Chamonikolasová, 2007, p. 31-32).

Transition (Tr), on the other hand, is expressed by the notional component of a verb, i. e., meaning, or less frequently, a nominal part of the predicate (Chamonikolasová, 2007, p. 32). In this respect, Firbas (1992, p. 72 cited in Chamonikolasová, 2007) proposes five possible elements forming the transitional sphere:

- I. the TMEs of the verb (exponents of tense and mood)
- II. non-verbal elements expressing temporal and modal features similar to TMEs
- III. AofQ-elements (copulas and copula-like expressions)
- IV. Q-elements in the presence of Sp-elements
- V. Pr-elements

According to Chamonikolasová (2007), the elements categorized under I and II serve the function of the transition proper; the elements in categories IV and V fulfill the function of

transition, and elements belonging to category III can play a dual role, that of both TrPr and transition itself (Chamonikolasová, 2007, p. 32).

1.4.3 Rhematic Units

The highest degree of CD within a distributional field is carried by rhematic units – Rheme (Rh) and rheme proper (RhPr). In other words, it is the rheme and rheme proper that, complete the act of communication (Firbas, 1992, p. 71). Rhematic units are generally context-independent, hence irretrievable from immediately relevant context (Svoboda, 1981, p. 5). In this respect, the rhematic sphere differs from the thematic as it exclusively includes context-independent elements, whereas the thematic sphere contains both context-dependent and context-independent elements (Chamonikolasová, 2007, p. 33). The rhematic sphere of the distributional field is realized by the following elements:

- I. Ph-elements: Phenomenon
- II. Q-elements in the absence of Sp-elements: Quality-elements
- III. Sp-elements: Specification
- IV. FSp- elements: Further Specification

The most dynamic element within a distributional field is rheme proper (RhPr), elements less dynamic than rheme proper yet occurring in the rhematic layer are referred to as rhemes (Adam, 2008, p. 38).

1.5 Other Approaches Dealing with Information Processing

In subchapter 1.2, it was discussed that there are different methods to handle information flow in language. The terminology and concept of information processing put forth by Sidney Greenbaum, Randolph Quirk, and Geoffrey Leech, who represent the Western linguistic approach, diverge from those of Jan Firbas. Labeling it *information processing* or *topic-focus* articulation, they distinguish between topic and focus, in Firbasian terminology theme and rheme, respectively. For Greenbaum et al., the elements labeled theme and focus are determined by their position within a sentence, and thus, the rheme-theme sequence is nonexistent and referred to as marked theme instead (Adam, 2008, p. 65). Similarly, Halliday, despite using identical terms, theme and rheme, posits that the communicative function of the individual sentence constituents is contingent upon their relative positioning within the sentence (Baker, 1992, p. 140). In this respect, Baker points out that Halliday's approach, though easy to follow

and applicable to languages with relatively fixed word order, fails to relate descriptions of those languages to the ones with relatively free word order.

As the present thesis deals with FSP in both Czech and English, and Czech is one of the languages that the Firbasian approach applies to, this perspective is deemed more conducive to the objective of the research and, therefore, is followed throughout the thesis.

2 Word Order and FSP

As discussed in the preceding chapter, the system of word order is closely related to FSP. The arrangement of words, according to Mathesius “is not determined by one principle but results from operation of several conflicting principles” (Mathesius, 1975, p. 154). Given that Czech and English are governed by distinct word order principles to different extents, Czech learners of English may encounter potential translation errors. In this light, this chapter focuses on the disparities between the principles of word order and FSP in Czech and English, with an emphasis on their possible implications for second language acquisition.

2.1 Word Order Principles

In the realm of word order analysis, one cannot overlook the seminal role of Mathesius. As the founder of the Prague Linguistic School, he devoted a considerable portion of his academic pursuits to the study of the word order in both the Czech and English languages. In this respect, Firbas claims “Mathesius’ major contribution to word order studies consists in viewing word order phenomena as constituting system which is determined by mutual relations of word order principles.” (Firbas, 1979, p. 29). Adding that, the principles are universal for all Indo-European languages and potentially for language in general. Despite the shared nature of these principles, however, the degree and mode of their influence vary significantly, giving rise to different hierarchies (Firbas, 1979, p. 29). Mathesius proposed the following four principles (Mathesius, 1975, pp. 154-159):

- 1) Grammatical principle
- 2) Principle of rhythm
- 3) Principle of FSP
- 4) Principle of emphasis

Firbas derives inspiration from Mathesius' theoretical framework of word order principles. However, he offers a nuanced perspective on the subject, particularly in the context of the English language and its utilization of FSP. He provides an inquiry to elucidate his distinctive viewpoint, which diverges from Mathesius' original ideas, specifically the idea that English is less susceptible to FSP due to its rigid word order. The individual principles are about to be discussed in the following subsections.

2.1.1 Grammatical Principle

Mathesius proposed that the grammatical principle determines the position of a particular sentence element based on its grammatical function (Mathesius, 1975, p. 154). Although Firbas further differentiates between the principle of grammatical function and that of coherence of members, he acknowledges that these two principles can be merged into one as they are interrelated and, as such, correspond with the procedure followed by Mathesius. As per the grammatical rules of the English language, the subject is positioned prior to the predicative verb, whereas the object is placed subsequently to the verb (Firbas, 1992, p.118). It is due to the greater assertiveness of the grammatical principle that English utilizes a rather fixed word order compared to Czech. Conversely, the Czech language exhibits a more flexible approach to word order, allowing for the dominance of other principles, the FSP principle in particular. In this regard, Baker points out that “in languages with relatively free word order, there is less tension between the requirements of syntax and those of communicative function” (Baker, 1992, p. 166).

2.1.2 The Principle of Rhythm

The principle of rhythm pertains to the pattern of stressed and unstressed elements in a given language. In English, the rhythmic structure allows for the use of rhythmically light elements at the beginning of sentences. However, this linguistic feature is not universally applicable, as certain languages, including Czech, do not permit such a procedure (Firbas, 1992, p.118). Mathesius (cited in Firbas, 1992, p. 119) also pointed out that, in English, a special stylistic effect is achieved if both the beginning and the end of the sentence are rhythmically stressed. Nevertheless, the principle of rhythm asserts itself primarily in spoken communication, and thus, it will not be discussed any further.

2.1.3 The Principle of FSP

According to Jan Firbas, the Functional Sentence Perspective (FSP) principle governs the syntactic arrangement of sentence constituents in a Th-Tr-Rh sequence. Furthermore, in the absence of conflicting factors, it also imposes an incremental ordering on the components of each stratum - Theme, Transition, and Rheme - based on the degree of communicative dynamism (CD). Therefore, he prefers the term principle of FSP linearity (Firbas, 1992, p. 118). Mathesius proposed that English is less susceptible to the principle of FSP due to its rigid character. In this regard, Firbas argues that the mere predominance of the grammatical principle

cannot be solely indicative of English's heedlessness in utilizing FSP, as word order is not the only determinant involved (Firbas, 1964, pp. 112-113). As an example, Firbas uses the word order of questions referred to as marked/subjective by Mathesius, arguing that due to factors such as context dependence wh-elements in wh- questions or verbal exponents of yes- no polarity cannot convey RhPr of the question. Thus, do not follow Rh-Th arrangement. Furthermore, the position of individual elements within interrogative sentences is fixed – performing grammatical function and as such, subjected to grammatical principle (Firbas, 1992, p. 121)

2.1.4 The Principle of Emphasis

The principle of emphasis is intricately linked to the differentiation between marked and unmarked sentences. According to Firbas (1992, p.118), the principle of emphasis entails arranging words in a manner that appears somewhat unconventional to the listener, thereby adding an extra layer of communicative value. This unconventional word order can be regarded as marked and conveys a non-factual, stylistic aspect of the message. Hence, Firbas proposes that the term emotive principle be used, as it highlights the forceful expression of non-factual information (Firbas, 1992. p. 119). Firbas asserts that the emotive principle serves as a counterpart or complement to the principle of FSP and the grammatical principle in Czech and English, respectively (1992, p. 123).

2.1.5 Markedness

Firbas and Mathesius held contrasting opinions on markedness. While Mathesius subscribed to the belief that markedness is determined by the violation of the FSP principle in both Czech and English, Firbas argued that in English, markedness arises from the violation of the grammatical principle, whereas in Czech, the violation of the principle of linearity is the determining factor (Firbas,1992, p.120). In other words, markedness stems from the condition in which the primary word-order principle is transgressed. Consequently, the successful translation of marked structures from English to Czech or the other way around may require adherence to and subsequent violation of different WO principles.

Chamonikolasová (2009, p.18) suggests the principle of linearity and the grammatical principle are of utmost importance in determining English word order. Additionally, Chamonikolasová notes that in certain types of existential sentences, the struggle between the

two principles culminates in a partial or complete victory of the subordinate linearity principle (Chamonikolasová, 2009, p. 20). And provides the following sentences for elicitation:

There was a large cloud in the sky.

Next to the window hung a small picture.

The initial position of the grammatical subject is occupied by the existential "there" in the first sentence, in accordance with the grammatical principle. The rheme, on the other hand, is postponed as per the linearity principle. The second sentence is yet another type of existential sentence without "there" reflecting the earlier stages of syntactic development and being rather rare (Chamonikolasová, 2009, p.20). Since the word order in Czech is not governed primarily by the grammatical principle, the usage of the grammatical subject is not required, and such constructions are non-existent in Czech, which poses a potential challenge for Czech learners of English.

On account of the differences in indication of FSP in English and Czech parallel texts, Dušková posits four possible configurations:

- 1) identical linear ordering with the same FSP
- 2) different linear ordering with the same FSP
- 3) different linear ordering indicating different FSP
- 4) identical ordering differing in FSP (Dušková, 2019, p. 31)

2.2 Possible Implications of FSP for ELT

According to Adam (2008, p. 56), the practicality of FSP theory extends beyond its conventional use in discourse analysis and information processing. The theory is known to serve multiple roles, as listed below:

- 1) Production of well-formed texts
- 2) Stylistic characteristics based on FSP
- 3) The interpretative function of FSP
- 4) Dynamic translations

This chapter briefly comments on two pivotal roles enunciated by Adam, namely the production of well-formed texts and dynamic translations, as these roles have been deemed crucial for our study.

In order to produce a well-formed text that is both cohesive and coherent and effectively fulfills its communicative and informative purpose, it is almost imperative to utilize a tool such as FSP. According to Adam, a high-quality text should consist of clearly structured sentences that possess transparent theme-rheme articulation and a disambiguated message (Adam, 2008,

p. 56). In light of this, FSP can be considered a valuable aid in producing texts that meet these criteria. Provided that learners at lower secondary levels are supposed to be able to produce various types of texts and communicate effectively according to the Framework Education Programme, raising awareness of FSP principles may prove to be beneficial in enabling them to do so.

When it comes to the dynamic translation of the text, it was already suggested that the word orders in English and Czech are subjected to different principles and that this has to be taken into account when translating from one language to another. Given that learners may still encounter situations requiring translation and that the interference of the mother tongue cannot be ignored, translation still has its role in second language acquisition and ELT (Cook, 2010, p. xx).

3 Role of the Mother Tongue in ELT

Provided that the thesis centers on the disparities in information flow and word order between English and Czech, and the challenges that may ensue, it is incumbent upon us to delve into the role of the mother tongue in English Language Teaching (ELT), especially in relation to teaching grammar and translation.

3.1 Development of Teaching Principles

Up to the end of the 19th century, the most widely used method of teaching language was the Grammar Translation Method (GTM) (Cook, 2010, p. 5). The GTM method, as suggested by its name, places a strong emphasis on grammar and accuracy. It involves a deductive approach toward grammar, followed by the application of this knowledge in the form of translation of sentences and texts to and from the target language. The sentence is the core unit of both teaching and language practice. The main goal of this method is to develop the ability to read and comprehend foreign languages, leading to intellectual growth stemming from foreign language study (Richards & Rogers, 2014, pp. 6-7).

As a reaction to the FLT principles used in GTM, the "Reform Movement" started to emerge. It was led by linguists and phoneticians applying principles based on the latest findings of the time. The focus shifted from written to spoken language, and thus, the high-ranking position of mother tongue and translation started to fray at the edges (Cook, 2010, p.5). According to Cook, acknowledging an excessive focus on accuracy in writing at the expense of spoken language and fluency in GTM, it is not surprising that the scholars applied their academic insights and that the theory turned out to be successful, yet it is strange how long these ideas remained unchallenged concerning the usual short shelf-life of ideas in FLT (Cook, 2010, p. 5). In addition to foregrounding spoken language and phonetic training, the Reform Movement prompted the employment of conversation texts and dialogues to introduce new vocabulary items and inductive approach to teaching grammar. The significance of the mother tongue diminished as educators shifted their focus toward teaching new meanings through target language associations (Richards & Rogers, 2014, pp. 5-6). While the Reform Movement had developed its ideas primarily in reference to secondary schools, a whole new market of adult learners outside the educational system, including immigrants, traders, and tourists, gave rise to private language schools that began to espouse the approach later known as The Direct Method (Cook, 2010, pp. 6-7).

The Direct Method draws on natural language principles and is the most widely known natural method. Despite its success in private schools and the great efforts of its proclaimers, its implementation in public schools posed a considerable challenge, especially due to its lack of consideration for the practical realities of the classroom. Critics pointed out that strict adherence to the Direct Method meant that teachers were forced to avoid using native language at all costs. Even when explanation in the native language would have been more efficient (Richards & Rogers, 2014, pp. 11-12). Regarding the underlying principles of the Direct Method, Cook (2010, pp.8-9) identifies four pillars:

- 1) Monolingualism: Language use is predominantly monolingual; thus, the main objective is to prepare learners for situations requiring only the target language.
- 2) Naturalism: Promoting acquisition through immersion and the idea of reproduction of first language acquisition.
- 3) Native speakerism: The notion that a native speaker is the best model for a learner
- 4) Absolutism: In this respect, it meant that no other approaches can be used

The GTM and Direct methods have been perceived as opposing ideas, located at the far ends of the FLT spectrum. Similar to GTM, the Direct Method faced criticism and was eventually superseded, yet it survived in a modified version, particularly in the private sector. Contrary to the GTM, which has been subject to extensive scrutiny and criticism throughout the course of the twentieth century, some of the principles of the Direct Method remained unchallenged and have laid the groundwork for the development of various teaching methods and approaches.

The richest period concerning FLT methods and approaches was from the 1950s to 1980s when the field of Foreign Language Teaching (FLT) witnessed a proliferation of methods and approaches such as the Audiolingual Method, Situational Method, Silent Way, Natural Approach, and Total Physical Response, eventually superseded by the Communicative Approach (Richards & Rogers, 2014, pp. 14-15). During the 1980s, a paradigm shift in language emerged as new approaches that prioritized the outcomes of learning over teaching methods began to surface. These included task and text-based approaches, as well as Competency-Based Language Teaching. However, with the onset of the 1990s, applied linguists and language teachers began to question the notion that approaches and methods could serve as panaceas to the challenges of language teaching. This epoch, referred to as the “post-methods era”, provided more of an eclectic approach toward language teaching methodology. Despite the methodological diversity, Communicative Language Teaching (CLT) or

Communicative approach has emerged as preeminent and continues to enjoy a privileged position (Richards & Rogers, 2014, pp. 14-15).

3.1.1 Communicative Language Teaching

According to Diane Larsen-Freeman, “Communicative language teaching aims broadly to apply the theoretical perspective of the Communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication” (2000, p. 121). The CLT draws upon the idea of communicative competence suggested by Hymes (1972) and Halliday's functional perception of language use. Halliday (1975 cited in Richards & Rogers, 2014, pp. 88-89), elaborated on Hymes' idea of communicative competence and viewed language as a means to perform the following functions:

- 1) The instrumental function: to get things
- 2) The regulatory function: to control the behaviour of others
- 3) The interactional function: create interaction with others
- 4) The personal function: to express personal feelings and meanings
- 5) The heuristic function: to learn and to discover
- 6) The imaginative function: to create a world of the imagination
- 7) The representational function: to communicate information

The attainment of the seven functions was of paramount importance to Communicative Language Teaching, and consequently, the acquisition of means necessary to perform these functions became vital to and reflected in CLT methodology (Richards & Rogers, 2014, p.89). Communicative competencies, perceived as the foundation of CLT, have been classified many times (e.g., Canale & Swain, 1980; Choděra, 2013; Uso-Juan & Martinez-Flor, 2006). Uso-Juan & Martinez-Flor 2006 (cited in Frydrychová, 2015, p.2) distinguish the following five communicative competencies:

- 1) Linguistic: knowledge of spelling, pronunciation, vocabulary, word formation, grammatical and sentence structure
- 2) Pragmatic: illocutionary and sociolinguistic competence
- 3) Intercultural: knowledge of intercultural conditions
- 4) Strategic: ability to cope in authentic communicative situations
- 5) Discourse: center of all competencies

Harmer remarks that: “the Communicative approach is based on the idea that language learning will take care of itself” and similarly to the Natural Approach, exposure and use of L2

play a crucial role in student's development of knowledge and skill (Harmer, 2001, p. 85; Cook, 2010, p.27). The role of the mother tongue is significantly undermined in CLT. Conversely, the target language is perceived as a favorable option for explanation, assigning homework and “performs the role of vehicle for communication, rather than just an object to be studied” (Larsen-Freeman, 2000, p. 132).

3.1.2 ELT in the Czech Republic

The Czech Republic has established educational trends and aims, including foreign language teaching (FLT), as outlined in the National Education Programme and Framework Education Programme (FEP). The FEP defines the scope of education for preschool, elementary, and secondary education, while individual schools utilize it to devise their own School Education Programmes (SEP) reflecting their needs and experiences (Framework Education Programme for Elementary Education, 2023, p. 5). The core of education is built around the cultivation of so-called key competencies, with the competency being defined as “a set of knowledge, skills, abilities, attitudes, and values which are important for the personal development of an individual and for the individual's participation in society”(ibid.). FEP (2023, p.12) identifies the following competencies to be developed:

- 1) Learning competency
- 2) Problem-solving competency
- 3) Communication competency
- 4) Social and personal competency
- 5) Civic competency
- 6) Professional competency
- 7) Digital competency

Regarding communication competencies, FEP suggests that upon completion of basic education, students are expected to possess a range of communication skills essential for effective social interaction. These skills include the ability to articulate their ideas and opinions coherently, both verbally and in writing, utilizing cultivated language. Additionally, students should be able to listen actively, comprehend diverse forms of communication, participate in debates, and utilize communication technologies to engage efficiently with others. Lastly, students should be able to establish the relationships necessary for cooperative coexistence, utilizing their acquired communication skills to achieve optimal outcomes (FEP,2023, p.12).

In the context of second language acquisition (SLA), the FEP outlines an anticipated proficiency level of A2 in accordance with the Common European Framework of Reference for Languages (CEFR). As per the CEFR, this level is delineated as follows:

“Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.” (CEFR, 2001, p. 24)

Compared to the communicative competence as suggested by Hymes (1972), and Halliday’s perception of language, both of which became central to the CLT as discussed in 3.1., we may observe an overlap with FEP. Additionally, The Council of Europe assumes a critical role in shaping ELT policies in the Czech Republic, thereby laying the groundwork for the adoption of the CLT principles, and so the Communicative approach holds a preeminent position in the realm of English Language Teaching (ELT) in the Czech Republic (Choděra, 2006, p. 95).

It is noteworthy that, in recent years, a resurgence in the significance of the mother tongue in English Language Teaching (ELT) has been observed all over the world. In the Czech environment, one of the linguists suggesting the importance of the comparative approach was Dušková, who emphasized that unless learners commence the acquisition of a second language at a tender age, the native language remains imprinted in their subconscious and, as such, cannot be ignored in English teaching and learning (Dušková cited by Chmelařová in Hrdinová et al., 2017, p. 97). Beneš et al. (1971, p. 188) claim that eliminating “inner translation” requires full automatization, and thus, native language has to be considered an important factor in ELT methodology and used as a means for development and consolidation leading up specifically to the automatization.

3.2 Drawbacks of CLT

Regarding the drawbacks of the Communicative approach, Richards and Rogers remark that it may promote fossilization as it favors fluency at the expense of accuracy; in other words, a focus on communication in language teaching can sometimes negatively impact learners' accuracy. Additionally, CLT is often based on culturally bound assumptions derived from Western countries, which may not be applicable in other parts of the world. Attempts to

implement CLT in non-Western settings were often less successful, as learners in those contexts have different assumptions about the nature of teaching and learning. Furthermore, the authors suggest that CLT reflects a Western-based top-down approach to innovation, which does not account for the diversity of students' needs and goals (Richards & Rogers 2014, pp.104-105).

In regard to CLT drawbacks, it has to be noted that while communicative language teaching (CLT) prioritizes fluency in language, it does not necessarily imply that grammar or translation, typically associated with the grammar-translation method (GTM), are disregarded altogether. Even communicative syllabuses often incorporate a strong grammar foundation. The notion that CLT tends to dislodge grammar from its central position is a fallacy that arises from the tendency to conflate grammar with accuracy - a characteristic of earlier, more extreme versions of CLT. However, with the advent of theoretical concepts like *focus on form* and *consciousness-raising*, CLT has come to realize that effective learning is facilitated when learners direct their attention towards obtaining grammatical accuracy and developing an understanding of the features of the grammatical system (Thornbury, 2002, p.24). When it comes to the actual translation, Widdowson, a prominent proponent of the communicative movement, remarks that it seems reasonable to draw upon the learner's knowledge of how his own language (F1) is utilized for communication and thus, incorporating translation warrants consideration too (Widdowson, 1978, p.158 cited in Cook, 2010, p.33).

3.3 Teaching Grammar and Use of Translation

The present thesis deals with the interference of Czech and English from the standpoint of FSP and related word order implications, so the notions of grammar teaching and translation from the standpoint of ELT have to be discussed. The perception of grammar, especially within the context of ELT, has experienced many shifts, at least as many as the ELT methodology itself. As suggested in Chapter 3., grammar, along with the employment of the native language, are the usual villains and focus of scrutiny since, as Cook (2010) refers to it as “the first revolution” in other words, redirection from GTM. Thornbury notes that “the history of language teaching is essentially the history of claims and counterclaims for and against teaching grammar” (Thornbury, 2002. p.14).

3.3.1 Grammar

Traditionally, grammar is seen as provided by the following dictionary definition: “*a system of rules that defines the grammatical structure of language* “ (Merriam-Webster online dictionary). In other words, it is the study of syntax and morphology. Nevertheless, except for the focus on what forms are possible, grammar communicates meaning that is not always inferable from the immediate context (Thornbury, 2002, p. 5). Larsen Freeman posits a dissenting perspective with regard to the notion of grammar as a discipline of study. Rather than subscribing to conventional thought in this regard, Freeman postulates that the mastery of grammar is better apprehended as a fifth skill, where the ability to “grammaring” denotes the capacity to employ grammatical structures with precision, significance, and appropriateness (Larsen Freeman, 2005, p. 20). Thornbury identifies two distinct categories of meaning that grammar can impart: representational and interpersonal. The former involves the depiction of the world in terms of the manner, timing, and location of events. The latter pertains to the facilitation of communication and interaction with others, for instance, in order to achieve particular objectives (Thornbury, 2002, p.13). Additionally, a distinction between the grammatical structures of spoken and written language has to be made. In the realm of spoken discourse, different constructional principles are at play, resulting in the emergence of unique discourse markers such as *non-clausal units*, *tags*, *interjections*, *hesitators*, and others that are not typically utilized in written communication (Harmer, 2001, pp. 14-15).

3.3.2 Teaching Grammar

The notion of grammar and perception of the term is crucial for the arguments for and against teaching grammar. Penny Ur (1991, p.4) claims that “there is no doubt that knowledge – implicit or explicit – of grammatical rules is essential for the mastery of a language.” Hutchinson (cited in Thornbury, 2002, p.14) similarly considers knowledge of grammar important, especially in order to use English creatively. Several scholars, including Krashen and Webb, have emphasized the natural acquisition of grammar, arguing that teaching it is not essential. In this respect, Ur argues that compared to “natural learning,” where the amount of time and motivation devoted to learning is so great, formal courses have to call for optimal organization of time and syllabus to secure efficacy as they sometimes lack both (Ur, 1991, p. 5). Lilia Topalova (cited in Larsen Freeman, 2005, p. 20) contends that teaching grammar is a crucial component in the language learning process for non-native English-speaking students who come from countries where English is not the primary language. In this light, the

acquisition of sound grammatical knowledge appears to be indispensable for Czech students of English.

Teaching grammar can mean different things to different people. Thornbury, similarly to Harmer (1999), distinguishes between *covert* and *overt* grammar teaching. The overt approach to grammar instruction involves the explicit presentation of grammar rules, while the covert method involves addressing grammar-related queries that arise during communicative activities (Thornbury, 2002, p.23). Harmer (2007) posits that both overt and covert methods hold significance in the teaching of grammar. Specifically, covert grammar teaching is often employed at the beginner level, whereas intermediate students, typically engaging in communicative activities, receive less grammar teaching. Thus, as learners advance in proficiency, the teaching of grammar becomes more overt and allows for a more comprehensive study of the subject matter (Harmer, 1991, p. 7). Ur's understanding concerning the organization of grammar teaching is similar to that of Harmer and Thornbury as she distinguishes the following stages: *presentation, isolation and explanation, practice and test* (Ur, 1991, p. 7).

The stage in which students are introduced to a new piece of grammar in terms of its structure, meaning, and use, is called the presentation stage. According to Harmer, a good presentation should be clear, efficient, lively, appropriate, productive, and lead to personalization - students use a new piece of grammar to say things relevant to them. The presentations may include using charts, dialogues, mini-presentations, texts for contrast, texts for grammar explanation, or visuals for situations. Additionally, personalization may be utilized in order to introduce new pieces of grammar in the initial part of the presentation (Harmer, 1991, pp.17-23). Concerning the overt grammatical help teachers may provide, especially in the event of inadequate materials, Harmer (ibid.) suggests the following ways that can be employed by teachers to supplement grammatical assistance:

- 1) Modelling: repetition of utterances containing new grammar (individual/chorus)
- 2) Isolation: special emphasis on certain parts of utterances
- 3) Visual demonstration: comprises writing sentences, timelines, or utilizing gestures (finger contraction)
- 4) Explanation: an overt way of providing grammar rules

Regarding the grammar rules, Swan (1994, cited in Harmer, 2001, p.15) claims that a good rule has to be simple, true, clear, and relevant. Nevertheless, it is obvious that some complex grammar rules can be either simple or the measure of truth has to be put on the back

burner. Thus, authors of grammar rules favor measures that cater to their specific needs and regulate the balance between such measures accordingly (ibid.).

In the context of grammatical rules, we also distinguish between *deductive* and *inductive* approaches to teaching grammar based on the manner in which the rules are acquired. In the former approach, the rule is initially presented and subsequently applied to appropriate examples, while in the latter approach, the rule is extracted through generalization from multiple examples (Thornbury, 1999, p.47). The deductive approach, characterized by its efficiency and suitability for students who possess strong analytical skills, may not be the optimal approach for younger learners or those who are not inclined analytically. Conversely, the inductive approach requires a greater degree of mental effort and thus offers the benefit of promoting memorization and attention. Nevertheless, it is not without its shortcomings, as it may be misleading and time-consuming, thereby detracting from productive practice (Thornbury, 1999, p. 54).

The practice stage entails a set of exercises with the primary objective of facilitating the transfer of short-term memory acquired in the preceding stage into long-term memory. The exercises are designed in a manner that allows learners to internalize specific structures, thereby ensuring that the knowledge acquired is retained for an extended period (Ur, 1991. P. 7). In terms of possible practice techniques, Harmer (1991) posits the following: drills, interaction activities, involving the personality, games and written practice. Ur (1991, pp. 8-9) provides three categories of procedures based on the extent to which the meaning is emphasized as follows:

- 1) Exercises that involve manipulating forms, such as slot-filling or transformations.
- 2) Exercises that focus on producing or perceiving correct forms while also incorporating meaning. These can include translation (both to and from native language), slot-filling, multiple-choice questions based on meaning (with or without provided choices), or matching exercises.
- 3) Exercises that emphasize the production and comprehension of meaning for a non-linguistic purpose, such as writing a story.

It goes without saying that in order to address the negative transfer that occurs between Czech and English syntax in the context of FSP, it is essential to utilize written practice and translation. Such measures are considered nearly mandatory as they provide a necessary means of contextualizing the syntactical nuances that are unique to each language.

3.4 Translation

The role of translation is closely linked with that of using native language in ELT and second language acquisition and has been under scrutiny throughout the development of language didactics. In the preceding sub-chapters, the benefits of use of the mother tongue and translation have already been foreshadowed. In this chapter, we shall delve deeper into the topic of translation in ELT. For the sake of brevity, the use of translation in the presentation stage is not dealt with any further, and the attention is devoted primarily to the practice stage.

Originating from the Latin word *translantum*, which means “to carry across”, translation is viewed as a transfer of meaning from one language to another (Cook, 2010, p. 55). Cook posits that translation is a multifaceted and intricate process that defies straightforward definition. Rather than being a mere transference of meaning, translation necessitates a focus on achieving equivalence between texts in terms of various linguistic and pragmatic factors, including semantics, function, and discourse. This approach yields a more nuanced and comprehensive understanding of translation and its inherent complexities, which should be born in mind when utilizing, and identifying the role of translation in language teaching (TILT) (Cook, 2010, pp.55-65).

In the field of ELT, translation is often distinguished as either an end or a means, with the latter being more frequent (Beneš et al., 1971, p. 183). In other words, translation can be viewed as a tool to facilitate learners' comprehension of a new language, or it can be regarded as an objective in itself and, as such, aiming to cultivate the knowledge and skills of translation for the purpose of cross-lingual communication. Additionally, we have to distinguish between translation from and into the native language (L1). In this respect, Beneš et al. (1971, p.183) claim that the act of translating from L2 to L1 is comparatively less arduous than the inverse, and thus, students' aptitude for translating into their native language must be held to a more stringent criterion. According to Beneš, translation is a complex skill demanding specialized training and innate talent. Therefore, it cannot be categorized as one of the four fundamental language skills. House (2009, p. 61) observes that while translation is occasionally regarded as a fifth skill, it does not necessarily contribute to the development of the other four skills. Cook, on the other hand, considers translation “an essential skill in which one would expect the successful language learner to be competent.” In this light, Cook includes translation as an end among the other four skills (Cook, 2007, p. 397). When it comes to the actual distribution of language skills in ELT in the Czech Republic Sebestova, Najvar, & Janik (2011, p. 337 cited in Frydrychová 2015) provide the following figure (Figure 1), suggesting that not only

translation is perceived with dismay but that it holds true even at times when the development of receptive skills dominates and use of mother tongue is already utilized to a considerable extent.

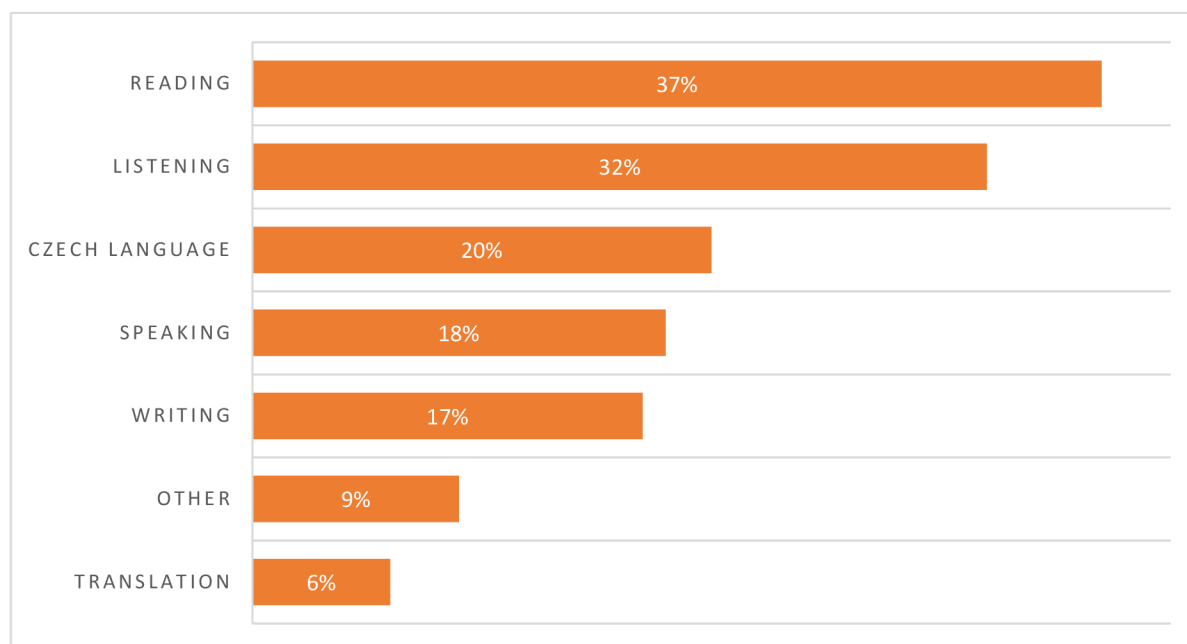


Figure 2: Distribution of individual language skills, Czech language, and translation at elementary schools in the Czech Republic

3.4.1 Reasons for Incorporating Translation Activities

Whilst the primary objective of elementary education is by no means to foster the skills of a translator or interpreter, the practice of translation can be advantageous in several respects. First of all, except for translation invites speculation and discussions, it focuses on developing three essential qualities: accuracy, clarity, and flexibility as it trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity) (Duff, 1990, p. 7). The focus on accuracy is the subject of disputes, as the proponents of CLT principles favor fluency over accuracy; Cook (2010, p.135), in this respect, argues that fluency alone is insufficient and that both accuracy and fluency are vital for effective communication. Additionally, translation plays a crucial role in facilitating language learners' understanding of the influence of one language upon another. With its help, learners can gain a deeper insight into the complex dynamics of language and utilize their newly acquired language skills with greater confidence and proficiency (Cook, 2010, p. 55; Duff, 1990, p. 6). This is of paramount importance to consider, particularly when L1 and L2 differ significantly, as interference (negative transfer) tends to rise proportionally with the degree of difference (Beneš et al., 1971, p. 80).

The age and the English level of the learner have to be taken into account when considering the utilization of translation. As a prevailing principle, younger learners benefit less from translation, especially when it comes to translation into the second language (L2). Nonetheless, translation into their first language (L1) can be justifiable when it is purposeful (Beneš et al., 1971, p.188). In terms of translating into one's native language, Thornbury agrees that translation is probably the most cost-effective way to convey meaning (Thornbury, 1999, p.41).

Regarding the materials used for translation Duff (1990, p.10) suggests that they should represent customary usage in either written or spoken language. In addition, such materials should be general in content, rather than specialized, and ought to be interesting and feasible to translate.

Practical Part

The theoretical part of the study has elucidated the theoretical framework of the Functional Sentence Perspective (FSP) theory, its word order implications in both Czech and English, and the efficacy of translation in English Language Teaching (ELT). The practical part elaborates on the research objectives, methodology and provides a comprehensive profile of the participants and the school in which the study was conducted.

The objective of this thesis is to examine the FSP (Functional Sentence Perspective) sensitivity of Czech learners of English at the lower-secondary school level, in both Czech and English, and its impact on their comprehension of syntax and word order. This investigation will particularly focus on the challenges related to the identification of rheme, dynamic translation, and challenges stemming from the assertion of contextual factor. It is hypothesized that learners may encounter difficulties due to negative transfer when dealing with parallel Czech and English texts exhibiting different linear ordering stemming from the distinct governing word-order principles in English and Czech, as well as in understanding the influence context has on the placement of individual elements within a sentence.

4 Methodology

Ascertaining the learners' sensitivity to FSP in both their native language and English is the central objective of this thesis. To meet this objective, we opted for quantitative research, which was executed via an achievement test (post-test in this study), given its appropriateness in ensuring statistical rigor and reliability (Chráska, 2007, p. 184). The secondary objective entailed devising classroom activities, which would culminate in augmenting the students' FSP sensitivity. The activities were required to be facilely implementable and effective. Out of the various methods considered, an experiment was found to be the most efficacious means as it allows for the synthetic use of other research methods, in this case, an achievement test, and a researcher can manipulate the variable (Gavora, 2000, p.127). The present study designates the activities aimed at addressing FSP as the independent variable, while the sensitivity and awareness of FSP serve as the dependent variable. Initially, a pre-test was administered to the target group A, comprising 12 ninth graders and 12 eighth graders, to gauge their understanding of FSP and provide a foundation upon which to build when designing activities to enhance it. It has to be noted that the pre-test was not administered to all participants and did not intend to obtain quantitative data, as we assumed that it would interfere with the measurements in the post-test as suggested by Gavora (2000, p.131).

Following the pre-test, six lessons incorporating designed activities were conducted over the course of two weeks. Upon the culmination of the six instructional sessions, an achievement test (post-test) was administered to the aforementioned target group A and group B. Group B, comprising 100 peers from both the eighth and ninth grades, with an equal proportion, served as both the control sample for group A and a resource to provide quantitative data. The objective of the post-test was, thus, to assess the impact of the designed activities as well as provide quantitative data concerning learners' sensitivity to FSP. To facilitate the ease of data compilation and subsequent interpretation, the vast majority of the tests were administered through MS Forms in a controlled environment on the school premises. This approach not only provided an opportunity to clarify any uncertainties regarding the instructions but also ensured standardized testing conditions.

4.2 Material

The pre-test consisted of 22 items, half of which focused on FSP in the Czech language and the other half on English. Due to the fact that the number of possible options was rather limited which would result in dichotomic questions easy to guess (Chráska, 2007, p. 190), the questions were designed with the intent of necessitating learners to arrange the elements provided in a particular order, thereby circumventing guessing. This procedure was also deemed beneficial as students were given the lexical items to use, so lack of vocabulary was not a discriminating factor, narrowing down the focus of particular items solely to that of sensitivity to FSP. The main emphasis was laid on the identification and position of rheme stemming from context dependence. The selection of text materials was executed with utmost thoughtfulness, keeping in mind the target audience of students at an A2 proficiency level. Given the intricacies of the English language, it is worth noting that highlighting sentence structures, such as clefts, pseudo-clefts, dislocations, or fronting, may pose a challenge to A2-level students. To mitigate this challenge, we took a proactive approach by not including the aforementioned marked sentences in the material and so the texts were tailored to focus on unmarked sentences in both the Czech and English languages. The rationale behind this approach was to cater to the needs of students who might have limited exposure to such sentence structures, thereby ensuring that they are provided with a comprehensive understanding of the subject matter. The process of translation in the test entailed dynamic translation from the second language (L2) to the first language (L1). This approach enabled us to grapple with the intricate nature of FSP by capitalizing on the superior conceptual comprehension and innate linguistic awareness typically associated with one's native language.

The post-test was designed in the same fashion, with the main emphasis being laid on interpretation of utterances with rheme occupying non-final position and positions of elements burdened with context. The text materials were again created to ensure occurrence of presumably problematic sentences, whilst also maintaining adequate language level and brevity.

4.3 Participants

The study included 124 learners from the 8th and 9th grades, who were divided into two groups. The first group comprised 12 8th grade and 12 9th grade students who were administered a pre-test, followed by a series of microteaching sessions, and then a post-test. The second group (group B), consisting of 50 8th grade and 50 9th grade students from parallel classes, only

underwent the post-test and served the role of the control sample. The rationale behind the selection of participants from ninth and eighth-grade cohorts was premised on their perceived level of English language proficiency (A2 according to CEFR), whilst taking into account the need to maintain the integrity of learning groups with which the students are already familiar. The purpose of this sampling strategy was to ensure a balanced representation of participants from both grades, while also excluding learners from the parallel English groups in classes where the experiment was conducted. Furthermore, the participants had to meet the criterion of being native speakers of Czech. The intention was to maintain an equitable distribution of participants in the study, thereby enhancing the credibility and generalizability of the findings.

4.4 School

The research was conducted at ZŠ Dubina, the second-largest elementary school situated in the city of Pardubice, catering to a significant population of students (722) residing in adjacent housing estates. In the eighth grade and ninth grade, there is a total of 147 learners. The English curriculum at ZŠ Dubina follows a multi-strand syllabus (SEP) built around the FEP, and the textbook utilized, with students in lower-secondary schools receiving three lessons per week. Project Books (1-5) are employed for English studies from the fifth grade onwards, and English classes at ZŠ Dubina boast a student-teacher ratio of 12-15. The school also features computer classrooms and a specialized English classroom with a circular seating arrangement, infographics, language posters, and other didactic tools.

5 Pre-test Analysis

For the sake of brevity, the primary emphasis of the pre-test analysis is directed towards items that exhibit a high ratio of divergent responses. This analysis is subsequently partitioned into two sections, namely Czech and English.

5.1 Czech

The Czech portion of the study was bifurcated into two tasks, namely task one, encompassing items 1 through 5, and task two, comprising items 6 through 11. The following figure presents an overview of the distribution of correct and divergent responses within individual items.

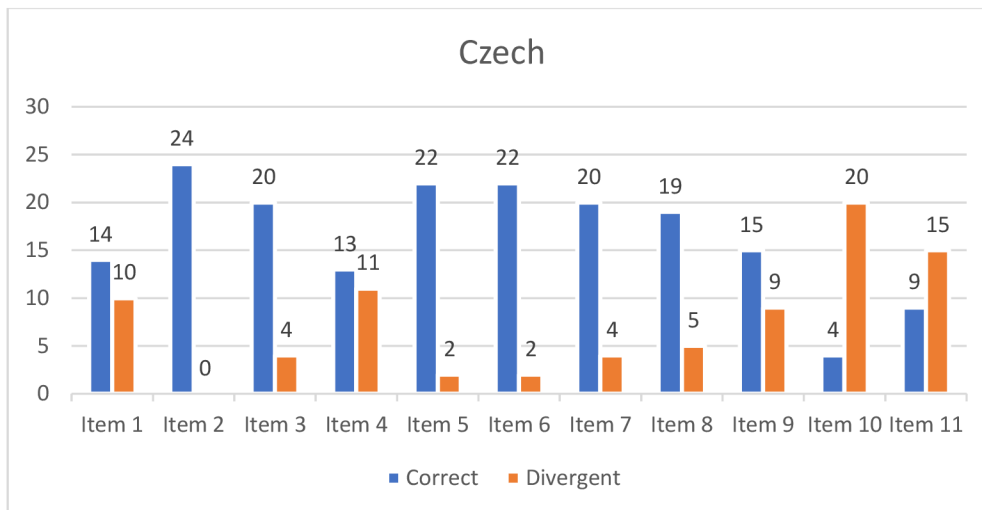


Figure 2: Correct and Divergent answers Czech (Pre-test)

In the first task, the study participants were provided with a set of words and tasked with arranging them in a sequential order that formed an appropriate response to a series of five inquiries. Of the five questions, two were answered correctly by all respondents, who demonstrated an adeptness in adhering to the accepted linearity of Czech word arrangement. Nonetheless, items one and four emerged as the most arduous, posing a considerable challenge to the learners.

Pre-test ITEM 1

1. Seřad'te daná slova tak, aby vytvořená věta odpovídala na následující otázku
(počet bodů: 1)

Koho jsi potkal na nádraží?

NA

NÁDRAŽÍ

JSEM

POTKAL

PETRA

Of the total 24 learners, a notable 8 answered with the sentence “*Petra jsem potkal na nádraží*”, thus starting with the rheme when prompted with the question “*Koho jsi potkal na nádraží?*” This answer is considered divergent as the Czech unmarked sentences feature rheme, in this case “*Petra*”, in the final position.

Pre-test ITEM 4

4. Seřad'te daná slova tak, aby vytvořená věta odpovídala na následující otázku
(počet bodů: 1)

Kdo vstoupil do pokoje?

DO

POKOJE

VSTOUPILA

DÍVKA

In the fourth item, it was brought to attention that 11 learners initiated their sentence with the rheme “*Dívka*” instead of the adverbial phrase “*do pokoje*”. Nevertheless, such an answer would naturally require an interrogative prompt “*Kam vstoupila dívka?*”.

In relation to items 6-11, the main focus was on the dependence of individual elements on their context and, as a result, their position within the sentence. As shown in Figure 2, it is evident that items 9, 10, and 11 proved to be the most challenging for the students.

Pre-test ITEMS 9 And 10

9. Jednoho dne, když **(4)**, rozhodl se navštívit svého bratra v jeho komnatě. (počet bodů: 1)

4. Z JEDNÉ / ZE SVÝCH/ STARŠÍ SYN / VÝPRAV/VRÁTIL/ SE

Zadejte svoji odpověď.

Správné odpovědi: se starší syn vrátil z jedné ze svých výprav

SE STARŠÍ SYN VRÁTIL Z JEDNÉ ZE SVÝCH VÝPRAV

10. Když ale, **(5)**, po jeho bratrovi nebylo ani památky a tak se ho vydal hledat . Po několika hodinách neúspěšného hledání si starší bratr všiml, že se na okolních stromech shlukují vrány. Jak slunce klesalo stále níže a blížil se večer, vrány se začaly zvedat a elegantně kroužit po obloze.

(počet bodů: 1)

5. DO / JEHO/VSTOUPIL /KOMNATY

Zadejte svoji odpověď.

Správné odpovědi: do jeho komnaty vstoupil DO JEHO KOMNATY VSTOUPIL

In item 9, nine learners provided divergent answers, with six learners placing the rhematic element “*se z jedné ze svých výprav*” into the initial position and the contextually dependent element – ThPr, “*starší syn*” into the final position. Three learners opted to place the reflexive pronoun “*se*” after “*starší syn.*” Despite this deviation, their answers aligned with the natural theme to rheme sequence and reflected the influence of the immediately relevant context on their choices. Item 10 displayed a more pronounced prevalence of divergent answers, with twenty learners initiating their response with “*vstoupil*” and attributing it a lower degree of CD compared to the adverbial “*do jeho komnaty*“. It is, however, important to note that the adverbial constitutes a context-dependent element and, as such, functions within the thematic layer. Thus, it cannot be considered the most informative communicative unit and placed in the final position.

Pre-test ITEM 11

11.

(6) což, jak věděl, značilo konec dne a jeho návrat domů.
(počet bodů: 1)

6. VRÁNY /K VEČERU / NAD JEZERO / PŘELETĚLY

Zadejte svoji odpověď.

Správné odpovědi:

K večeru vrány přeletěly nad jezero

K VEČERU VRÁNY PŘELETĚLY NAD JEZERO

In relation to item 11, a notable prevalence of divergent answers was observed. Specifically, the elements “vrány” and *k “večeru”* are both contextually bound and as such expected to occupy the initial position within the sentence (thematic sphere). Conversely, the adverbial “nad jezero”, provides new information and functions as the rheme in the sentence. Out of 15 divergent answers, 10 learners incorrectly placed the adverbial into the thematic sphere of the sentence and 5 learners placed “vrány” after transition “přeletěly”.

5.2 English

The English section, akin to its Czech equivalent, was composed of two tasks comprising items 12-22. The initial task, encompassing items 12 to 16, necessitated that learners identify the most salient information, in other words, rheme. The subsequent task, comprising items 16-22, was tailored towards the dynamic translation of sentences from the given text. Figure 3 presents a comprehensive overview of the distribution of correct and divergent responses among the individual items.

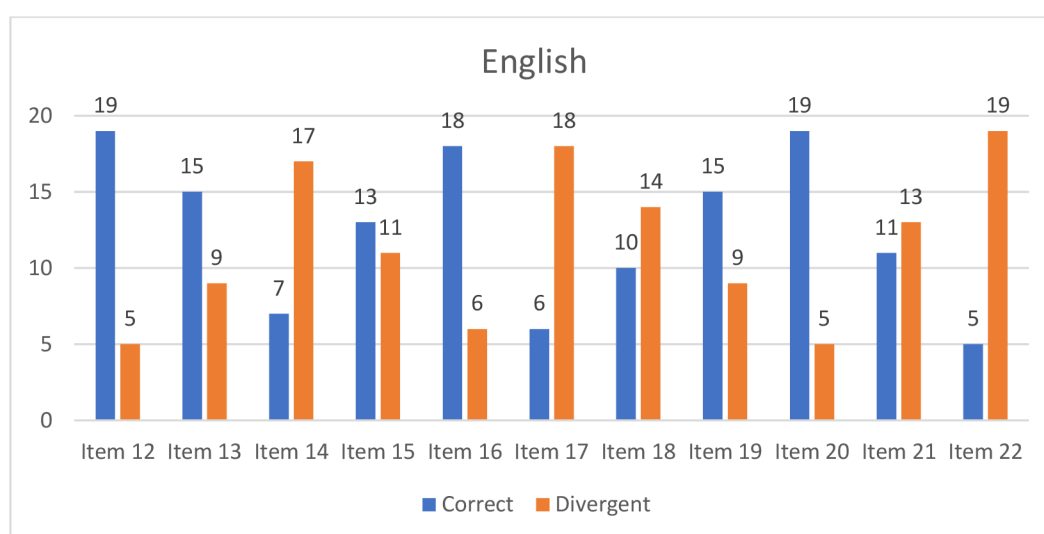


Figure 3: Correct and Divergent answers English (Pre-test)

As expected, and as the figure 3 suggests, English part seemed to be more challenging for the learners. Again, them most problematic items are about to be commented upon bellow.

Pre-test ITEMS 13 and 14

13. **Určete, která část věty nese nejdůležitější/novou informaci s ohledem na děj příběhu tj. posouvá jej dopředu**

1. *Once there was a king and he had two sons.* 2. ***This story is about something that happened to them when they were sent away to explore and learn.*** 3. *So, one day, they could become kings.* 4. *Firstly, they were sent to the witch who lived just a couple of miles away.* 5. *She lived in a small cabin and did not get along well with her neighbors.*

(počet bodů: 1)

2. ***This story is about something that happened to them when they were sent away to explore and learn.***

Vyberte odpověď.

Správné odpovědi: about something that happened to them

14. **Určete, která část věty nese nejdůležitější/novou informaci s ohledem na děj příběhu tj. posouvá jej dopředu**

1. *Once there was a king and he had two sons.* 2. *This story is about something that happened to them when they were sent away to explore and learn.* 3. ***So, one day, they could become kings.*** 4. *Firstly, they were sent to the witch who lived just a couple of miles away.* 5. *She lived in a small cabin and did not get along well with her neighbors.*

(počet bodů: 1)

3. ***So, one day, they could become kings.***

Vyberte odpověď.

In response to item 13, it was found that there were 9 divergent answers among the learners. While 6 learners identified the diatheme “*This story*” as the most significant information, three learners believed that the transition “*is*” was the most noteworthy. However, in the given context, it can be argued that the specification and further specification “*about something that happened to them when they were sent away to explore and learn*” should be considered the most important element.

Regarding item 14, the results indicated that only 7 learners were able to accurately identify the rheme “*kings*” The majority of learners (12) deemed the transition “*could become*” as the most dynamic element, while 5 learners identified the thematic layer “*So, one day, they*” as providing the most crucial information.

Pre-test ITEM 15

15. **Určete, která část věty nese nejdůležitější/novou informaci s ohledem na děj příběhu tj. posouvá jej dopředu**

1. *Once there was a king and he had two sons.* 2. *This story is about something that happened to them when they were sent away to explore and learn.* 3. *So, one day, they could become kings.* 4. **Firstly, they were sent to the witch who lived just a couple of miles away.** 5. *She lived in a small cabin and did not get along well with her neighbors.*

(počet bodů: 1)

4. Firstly, they were sent to the witch who lived just a couple of miles away.

Vyberte odpověď.

Správné odpovědi: to the witch who lived just a couple of miles away

In item 15, 11 divergent answers were exhibited, with 9 learners identifying the transition “were sent” and 3 themes “they” as the most dynamic elements. As the sentence falls into the quality scale, the most dynamic element—rheme—is, similarly to items 13 and 14, the specification following the linearity principle/end focus.

Pre-test ITEM 17

17. **Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:**

A girl entered the classroom, her name was Sarah and she had just moved to the area and was nervous about her first day at a new school. Posters hung on the wall, displaying vibrant artwork and motivational quotes. Sarah admired them briefly before taking a seat near the back of the classroom. Suddenly, a phone rang, causing everyone to jump in surprise. The teacher, Mrs. Johnson, excused herself and hurried out of the room, leaving the students to wonder what was happening. Sarah felt a mix of curiosity and apprehension as she watched the teacher leave. Minutes passed before Mrs. Johnson returned. As soon as she arrived, she apologized for the interruption and resumed the lesson, but Sarah couldn't shake off the feeling of curiosity about the mysterious call throughout the rest of the day.

(počet bodů: 1)

A girl entered the classroom

DÍVKA/DO/TRÍDY/VSTOUPILA

Zadejte svoji odpověď.

Správné odpovědi:

In item 17, a vast majority (18) of students started the translation with the rheme “*dívka*” and only 6 learners correctly started with the adverbial (DTh) “*do třídy*” providing setting as the sentence perspective is that of presentation and retrievability – context dependence is signalled by the definite article “*the*” implying lower CD.

Pre-test ITEM 18

18. **Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:**
*A girl entered the classroom, her name was Sarah and she had just moved to the area and was nervous about her first day at a new school. **Posters hung on the wall**, displaying vibrant artwork and motivational quotes. Sarah admired them briefly before taking a seat near the back of the classroom. Suddenly, a phone rang, causing everyone to jump in surprise. The teacher, Mrs. Johnson, excused herself and hurried out of the room, leaving the students to wonder what was happening. Sarah felt a mix of curiosity and apprehension as she watched the teacher leave. Minutes passed before Mrs. Johnson returned. As soon as she arrived, she apologized for the interruption and resumed the lesson, but Sarah couldn't shake off the feeling of curiosity about the mysterious call throughout the rest of the day.*
(počet bodů: 1)

Posters hung on the wall

PLAKÁTY/NA ZDI/VISELY

Zadejte svoji odpověď.

Správné odpovědi:

In the context of item 18, it is noteworthy that the rheme “*posters*” is intended to hold the final position in the Czech translation. Despite the structural similarity to the previous item, a majority of learners (10) accurately placed “*posters*” at the final position. An explanation for this behavior could be attributed to the relative clause “*displaying the vibrant artwork and motivational quotes,*” which may have prompted learners to reevaluate the syntactic arrangement of the constituents.

Pre-test ITEM 19

19. **Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:**
*A girl entered the classroom, her name was Sarah and she had just moved to the area and was nervous about her first day at a new school. Posters hung on the wall, displaying vibrant artwork and motivational quotes. Sarah admired them briefly before taking a seat near the back of the classroom. Suddenly, **a phone rang**, causing everyone to jump in surprise. The teacher, Mrs. Johnson, excused herself and hurried out of the room, leaving the students to wonder what was happening. Sarah felt a mix of curiosity and apprehension as she watched the teacher leave. Minutes passed before Mrs. Johnson returned. As soon as she arrived, she apologized for the interruption and resumed the lesson, but Sarah couldn't shake off the feeling of curiosity about the mysterious call throughout the rest of the day.*
(počet bodů: 1)

A phone rang

TELEFON/ZAZVONIL

Zadejte svoji odpověď.

Správné odpovědi:

Item 19 also posed some difficulty for certain learners as 9 learners followed the English syntax and started the Czech translation with the rheme “*Telefon*”, which would require context dependency of the “*telephone*”, presumably indicated by the use of the definite article. Nevertheless, majority of learners (16) correctly initiated the sentences with the verb “*zazvonil*”.

In this instance, the adjunct “*Suddenly*” could have potentially facilitated the learners in ordering the elements in accordance with linearity.

Pre-test ITEM 21

21. **Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:**
*A girl entered the classroom, her name was Sarah and she had just moved to the area and was nervous about her first day at a new school. Posters hung on the wall, displaying vibrant artwork and motivational quotes. Sarah admired them briefly before taking a seat near the back of the classroom. Suddenly, a phone rang, causing everyone to jump in surprise. The teacher, Mrs. Johnson, excused herself and hurried out of the room, leaving the students to wonder what was happening. Sarah felt a mix of curiosity and apprehension as she watched the teacher leave. **Minutes passed before Mrs. Johnson returned.** As soon as she arrived, she apologized for the interruption and resumed the lesson, but Sarah couldn't shake off the feeling of curiosity about the mysterious call throughout the rest of the day.*
(počet bodů: 1)

Minutes passed before Mrs. Johnson returned

NĚKOLIK MINUT/NEŽ/JOHNSON/PANÍ /SE/ VRÁTILA/UBĚHLO

Zadejte svoji odpověď.

Správné odpovědi: Než se paní Johnson vrátila uběhlo několik minut

NEŽ SE PANÍ JOHNSON VRÁTILA UBĚHLO NĚKOLIK MINUT

In Item 21, it was observed that a total of 13 distinct divergent were generated by the learners. Specifically, 8 respondents adhered to the English syntactical structure and placed the phrase “*Několik minut*” at the beginning of the sentence. Additionally, 5 respondents chose to initiate their response with the verb “*uběhlo*” which served a transitory function in the context of the text. Notably, the sole context-independent element in the sentence, and thus the most dynamic, was the constituent “*Minutes*” which, as such, should be positioned at the end of the sentence in Czech.

Pre-test ITEM 22

22. **Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:**

*A girl entered the classroom, her name was Sarah and she had just moved to the area and was nervous about her first day at a new school. Posters hung on the wall, displaying vibrant artwork and motivational quotes. Sarah admired them briefly before taking a seat near the back of the classroom. Suddenly, a phone rang, causing everyone to jump in surprise. The teacher, Mrs. Johnson, excused herself and hurried out of the room, leaving the students to wonder what was happening. Sarah felt a mix of curiosity and apprehension as she watched the teacher leave. Minutes passed before Mrs. Johnson returned. As soon as she arrived, she apologized for the interruption and resumed the lesson, but **Sarah couldn't shake off the feeling of curiosity about the mysterious call throughout the rest of the day.***
(počet bodů: 1)

Sarah couldn't shake off the feeling of curiosity about the mysterious call throughout the rest of the day

ZBAVIT / NEMOHLA / PO CELÝ ZBYTEK DNE / SE / SARAH / POCITU ZVĚDAVOSTI OHLEDNĚ ZÁHADNÉHO HOVORU

Zadejte svoji odpověď.

Správné odpovědi: Sarah se po celý zbytek dne nemohla zbavit pocitu zvědavosti ohledně záhadného hovoru

SARAH SE PO CELÝ ZBYTEK DNE NEMOHLA ZBAVIT POCITU ZVĚDAVOSTI OHLEDNĚ ZÁHADNÉHO HOVORU

In relation to question 22, a total of 19 answers were provided, with 14 learners opting to locate the contextually dependent DTh “*po celý zbytek dne*” in the final position, while the remaining 5 positioned it in the initial position. It is important to note that the ThPr of the sentence, which is “*Sarah*” is meant to occupy the initial position and the conjunction “*but*” can also be perceived as an indicative element for ordering the elements within the thematic sphere.

5.3 Summary of the Pre-Test

It was hypothesized that the distribution of divergent responses in the Czech section would be considerably lower than that of the English section. Based on the findings of the pre-test, the most salient issue encountered in the Czech section was the accurate placement of contextually dependent and independent elements (items 9, 10, and 11). In the English section, the analysis revealed that a majority of divergent answers surfaced when the fundamental principle of English grammatical word order conflicted with the principle of linearity in Czech translation, which led to a distinct arrangement of sentence elements (items 17, 18, 19, 21, and 22).

Therefore, in the pursuit of amplifying the sensitivity of the FSP, it is imperative to devise activities that prioritize the identification of the most dynamic elements, particularly with respect to their contextual dependence and subsequent positioning within the Czech and English languages. Notably, the contextual dependency, as well as the existential structures and sentences that fall within the presentation scale, must be adequately addressed.

5.4 Activities

In the preceding section, we delved into the pre-test results which served as a foundation for crafting the activities addressing FSP sensitivity. The outcomes of the pre-test highlighted the significance of contextual dependency and grammatical structures that oppose linearity in English. In this section, we will provide a brief overview of the activities designed based on these insights. Additionally, the rationale behind the design of the activities was also grounded in the economic considerations of the teacher's preparation. The activities were designed to enable their seamless integration into any lesson and serve as an augmentation of conventional pedagogical practices.

5.4.1 Activity 1: Rheme identification

For the purpose of this activity, any text can be utilized. However, it is imperative to bear in mind that textbooks that employ an inductive approach toward teaching grammar tend to contain texts that predominantly focus on specific grammar items, thus influencing their composition. Additionally, at the A2 level, texts such as stories commonly adhere to the linearity principle, thereby enabling their Czech translation to correspond effectively. Nevertheless, it is worthwhile to note that at this level, an emphasis on existential structures, structures fitting into the presentation scale, as well as a focus on context dependence and its indicators would be beneficial.

Time: 15-20 minutes

Aims: Students will be able to identify the most important information for the communicative intent within the sentence and develop their understanding of sentence structure and meaning by identifying rhemes.

Procedure:

The teacher briefly introduces the notion of rheme and context. The students are then divided into small groups comprising pairs or groups of three, and presented with an English text, a paragraph, at the A2 level. The learners are instructed to carefully read through each sentence and within groups discuss and identify the rhemes. It is recommended that the teacher encourages the students to highlight or underline the rhemes with particular emphasis on the main action or information. A class discussion is then facilitated to enable learners to share their findings and justify their choices.

5.4.2 Activity 2: Translation of individual sentences

The central emphasis in this activity pertains to structures that, in Czech translation, require a different order of syntactic items stemming from subjectivity to different governing word-order principles. This encompasses existential structures and sentences fitting into the presentation scale. The students may be prompted to translate a pre-determined list of sentences or this activity can be seamlessly integrated into any lesson involving sentences, thereby enabling teachers to scrutinize and address those Czech equivalents that may pose a challenge while not requiring little to no extra preparation from the teacher.

Time: 10-15 minutes

Aims: The students will be able to translate English sentences into Czech while adhering to the principle of linearity.

Procedure:

The teacher will either come up with or select a sentence to be translated into Czech, and the students will record the Czech translation into their notebooks. Subsequently, a brief discussion will take place. In the event, that the class offers more multiple interpretation, particularly varying in the arrangement of individual sentence elements, the teacher will request a vote on each answer and inquire about reasoning behind it.

5.4.3 Activity 3: Description translation (Groups of Three)

This activity is centered exclusively on the translation of existential structures, while also providing an opportunity for induction and subsequent commentary on discrepancies in word order that may arise within such sentences in English and their Czech counterparts.

Time: 15 minutes

Aims: Students will be able to translate existential structures while adhering to the principle of linearity in the Czech language.

Procedure:

The task requires the teacher to either provide a picture to be described or ask the students to describe their classroom or desks in English. Student A is supposed to describe the object in English and write it down, then pass it on to student B who translates it into Czech. Meanwhile, student C describes the same object in Czech. Finally, the learners compare their answers and discuss any differences they may have found. Afterward, the teacher asks the groups to share their findings and ensures that the learners conclude that when translating

descriptions (existential structures), the positions of individual sentence elements vary as the adverbial naturally occupies, unlike in English, the initial position in Czech.

5.4.4 Activity 4: Text translation

This particular activity entails providing students with a text, which can be of any nature, and requesting them to translate a section of it into Czech. The primary objective of this exercise is to highlight the significance of context dependency and interpretive arrangement during the translation process from English to Czech.

Time: 20-25 minutes

Aims: Students will be able to identify the most important sentence elements and translate the short text dynamically.

Procedure:

The teacher provides students with a text in English, such as a passage from a book, an article, or a piece of dialogue. Students are instructed to read the text carefully and select a section to translate into Czech. The teacher emphasizes the importance of considering the context of the text and interpretative arrangement when translating. Students are encouraged to focus on maintaining accuracy and coherence in their translations while adhering to Czech grammar rules. They are given time to work independently on their translations while utilizing online dictionaries. Once students have completed their translations, the teacher facilitates a class discussion where students share their translations and discuss any challenges or questions that arise. The teacher provides feedback and clarification on the translations, addressing any misconceptions or errors identified during the discussion.

5.4.5 Activity 5: Writing and Translating a Story

This activity focuses on the interference of Czech and English from the viewpoint of sentence structure and aims to enhance students' storytelling abilities in both languages while reinforcing their understanding of grammatical structures, interpretative arrangement along with its implication for the process of translation.

Time: 25-30 minutes

Aims: Students will be able to write and dynamically translate a short story while taking context and word-order differences between Czech and English into account.

Procedure:

The task assigned to the students entails composing a narrative in the English language, comprising between 10 and 15 sentences. The narrative must incorporate a minimum of two existential structures and one sentence that utilizes any of the three designated verbs (appear, enter, occur). In order to enhance the quality of their writing, students are permitted to utilize an online dictionary. Once each student has completed their composition, they are required to translate it into their native language, Czech. Thereafter, each group of three students will be given the opportunity to share their narratives amongst themselves while the teacher monitors the proceedings and provides feedback to each individual group.

6 Post-test Analysis

The subsequent section delves into the Post-test analysis, which was carried out in a manner akin to that of the Pre-test analysis. Primarily, the focus was on the quantitative data pertaining to the sensitivity of learners towards FSP, again divided into two parts, Czech and English. Subsequently, the results are compared to the performance of the target group (24 learners) that underwent the pre-test and activities.

6.1 Czech

The Czech part of the test again comprised two tasks: task one involved items 1 through 5, and task two encompassed items 6 through 11. The provided Figure 4 gives an overview of how correct and divergent responses were distributed across individual items which are further discussed in this section.

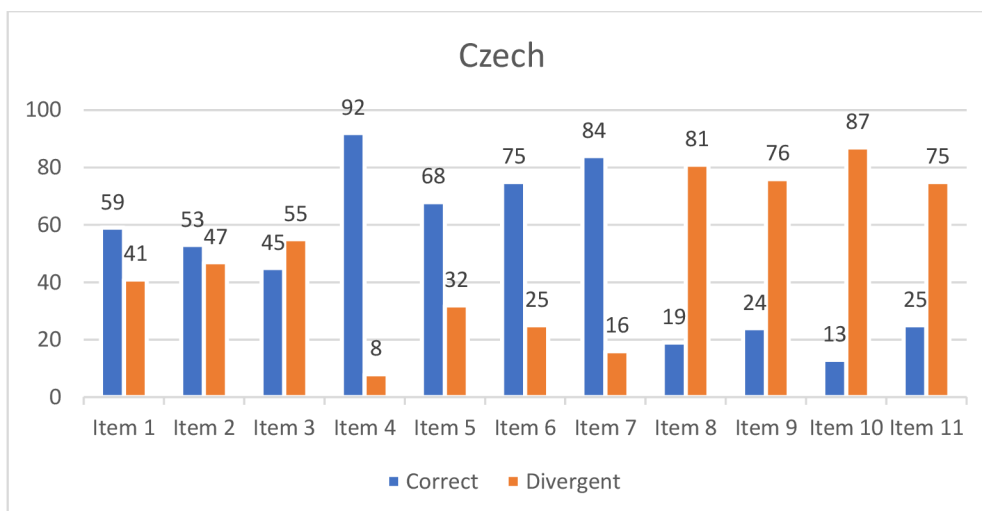


Figure 4: Correct and Divergent answers Czech (Post-test)

Post-test ITEM 1

1. **Seřad'te daná slova tak, aby vytvořená věta odpovídala na následující otázku**
(počet bodů: 1)

Kde jsi potkal Petra?

PETRA

JSEM

POTKAL

NA

NÁDRAŽÍ

In the first item, most of the learners (59 %) correctly placed the most important rhematic element, “ na nádraží,” at the final position, and out of 41 divergent answers, only 19 learners placed it elsewhere as they initiated the sentence with the element “ *na nádraží* ”. Despite putting the rhematic element in its final position , a considerable number of learners (22) started with transition “ *potkal*” instead of thematic “*Petra*”.

Post-test ITEM 2

2. Seřadte daná slova tak, aby vytvořená věta odpovídala na následující otázku

(počet bodů: 1)

Kdo studuje na univerzitě?

NA
UNIVERZITĚ
STUDUJE
PETR

In relation to item 2, it was found that a majority of learners (53%) adhered to the principle of linearity, whereby they commenced their response with the less dynamic adverbial phrase “*na univerzitě*” and placed the rheme “*Petr*” at the end of the sentence, prompted by the interrogative pronoun “*Kdo*”. Conversely, in the case of divergent answers, all 47 respondents initiated their answer with “*Petr*”, thereby starting with the most dynamic element. It should be noted, however, that such an interpretation would require a specific prompt such as “*Kde studuje Petr?*”.

Post-test ITEM 3

3. Seřadte daná slova tak, aby vytvořená věta odpovídala na následující otázku

(počet bodů: 1)

Kdo dostal nový telefon?

NOVÝ
TELEFON
DOSTAL
PETR

Item 3, exhibited prevalence of divergent answers as 55 learners answered by placing the rheme “*Petr*” in the initial position. Specifically, these learners produced a response that was better suited to the question “*Co dostal Petr?*” rather than the intended query. Similarly to the preceding item, a dichotomy becomes apparent as no further variation is observable. While other arrangements, such as “*Petr dostal nový telefon*” and “*Petr nový telefon dostal*”, may theoretically be possible, they remain exceedingly rare.

Post-test ITEM 4

4. Seřad'te daná slova tak, aby vytvořená věta odpovídala na následující otázku

(počet bodů: 1)

Kam vstoupila dívka?

DÍVKA
VSTOUPILA
DO
POKOJE

In relation to item 4, a significant majority of learners (92%) answered correctly. This was achieved by commencing the sentence with the known element, “*Dívka*” and appropriately positioning the adverbial, “*do pokoje*” in the final position satisfying, the natural theme-rheme sequence. It is worth mentioning that only a small number of learners (8) placed the adverbial in the initial position, which would necessitate a prompt: “*Kdo vstoupil do pokoje?*”.

Post-test ITEM 5

⋮

5. Seřad'te daná slova tak, aby vytvořená věta odpovídala na následující otázku
(počet bodů: 1)

Co se stalo ve škole?

VE ŠKOLE
JSME
SE
SEZNÁMILI

In item 5, a predominant majority of the learners (68) successfully positioned the thematic element “*ve škole*” at the sentence's initial position and the verb “*seznámili*” at its

ultimate position. The question's interrogative pronoun “*Co*” indicates that the verb is the most crucial element in the sentence. Consequently, the verb lacks any viable competition, thereby establishing its position as the most dynamic element. The rest of the learners (32) erroneously positioned the verb at the sentence's initial position and the adverbial at its ultimate position, thereby contravening the appropriate syntax in alignment with the principle of linearity.

Post-test ITEMS 6 and 7

6. **Seřadte daná slova tak, abyste vytvořili příběh (otázka 6 až 11).**

Byl jeden kovář, a ten měl dva syny. 1. _____ (počet bodů: 1)

1. PĚKNÍ/SYNOVÉ/BYLI/TI/VEJLUPCI/

Zadejte svoji odpověď.

Správné odpovědi: TI SYNOVÉ BYLI PĚKNÍ VEJLUPCI

7. *Svému otci často přidělovali starosti. Například se zamykali ve svém pokoji, když jejich otec potřeboval pomoci, a nechtěli ho pustit dovnitř. Jednoho dne, 2. _____*

(počet bodů: 1)

2. SE/ U JEJICH STAVENÍ/ TAJEMNÝ/MUŽ/OBJEVIL /NA KONI

Zadejte svoji odpověď.

Správné odpovědi:

SE U JEJICH STAVENÍ OBJEVIL TAJEMNÝ MUŽ NA KONI

The initial two items, numbered 6 and 7, posed a minimal challenge to the learners. In both cases, an overwhelming majority of the learners, over 70% (75 and 84 respectively), accurately ordered the elements. The learners correctly began with the thematic layer, consisting of familiar elements, and then proceeded to the rhematic layer, which contained new information. Only a small fraction of the learners, 11 in item 6 and 8 in item 7, initiated with the rhematic elements. The divergence observed in the answers was mainly due to the erroneous positioning of the adjective “*pěkní*”. The learners pre-modified the head noun “*synove*” instead of “*vejlupci*” in item 6. In item 7, the learners grappled with the placement of the reflexive pronoun “*se*” in Czech, which typically occupies the second position within a sentence. In this instance, “*se*” is supposed to follow the given adverbial “*jednoho dne*”.

Post-test ITEMS 8 and 9

8. Kovář k němu přispěchal a muž mu řekl, že by potřeboval 3. _____

(počet bodů: 1)

3. KONĚ/PŘIPRAVIT/SVÉHO/NA/CESTU/DLOUHOU

Zadejte svoji odpověď.

Správné odpovědi: SVÉHO KONĚ PŘIPRAVIT NA DLOUHOU CESTU

9. Kovář přikývl a začal se shánět po svých synech. Jako obvykle očekával, že jeho synové budou ve svém pokoji. Když ale 4. _____, po jeho synech nebylo ani památky. (počet bodů: 1)

4. VSTOUPIL/DO/JEJICH/POKOJE

Zadejte svoji odpověď.

Správné odpovědi: DO JEJICH POKOJE VSTOUPIL

The findings reveal a significant prevalence of divergent answers among the learners with respect to Items 8 and 9, with 81 and 76 respondents, respectively, disregarding linearity and context dependency. Specifically, in Item 8, a considerable number of learners (32) started with the specification (Rh) “*na dlouhou cestu*”, while 49 learners initiated the response with the verb “*připravil*” which functioned as both a transition within the distributional subfield and a specification (rhematic layer) in the main distributional field. Furthermore, the element “*svého koně*” was introduced in the preceding sentence, but its thematic function was yet to be performed, making it the DTh and allowing for its placement at the beginning.

In item 9, a total of 24 learners demonstrated adequate understanding of the contextual dependence of the adverbial “*do jejich pokoje*” and correctly placed it in the initial position followed by the verb “*vstoupil*”. As the noun “*pokoj*” occurs in the immediately relevant context, the verb “*vstoupil*” carries a higher degree of CD, and thus should be placed after it. The remaining learners, however, exhibited a lack of grasp of the contextual dependence in relation to word order and erroneously reversed the aforementioned order.

Post-test ITEM 10

10.

Jelikož se v přílehlých lesích pohybovala smečka vlků, kovář chtěl své syny najít dříve, než nastane večer. Požádal tak tajemného muže, aby mu pomohl. Ten souhlasil s tím, že kováře upozornil, že 5. _____, budou se muset neprodleně vrátit domů.

(počet bodů: 1)

5. SPATŘÍ/VLKY/JAKMILE

Zadejte svoji odpověď.

Správné odpovědi:

JAKMILE VLKY SPATŘÍ

In accordance with item 10, only a meager 13 learners were able to successfully order the given elements following the linear arrangement. The contextual dependence, once again, played a pivotal role in pinpointing the degrees of CD of individual elements, subsequently aiding in the correct word arrangement. Nevertheless, in this case, the contextually bound element “*vlky*” had a lower degree of CD than the verb “*spatří*”, which consequently necessitated its placement in the initial position. However, it was observed that 87% of learners placed “*vlky*” right after the conjunction “*jakmile*”. Such an arrangement would only be plausible if “*vlky*” carried a higher degree of CD compared to “*spatří*”, in which case it would most likely be a contextually independent element.

Post-test ITEM 11

11.

Několik hodin hledání uběhlo, když slunce téměř zmizelo za obzorem. Kovář si najednou všiml temných vlčích siluet v dáli. To 6. _____, což, jak oba věděli znamenalo, že se musí vrátit domů.

(počet bodů: 1)

6. VLCI/K VEČERU/PŘICHÁZET/ZAČALI/K LIDSKÝM STAVENÍM

Zadejte svoji odpověď.

Správné odpovědi:

VLCI K VEČERU ZAČALI PŘICHÁZET K LIDSKÝM STAVENÍM

In the context of item 11, a high number of divergent answers (75) was observed. However, this item presented the flexibility to allow for various different arrangements, resulting in the total number of divergent answers being constituted by multiple forms. Notably, 13 learners initiated the sentence with the adverbial phrase “*k lidským stavením*” which is expected to occupy the rhematic sphere as it provides new information – “*K lidským stavením začali vlci k večeru přicházet/ přicházet k večeru.*” Moreover, 45 learners placed the adverbial

phrase “*k večeru*” in the initial position, which, by itself, does not constitute a significant violation of FSP. Nevertheless, 28 of them also placed the thematic element “*vlci*” after the transition “*začali*” thereby placing it into the rhematic sphere – “*K večeru začali přicházet /K večeru začali vlci přicházet* “. Additionally, 10 learners initiated with transition “*začali*” - “*Začali k večeru přicházet vlci k lidským stavením/ Začali přicházet k lidským stavením vlci k večeru* “. 7 learners then initiated the sentence with ThPr “*vlci*” yet placed the DTh “*k večeru*” into the rhematic sphere of the sentence - “*Vlci začali přicházet k večeru k lidským stavením/ Vlci začali přicházet k lidským stavením k večeru.*”

6.2 English

The English part of the test, analogically to its Czech equivalent, comprised two tasks that encompassed items 12-22. The first task, including items 12 to 17, was tailored towards the dynamic translation of sentences from the given text. The second task, comprising items 18-22, necessitated learners to identify the most salient information, also referred to as rheme. In Figure 5, we present a comprehensive overview of the distribution of correct and divergent responses among individual items.

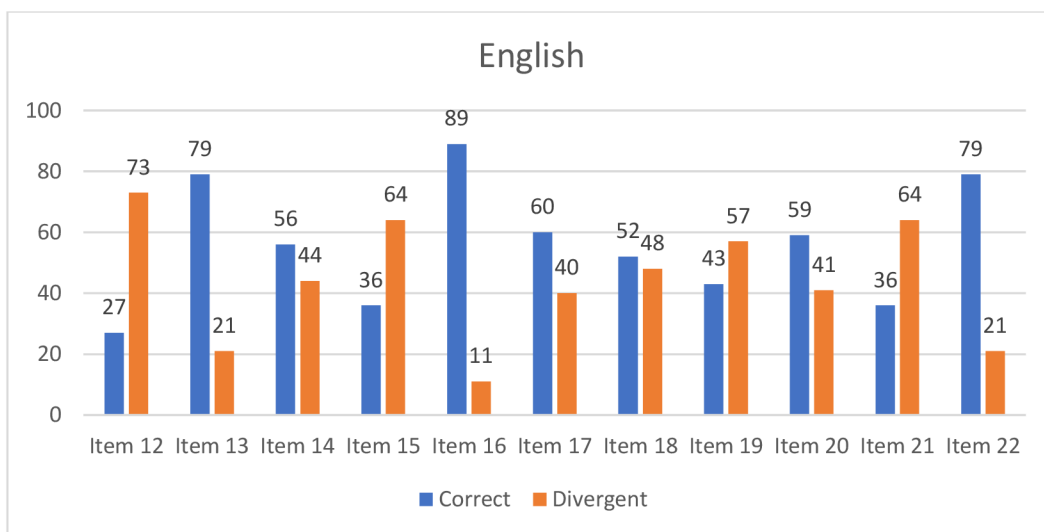


Figure 5: Correct and Divergent answers English (Post-test)

Post-test ITEM 12

12. **Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:**
1. A boy stepped into the bustling cafeteria, his name was Jake, and he was new in the school, feeling a blend of excitement and nervousness. 2. There were many students in the cafeteria, Jake scanned them briefly as he was looking for a seat to sit down. Suddenly, 3. a loud crash sound was heard from the outside of the cafeteria, and students ran out to check what had happened. As the students hurried out of the cafeteria, 4. a beautiful girl appeared in front of him. Jake's heart raced with anticipation as she started approaching him. "Hey there," she said, her voice soft but confident. "I'm Mia. You must be new here. 5. Haven't seen you around before." "Yeah, I just transferred in today. I'm Jake," he replied. Mia tilted her head slightly, studying him with interest. "Well, Jake, welcome to the chaos that is high school," she said with a chuckle. "Fancy a tour?" she added. Jake smiled gratefully at Mia's offer. "I'd love a tour, but I finish late in the afternoon," he said, 6. relief washing over him at her friendly gesture. "Nevermind! Let's meet up after school," she suggested.
(počet bodů: 1)

1. A boy stepped into the bustling cafeteria
CHLAPEC/DO/VSTOUPIL/JÍDELNY

The 12 questions posed an intriguing challenge to the learners, as a significant proportion of them (73) adhered to the English syntax by placing the subject “*Chlapec*” as the initial element in their Czech translations. However, considering the presentation scale and the use of the indefinite article, it is apparent that “*Chlapec*” is the most dynamic element in the sentence and, as such, is better placed in the final position of the Czech translation to conform to the principle of linearity.

Post-test ITEM 13

- ...
13. **Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:**
1. A boy stepped into the bustling cafeteria, his name was Jake, and he was new in the school, feeling a blend of excitement and nervousness. **2. There were many students in the cafeteria**, Jake scanned them briefly as he was looking for a seat to sit down. Suddenly, 3. a loud crash sound was heard from the outside of the cafeteria, and students ran out to check what had happened. As the students hurried out of the cafeteria, 4. a beautiful girl appeared in front of him. Jake's heart raced with anticipation as she started approaching him. "Hey there," she said, her voice soft but confident. "I'm Mia. You must be new here. 5. Haven't seen you around before." "Yeah, I just transferred in today. I'm Jake," he replied. Mia tilted her head slightly, studying him with interest. "Well, Jake, welcome to the chaos that is high school," she said with a chuckle. "Fancy a tour?" she added. Jake smiled gratefully at Mia's offer. "I'd love a tour, but I finish late in the afternoon," he said, 6. relief washing over him at her friendly gesture. "Nevermind! Let's meet up after school," she suggested.
(počet bodů: 1)

2. There were many students in the cafeteria

SPOUSTA /V JÍDELNĚ/ BYLA /STUDENTŮ

Zadejte svoji odpověď.

Správné odpovědi:

In item 13, a mere 21 divergent answers were recorded. The learners in translation followed the syntactic layout of the existential structure in English, where the subject precedes the adverbial, and placed “*spousta studentů*” in the initial position. However, in contrast to the

previous item, the context appeared to be more instructive, given that most of the learners considered it natural to initiate their translation with the adverbial in Czech.

Post-test ITEM 14

14. **Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:**

1. A boy stepped into the bustling cafeteria, his name was Jake, and he was new in the school, feeling a blend of excitement and nervousness. 2. There were many students in the cafeteria, Jake scanned them briefly as he was looking for a seat to sit down. Suddenly, **3. a loud crash sound was heard from the outside of the cafeteria**, and students ran out to check what had happened. As the students hurried out of the cafeteria, 4. a beautiful girl appeared in front of him. Jake's heart raced with anticipation as she started approaching him. "Hey there," she said, her voice soft but confident. "I'm Mia. You must be new here. 5. Haven't seen you around before." "Yeah, I just transferred in today. I'm Jake," he replied. Mia tilted her head slightly, studying him with interest. "Well, Jake, welcome to the chaos that is high school," she said with a chuckle. "Fancy a tour?" she added. Jake smiled gratefully at Mia's offer. "I'd love a tour, but I finish late in the afternoon," he said, 6. relief washing over him at her friendly gesture. "Nevermind! Let's meet up after school," she suggested.
(počet bodů: 1)

3. a loud crash sound was heard from the outside of the cafeteria

RÁNA/SE/OZVALA/ HLASITÁ/ZVENČÍ /JÍDELNY

Zadejte svoji odpověď.

Správné odpovědi: Z VENCÍ JÍDELNY SE OZVALA HLASITÁ RÁNA

ZVENČÍ JÍDELNY SE OZVALA HLASITÁ RÁNA

In item 14, it was found that 56 learners correctly placed the adverbial (DTh) “*zvenčí jídelny*” into the initial position in Czech. However, out of the total of 44 divergent answers, 31 learners exhibited a syntactical adherence to English, initiating their translation with “*hlasitá rána*” (rheme), while 13 learners opted to place the verb (transition) “*ozvala se*” at the outset. In this case, the individual degrees of CD stem from context-dependence, also indicated by the definite article in “*the cafeteria*” which signals a low degree of CD, as opposed to the indefinite article in “*a loud crash*” along with the passive structure “*was heard*” implying a high degree of CD and thus rhematic sphere.

Post-test ITEM 15

15. Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:

1. A boy stepped into the bustling cafeteria, his name was Jake, and he was new in the school, feeling a blend of excitement and nervousness. 2. There were many students in the cafeteria, Jake scanned them briefly as he was looking for a seat to sit down. Suddenly, 3. a loud crash sound was heard from the outside of the cafeteria, and students ran out to check what had happened. As the students hurried out of the cafeteria, 4. **a beautiful girl appeared in front of him.** Jake's heart raced with anticipation as she started approaching him. "Hey there," she said, her voice soft but confident. "I'm Mia. You must be new here. 5. Haven't seen you around before." "Yeah, I just transferred in today. I'm Jake," he replied. Mia tilted her head slightly, studying him with interest. "Well, Jake, welcome to the chaos that is high school," she said with a chuckle. "Fancy a tour?" she added. Jake smiled gratefully at Mia's offer. "I'd love a tour, but I finish late in the afternoon," he said, 6. relief washing over him at her friendly gesture. "Nevermind! Let's meet up after school," she suggested.

(počet bodů: 1)

4. a beautiful girl appeared in front of him.

DÍVKA /PŘED /ZJEVILA/ SE/NÍM / KRÁSNÁ

Zadejte svoji odpověď.

Správné odpovědi: ZJEVILA SE PŘED NÍM KRÁSNÁ DÍVKA

In the context of item 15, a total of 64 learners presented divergent answers. Specifically, 43 learners initiated the translation with the rheme “*dívka*” following the English syntax, while 21 learners positioned adverbial (Set) “*před ní*” in the initial position. However, the latter group correctly placed the rheme “*dívka*” in the final position satisfying the principle of linearity. It is noteworthy that this arrangement could have been plausible had there been, for instance, a conjunction such as “*and then*” at the beginning of the sentence. Nonetheless, the context at hand disallows such an arrangement, given that the initial element must be a verb, partly due to the fixed position of the reflexive pronoun “*se*” which naturally occupies the second position in the Czech language.

Post-test ITEM 16

16. **Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:**

1. *A boy stepped into the bustling cafeteria, his name was Jake, and he was new in the school, feeling a blend of excitement and nervousness.* 2. *There were many students in the cafeteria, Jake scanned them briefly as he was looking for a seat to sit down. Suddenly,* 3. *a loud crash sound was heard from the outside of the cafeteria, and students ran out to check what had happened. As the students hurried out of the cafeteria,* 4. *a beautiful girl appeared in front of him. Jake's heart raced with anticipation as she started approaching him. "Hey there," she said, her voice soft but confident. "I'm Mia. You must be new here.* 5. **Haven't seen you around before.**" *"Yeah, I just transferred in today. I'm Jake," he replied. Mia tilted her head slightly, studying him with interest. "Well, Jake, welcome to the chaos that is high school," she said with a chuckle. "Fancy a tour?" she added. Jake smiled gratefully at Mia's offer. "I'd love a tour, but I finish late in the afternoon," he said,* 6. *relief washing over him at her friendly gesture. "Nevermind! Let's meet up after school," she suggested.*

(počet bodů: 1)

5. Haven't seen you around before.

NEVIDĚLA/JSEM/TĚ/TU/JEŠTĚ/

Zadejte svoji odpověď.

Správné odpovědi: JEŠTĚ JSEM TĚ TU NEVIDĚLA

The analysis reveals that Item 16 was not particularly challenging for the learners, with only 11 divergent answers identified. Notably, 7 learners adhered to the English syntax by positioning the thematic element “*ještě*” at the sentence-final position. Additionally, 5 learners favored commencing their sentence with the adverbial “*tu*”. The remaining students adhered to the linearity principle in arranging individual sentence elements, with the most dynamic element “*neviděla*” placed at the sentence's end.

Post-test ITEM 17

17. **Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:**

1. *A boy stepped into the bustling cafeteria, his name was Jake, and he was new in the school, feeling a blend of excitement and nervousness.* 2. *There were many students in the cafeteria, Jake scanned them briefly as he was looking for a seat to sit down. Suddenly,* 3. *a loud crash sound was heard from the outside of the cafeteria, and students ran out to check what had happened. As the students hurried out of the cafeteria,* 4. *a beautiful girl appeared in front of him. Jake's heart raced with anticipation as she started approaching him. "Hey there," she said, her voice soft but confident. "I'm Mia. You must be new here.* 5. *Haven't seen you around before.*" *"Yeah, I just transferred in today. I'm Jake," he replied. Mia tilted her head slightly, studying him with interest. "Well, Jake, welcome to the chaos that is high school," she said with a chuckle. "Fancy a tour?" she added. Jake smiled gratefully at Mia's offer. "I'd love a tour, but I finish late in the afternoon," he said,* 6. **relief washing over him at her friendly gesture.** *"Nevermind! Let's meet up after school," she suggested.*

(počet bodů: 1)

6. relief washing over him at her friendly gesture

JEJÍM / GESTU/ SE/ MU/ PŘI/ ULEVILO/PŘÁTELSKÉM

Zadejte svoji odpověď.

Správné odpovědi: PŘI JEJÍM PŘÁTELSKÉM GESTU SE MU ULEVILO

In item 17, again majority of learners (60) correctly ordered the individual sentence elements in accordance with the linearity principle. As the sentence falls within the presentation scale, the most dynamic element in this sentence is “*relief*” and the least dynamic element is the adverbial (Set) “*při jejím přátelském gestu*”. Nevertheless, as Czech does not feature the nominal tendency, at least not to the extent that English does, the predication in Czech is naturally expressed by verbs, and thus, the most dynamic element is the verb “*ulevilo*”. Interestingly, all 40 learners who offered divergent answers initiated their sentences with the verb “*ulevilo*” disregarding the linearity principle despite the verbalization in Czech seems to be indicative of the final position on its own.

Post-test ITEM 18

18. **Určete, která část věty nese nejdůležitější/novou informaci s ohledem na děj příběhu tj. posouvá jej dopředu:**

1. *Once there was a small village nestled between rolling hills and meadows* where life moved at a gentle pace. 2. *In the center of the village stood an ancient oak tree.* 3. *Black moss grew upon its weathered bark* 4. *One day, a rumor that the ancient oak tree was cursed started to spread all over the village.* 5. *This story is about something that happened to the villagers when they decided to unravel the mystery of the cursed oak tree.* (počet bodů: 1)

- 1. *Once there was a small village nestled between rolling hills and meadows.***

Vyberte odpověď.



Správné odpovědi: A small village nestled between rolling hills and meadows

In task 18, the preponderance of learners (52) adhered to the end-focus principle by regarding the rheme “*a small village nestled between rolling hills and meadows*” as the salient information in the sentence. Among 48 divergent responses, 26 identified the DTh “*once there*” as the most dynamic element, while 22 students deemed the transition “*was*” as the most significant.

Post-test ITEM 19

19. **Určete, která část věty nese nejdůležitější/novou informaci s ohledem na děj příběhu tj. posouvá jej dopředu**

1. *Once there was a small village nestled between rolling hills and meadows* where life moved at a gentle pace. **2. *In the center of the village stood an ancient oak tree.*** 3. *Black moss grew upon its weathered bark* 4. *One day, a rumor that the ancient oak tree was cursed started to spread all over the village.* 5. *This story is about something that happened to the villagers when they decided to unravel the mystery of the cursed oak tree.* (počet bodů: 1)

- 2. *In the center of the village stood an ancient oak tree.***

Vyberte odpověď.



Správné odpovědi: an ancient oak tree

Regarding item 18, it has been observed that a total of 57 learners provided divergent answers. A significant majority, comprising 39 learners, posited that the adverbial phrase “*in the center of the village*” was the most salient information, despite the definite article signaling its contextual dependence. The remaining 18 learners identified the transition “*stood*” as the rheme, although the verb serves the role of mediator and expresses appearance/existence on the scene.

Post-test ITEM 20

20. **Určete, která část věty nese nejdůležitější/novou informaci s ohledem na děj příběhu tj. posouvá jej dopředu**

1. *Once there was a small village nestled between rolling hills and meadows where life moved at a gentle pace.* 2. *In the center of the village stood an ancient oak tree.* 3. ***Black moss grew upon its weathered bark.*** 4. *One day, a rumor that the ancient oak tree was cursed started to spread all over the village.* 5. *This story is about something that happened to the villagers when they decided to unravel the mystery of the cursed oak tree.* (počet bodů: 1)

3. *Black moss grew upon its weathered bark.*

Vyberte odpověď.



Správné odpovědi: Black moss

Within the context of item 20, a total of 41 divergent answers emerged. Specifically, 20 learners identified transition “*grew*” as the most dynamic element, while 21 learners considered “*upon its weathered bark*” the most crucial. Nonetheless, despite the sentence structure being similar to the preceding item, the majority of learners correctly identified “*black moss*” as the most salient information within the sentence. Presumably, the verb “*grew*” appeared to be more indicative of fulfilling the mediator role for the students. Additionally, the possessive pronoun “*its,*” referring to the previously mentioned “*oak tree*” signaling the context-dependence led more learners to select “*black moss*” as the rheme.

Post-test ITEM 21

21. **Určete, která část věty nese nejdůležitější/novou informaci s ohledem na děj příběhu tj. posouvá jej dopředu**

1. *Once there was a small village nestled between rolling hills and meadows where life moved at a gentle pace.* 2. *In the center of the village stood an ancient oak tree.* 3. *Black moss grew upon its weathered bark.* 4. ***One day, a rumor that the ancient oak tree was cursed started to spread all over the village.*** 5. *This story is about something that happened to the villagers when they decided to unravel the mystery of the cursed oak tree.* (počet bodů: 1)

4. *One day, a rumor that the ancient oak tree was cursed started to spread all over the village.*

Vyberte odpověď.



Správné odpovědi: a rumor that

In item 21, a group of 36 learners correctly identified the rheme as “*a rumor that the ancient oak tree was cursed*”. Interestingly, 59 learners considered DTh (Set) “*one day*” as the salient information within the sentence, whilst 15 learners regarded the elements “*started to spread all over the village*” as the most dynamic. The phrase “*started to spread*” implies the emergence of the “*rumor*” on the scene “*over the village*” which is retrievable from the immediately relevant context and signaled by the definite article.

Post-test ITEM 22

22. **Určete, která část věty nese nejdůležitější/novou informaci s ohledem na děj příběhu tj. posouvá jej dopředu**

1. *Once there was a small village nestled between rolling hills and meadows where life moved at a gentle pace.* 2. *In the center of the village stood an ancient oak tree.* 3. *Black moss grew upon its weathered bark.* 4. *One day, a rumor that the ancient oak tree was cursed started to spread all over the village.* 5. ***This story is about something that happened to the villagers when they decided to unravel the mystery of the cursed oak tree.*** (počet bodů: 1)

5. *This story is about something that happened to the villagers when they decided to unravel the mystery of the cursed oak tree.*

Vyberte odpověď.



Správné odpovědi: about something that happened to the villagers when they decided to unravel the mystery of the curse oak tree

The results of item 22 revealed that a majority of the learners (79 out of 100) were able to accurately identify the rheme “*about something that...*”. Only a minority of learners (5) attributed greater importance to the verb “*is*” functioning as a transitional element, while another group of learners (16) selected the contextually dependent element (DTh) “*this story*” as the most informative.

6.3 Summary of the post-test

The analysis of the Czech part of the test revealed that the learners found items 8 to 11 to be the most challenging. These items were included in the second task, which required the learners to order given elements in a manner that would fit into the context. In other words, the emphasis was placed on the natural development of the story, related contextual dependence of individual elements, and their position. The first two items (6, 7) did not pose much of a challenge for the learners as they exhibited a natural tendency to place newly introduced information at the end of the sentence and initiate the next sentence with it, thereby putting it into the thematic sphere. This suggests that most of the learners have a natural inclination to

place the rheme in the final position if they are able to identify it. However, as the context became more complex, the learners struggled to identify the most important information that needed to be placed in the final position and the contextually dependent elements to initiate with. When it comes to the first task, the data show that although the majority of the learners had no problem with ordering the elements when prompted, in items 1,2 and 3, a considerable amount of learners (41,47 and 55, respectively) did not follow the linearity principle, presumably as they were not able to identify the most dynamic element.

In the English part, similarly to the Czech part, most of the divergent answers stem from the wrong identification of the rheme in English while not taking the context dependency into account. The most challenging were items 12,15 and 21. In these cases, the grammatical principle asserts itself counter to the principle of linearity, with the context independence being signaled by the indefinite article. In the context of dynamic translation task, it was observed that learners exhibited a propensity to produce a greater degree of divergent responses when the Czech translation necessitated modifications in syntax to adhere to the governing linearity principle of the Czech language. Additionally, in the rheme-identification task, a significant proportion of learners (41) encountered challenges in identifying the salient information when it appeared at the outset (item 20), while many learners misconstrued the signals of context dependency (articles) by attributing greater significance to contextually-bound or transitional elements (items 18, 19).

6.4 Post-test: the effect of designed activities

In the present section, an examination of the performance of learners who participated in activities designed to augment their FSP sensitivity, shall be conducted. It was acknowledged that a mere comparison between the pre-test and post-test would not suffice to indicate the efficacy of the learning activities. The post-test was primarily intended to shed light on structures that had proven to be problematic for the learners, whereas the pre-test was designed to provide insight into hitherto rather unexplored learners' sensitivity to FSP and identify potentially problematic structures to be addressed in both the design of activities and the post-test. Therefore, the analysis will be primarily juxtaposed with the quantitative data obtained from the previous section, thereby permitting an evaluation of the efficacy of the activities for the target group. While the comparison of the target group's performance on the post-test with their performance on the pre-test will eventually be included, the attention will be devoted to improvement in performance regarding items that the two tests have in common.

The findings indicate that the post-test scores of the target group were significantly higher, with an average score of 18.6 points (84 %), as compared to the control group's average score of 11.68 points (53 %). Upon further examination of the individual parts of the test, both groups demonstrated slightly better performance in the English section. Specifically, the target group scored an average of 10.1 points (91 %), whereas the control group's average score was 6.11 points (55 %). In the Czech part, the target group achieved a mean score of 8.5 points (77%), whereas the control sample obtained an average score of 5,57 points (50 %). These results suggest that the intervention generally had a positive effect on the target group's performance, particularly so in the English part of the test.

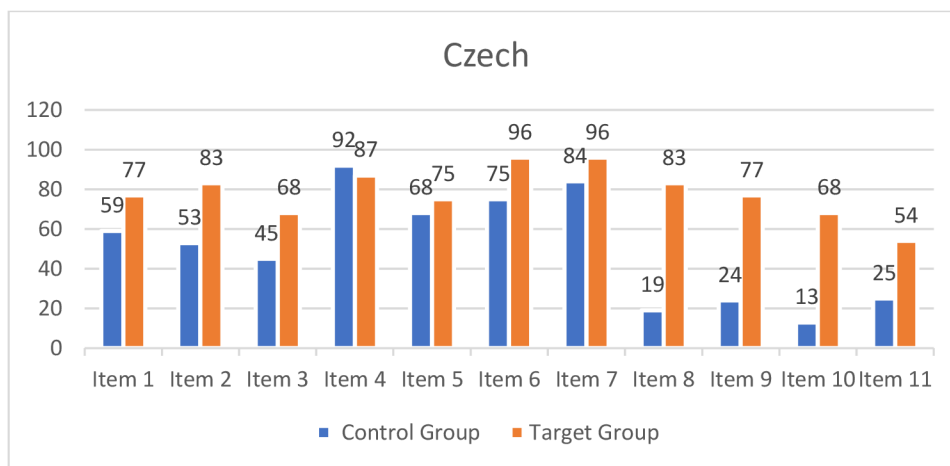


Figure 6: Percentual success rate: target group vs control group (Post-test- Czech)

Based on the findings presented in Figure 6, it can be concluded that the success rate in the target group was higher than that of the control group, with the exception of item 4. The rationale behind this result may be attributed to the fact that in the pre-test item 4 contained identical elements to be ordered and posed a significant challenge to learners. However, in the post-test, the prompt was altered, and as learners retrieved the ordering from the pre-test, they ignored the alternation and answered divergently. The most significant disparity between the two groups is apparent in items 8, 9, 10, and 11, which specifically addressed contextual dependency and its influence on the degrees of CD and related placement within the sentence. It is worth noting that the activities focusing on FSP were not explicitly aimed at the Czech language. Nevertheless, the superior performance of the target group can be attributed to the dynamic translation activities, especially that of text translation.

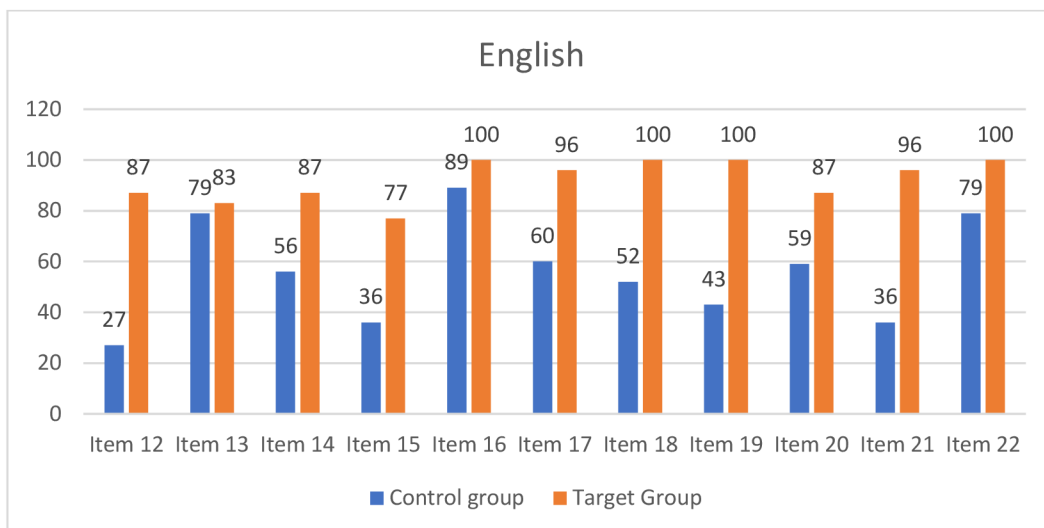


Figure 7: *Percentual success rate: target group vs control group (Post-test – English)*

The results indicate that the target group outperformed the control group across all items in the English portion of the test. Specifically, the most significant differences were observed in items 17 through 22, with the target group achieving a 100% success rate in items 18, 19, and 22, and a 96% success rate in items 17 and 21. In other words, tasks where learners were supposed to identify the most important/new information – rheme, exhibit both great disparity between the groups and close to maximum score for the target group suggesting high efficacy of the designed activities, particularly that of rheme-identification. Additionally, items 12 and 15 exhibited a significant disparity, 50 and 41%, respectively, between the target and control group. In both cases, the Czech translation required a different word order as the governing linearity principle in Czech, worked counter to the grammatical principle in English original. The identification of rheme, a crucial element in all dynamic translation activities, was undertaken by the target group also through a specific rheme-identification exercise. These exercises involved the use of a text from the Project textbook, as documented in Appendix F. It has to be noted that the concept of new/most relevant information is hard to grasp and does not fully correspond with the notion of rheme. Therefore, we assume that the identification of rheme and the disparity might have, to some extent, been influenced by that. Nevertheless, given the lower secondary level, we tried to simplify and reflect the notion of rheme in rather descriptive instructions.

6.5 Post-test vs. Pre-test

During the analysis of the Czech component of the pre-test, it was evident that learners encountered difficulties with context dependency and the associated implications relating to word order emanating from the principle of linearity. However, the study revealed that significant improvement was made in this regard by the target group, as evidenced by a comparison of problematic items 10 and 11 in the pre-test to items 9 and 11 in the post-test. Specifically, in the pre-test, only 17 % of learners (i.e., 4 learners) in item 10 were able to sequence the elements according to the principle of linearity, whereas, in item 9 of the post-test, 68% of learners were capable of doing so. Similarly, in items 11, the target group displayed considerable progress, as only 9 learners (37 %) in the pre-test accurately ordered the individual sentence elements, while in the post-test, 15 (63 %) succeeded in doing so. Additionally, the mean score of the target group in the Czech was 7.5 and 8.5 in the pre-test and post-test, respectively, indicating slight (9%) improvement.

Within the English section, subchapter 5.3 revealed that the majority of divergent answers in the pre-test emerged when the grammatical word order principle collided with the principle of linearity in the Czech translation, specifically with regard to items 17, 18, 19, 21, and 22. This challenge was reflected in the post-test, as the dynamic translation activity predominantly concentrated on such sentences. Upon conducting a comparative analysis of the pre-test and post-test scores, it is evident that the target group made significant progress. The results indicate an average score of 5.75 in the pre-test, which improved to 10.1 points in the post-test, indicating substantial progress (40%) in the target group's performance.

It is noteworthy that the target group demonstrated a statistically significant advantage (2,01 points) in the Czech section of the pre-test compared to the control group's performance in the post-test. This observation implies that, while the success rate for the English section was comparable (0,18 points difference), the pre-test results have informed the development of the post-test and that the pre-test may have been relatively easier in this respect as it was designed to illustrate a propensity to follow and concentrate on.

The current investigation has revealed that the proposed activities have been efficacious in augmenting learners' comprehension and practical implementation of FSP. Furthermore, the results indicate a significant enhancement in their acumen to grasp the nuances of dynamic translation from English to Czech.

Conclusion

The primary objective of this thesis was to conduct an empirical investigation into the sensitivity of Czech learners to Functional Sentence Perspective (FSP) in the Czech and English languages, with a specific emphasis on word order. The secondary objective was to develop activities aimed at improving the awareness of FSP among Czech learners.

The thesis comprised two main sections: the theoretical and the practical. The theoretical component involved an in-depth exploration of the theory of FSP and the theoretical underpinnings of ELT and translation, establishing a robust foundation for the subsequent empirical study. The latter part of the thesis centered on a quantitative research study and an experiment, encompassing two achievement tests and a series of activities targeting FSP.

To establish a foundation for designing FSP-focused activities for the target group, a pre-test was conducted. Post-test, on the other hand, was intended to provide a quantitative assessment of the sensitivity of the learners towards FSP and also facilitated the evaluation of the efficacy of the aforementioned activities.

Based on the quantitative data analysis, it was found that lower-secondary school learners demonstrated a proclivity to disregard the linearity principle embedded in the Czech language. Specifically, only half of the responses provided in the Czech section were in accordance with the theoretical framework of FSP. It is noteworthy that the divergence observed was even more pronounced upon the introduction of the contextual factor. In instances where the preceding context reduced the significance of a particular sentence element, thereby determining its position within the thematic sphere, the learners struggled to attain a success rate of 30%. This phenomenon was also evident in the English section, which focused on the identification of the most dynamic elements in an English text and dynamic translation from English to Czech. In this regard, the learners fared slightly better, achieving a success rate of 55 %. However, the occurrence of divergent answers increased significantly when the contextual factor asserted itself. Additionally, in cases where the parallel Czech and English structures differed syntactically as a result of varying governing word order principles, learners showed a tendency to follow the English word order in Czech translation, violating the principle of linearity. In this light, the results of the study also indicated that a considerable proportion of Czech learners (41 %) faced difficulties in recognizing the salient information when it appeared at the outset of a sentence, a phenomenon that is not characteristic of unmarked sentences in the Czech language.

Additionally, the present study aimed to investigate the impact of designed activities on learners' performance. The results revealed a positive effect of the intervention on the target group's performance. The learners in the target group outperformed the control group across all items of the test except for one, demonstrating a higher success rate of 84 % compared to the control group's 53 %. Specifically, the English part of the test was significantly influenced by the intervention, as the learners achieved a success rate of 91 %, while the control group scored 55 %. In the Czech part, the disparity was less pronounced yet still noteworthy at 27 %. Furthermore, a comparative analysis was conducted on the pre-test and post-test scores to evaluate the effectiveness of the intervention. The results indicated a substantial improvement of 40 % in the English part and a 9% improvement in the Czech part among the target group. These findings suggest that the activities had a positive impact on the learners' performance, particularly in the English part of the test, and could be useful in language education.

To conclude, the empirical findings of this study offer valuable insights into the sensitivity of Czech learners to FSP. Specifically, the study reveals that learners' ability to arrange words in a manner that satisfies the principle of linearity in the Czech language decreases upon assertion of the contextual factor. Additionally, when translating from English, the necessary syntax alteration sometimes required to maintain linearity appears challenging for learners.

In the forthcoming research within this domain, it might be of great interest to explore the implications of different kinds of exposure to both languages outside of the educational setting on the sensitivity of FSP among learners. It is plausible to posit that learners exposed to English on a daily basis are more likely to exhibit heightened sensitivity to FSP and possess a more acute awareness of related word order implications when translating.

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List of Appendices

Appendix A: Pre-test

Pre -Test

1. Seřadte daná slova tak, aby vytvořená věta odpovídala na následující otázku
(počet bodů: 1)

Koho jsi potkal na nádraží?

POTKAL
PETRA
JSEM
NA
NÁDRAŽÍ

2. Seřadte daná slova tak, aby vytvořená věta odpovídala na následující otázku
(počet bodů: 1)

Kde studuje Petr?

STUDUJE
UNIVERZITĚ
NA
PETR

3. Seřadte daná slova tak, aby vytvořená věta odpovídala na následující otázku
(počet bodů: 1)

Co dostal Petr?

DOSTAL
PETR
TELEFON
NOVÝ

4. Seřadte daná slova tak, aby vytvořená věta odpovídala na následující otázku
(počet bodů: 1)

Kdo vstoupil do pokoje?

VSTOUPILA

DO

DÍVKA

POKOJE

5. Seřadte daná slova tak, aby vytvořená věta odpovídala na následující otázku
(počet bodů: 1)

Kde jste se seznámili?

SE

SEZNÁMILI

VE

MY

ŠKOLE

JSME

6. Seřadte daná slova tak, abyste vytvořili příběh (otázka 6 až 11).

Byl jeden král, a ten měl dva syny. (počet bodů: 1)

1. ÚPLNĚ JINÝ / KAŽDÝ / Z NICH / BYL /

7.

2. PRVOROROZENÝ / DOBRODRUŽSTVÍ / SYN / VYHLEDÁVAL

(počet bodů: 1)

8.

Druhorozený naopak

(počet bodů: 1)

3. DOBRODRUŽSTVÍ / PO / NETOUŽIL

9. Jednoho dne, když (4), rozhodl se navštívit svého bratra v jeho komnatě. (počet bodů: 1)

4. Z JEDNÉ / ZE SVÝCH / STARŠÍ SYN / VÝPRAV / VRÁTIL / SE

10. Když ale, (5), po jeho bratrovi nebylo ani památky a tak se ho vydal hledat . Po několika hodinách neúspěšného hledání si starší bratr všiml, že se na okolních stromech shlukují vrány. Jak slunce klesalo stále níže a blížil se večer, vrány se začaly zvedat a elegantně kroužit po obloze.

(počet bodů: 1)

5. DO / JEHO / VSTOUPIL / KOMNATY

11. (6) což, jak věděl, značilo konec dne a jeho návrat domů.

(počet bodů: 1)

6. VRÁNY / K VEČERU / NAD JEZERO / PŘELETELY

12. Určete, která část věty nese nejdůležitější/novou informaci s ohledem na děj příběhu tj. posouvá jej dopředu:

1. *Once there was a king and he had two sons.* 2. *This story is about something that happened to them when they were sent away to explore and learn.* 3. *So, one day, they could become kings.* 4. *Firstly, they were sent to the witch who lived just a couple of miles away.* 5. *She lived in a small cabin and did not get along well with her neighbors.* (počet bodů: 1)

1. *Once there was a king and he had two sons.*

- there was
- a king and he had two sons
- Once

13. Určete, která část věty nese nejdůležitější/novou informaci s ohledem na děj příběhu tj. posouvá jej dopředu

1. *Once there was a king and he had two sons.* 2. ***This story is about something that happened to them when they were sent away to explore and learn.*** 3. *So, one day, they could become kings.* 4. *Firstly, they were sent to the witch who lived just a couple of miles away.* 5. *She lived in a small cabin and did not get along well with her neighbors.*

(počet bodů: 1)

2. ***This story is about something that happened to them when they were sent away to explore and learn.***

- This story
- is about something that happened to them
- when they were sent away to explore and learn

14. Určete, která část věty nese nejdůležitější/novou informaci s ohledem na děj příběhu tj. posouvá jej dopředu

1. *Once there was a king and he had two sons.* 2. *This story is about something that happened to them when they were sent away to explore and learn.* 3. ***So, one day, they could become kings.*** 4. *Firstly, they were sent to the witch who lived just a couple of miles away.* 5. *She lived in a small cabin and did not get along well with her neighbors.*

(počet bodů: 1)

3. *So, one day, they could become kings.*

So, one day, they

could become

kings

15. Určete, která část věty nese nejdůležitější/novou informaci s ohledem na děj příběhu tj. posouvá jej dopředu

1. *Once there was a king and he had two sons.* 2. *This story is about something that happened to them when they were sent away to explore and learn.* 3. *So, one day, they could become kings.* 4. ***Firstly, they were sent to the witch who lived just a couple of miles away.*** 5. *She lived in a small cabin and did not get along well with her neighbors.*

(počet bodů: 1)

4. *Firstly, they were sent to the witch who lived just a couple of miles away.*

they

were sent

to the witch who lived just a couple of miles away

16. Určete, která část věty nese nejdůležitější/novou informaci s ohledem na děj příběhu tj. posouvá jej dopředu

1. *Once there was a king and he had two sons.* 2. *This story is about something that happened to them when they were sent away to explore and learn.* 3. *So, one day, they could become kings.* 4. *Firstly, they were sent to the witch who lived just a couple of miles away.* 5. ***She lived in a small cabin and did not get along well with her neighbors.*** (počet bodů: 1)

5. *She lived in a small cabin and did not get along well with her neighbors.*

She

lived

in a small cabin and did not get along well with her neighbors

17. Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:

A girl entered the classroom, her name was Sarah and she had just moved to the area and was nervous about her first day at a new school. Posters hung on the wall, displaying vibrant artwork and motivational quotes. Sarah admired them briefly before taking a seat near the back of the classroom. Suddenly, a phone rang, causing everyone to jump in surprise. The teacher, Mrs. Johnson, excused herself and hurried out of the room, leaving the students to wonder what was happening. Sarah felt a mix of curiosity and apprehension as she watched the teacher leave. Minutes passed before Mrs. Johnson returned. As soon as she arrived, she apologized for the interruption and resumed the lesson, but Sarah couldn't shake off the feeling of curiosity about the mysterious call throughout the rest of the day.

(počet bodů: 1)

A girl entered the classroom

DÍVKA/DO/TŘÍDY/VSTOUPILA

18. Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:

A girl entered the classroom, her name was Sarah and she had just moved to the area and was nervous about her first day at a new school. **Posters hung on the wall**, displaying vibrant artwork and motivational quotes. Sarah admired them briefly before taking a seat near the back of the classroom. Suddenly, a phone rang, causing everyone to jump in surprise. The teacher, Mrs. Johnson, excused herself and hurried out of the room, leaving the students to wonder what was happening. Sarah felt a mix of curiosity and apprehension as she watched the teacher leave. Minutes passed before Mrs. Johnson returned. As soon as she arrived, she apologized for the interruption and resumed the lesson, but Sarah couldn't shake off the feeling of curiosity about the mysterious call throughout the rest of the day.

(počet bodů: 1)

Posters hung on the wall

PLAKÁTY/NA ZDI/VISELY

19. Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:

A girl entered the classroom, her name was Sarah and she had just moved to the area and was nervous about her first day at a new school. Posters hung on the wall, displaying vibrant artwork and motivational quotes. Sarah admired them briefly before taking a seat near the back of the classroom. Suddenly, **a phone rang**, causing everyone to jump in surprise. The teacher, Mrs. Johnson, excused herself and hurried out of the room, leaving the students to wonder what was happening. Sarah felt a mix of curiosity and apprehension as she watched the teacher leave. Minutes passed before Mrs. Johnson returned. As soon as she arrived, she apologized for the interruption and resumed the lesson, but Sarah couldn't shake off the feeling of curiosity about the mysterious call throughout the rest of the day.

(počet bodů: 1)

A phone rang

TELEFON/ZAZVONIL

20. Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:
A girl entered the classroom, her name was Sarah and she had just moved to the area and was nervous about her first day at a new school. Posters hung on the wall, displaying vibrant artwork and motivational quotes. Sarah admired them briefly before taking a seat near the back of the classroom. Suddenly, a phone rang, causing everyone to jump in surprise. The teacher, Mrs. Johnson, excused herself and hurried out of the classroom, leaving the students to wonder what was happening. Sarah felt a mix of curiosity and apprehension as she watched the teacher leave. Minutes passed before Mrs. Johnson returned. As soon as she arrived, she apologized for the interruption and resumed the lesson, but Sarah couldn't shake off the feeling of curiosity about the mysterious call throughout the rest of the day.
(počet bodů: 1)

The teacher hurried out of the classroom

UČITELKA/ZE/VYBĚHLA/TŘÍDY

21. Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:
A girl entered the classroom, her name was Sarah and she had just moved to the area and was nervous about her first day at a new school. Posters hung on the wall, displaying vibrant artwork and motivational quotes. Sarah admired them briefly before taking a seat near the back of the classroom. Suddenly, a phone rang, causing everyone to jump in surprise. The teacher, Mrs. Johnson, excused herself and hurried out of the room, leaving the students to wonder what was happening. Sarah felt a mix of curiosity and apprehension as she watched the teacher leave. Minutes passed before Mrs. Johnson returned. As soon as she arrived, she apologized for the interruption and resumed the lesson, but Sarah couldn't shake off the feeling of curiosity about the mysterious call throughout the rest of the day.
(počet bodů: 1)

Minutes passed before Mrs. Johnson returned

NĚKOLIK MINUT/NEŽ/JOHNSON/PANÍ /SE/ VRÁTILA/UBĚHLO

22. Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:
A girl entered the classroom, her name was Sarah and she had just moved to the area and was nervous about her first day at a new school. Posters hung on the wall, displaying vibrant artwork and motivational quotes. Sarah admired them briefly before taking a seat near the back of the classroom. Suddenly, a phone rang, causing everyone to jump in surprise. The teacher, Mrs. Johnson, excused herself and hurried out of the room, leaving the students to wonder what was happening. Sarah felt a mix of curiosity and apprehension as she watched the teacher leave. Minutes passed before Mrs. Johnson returned. As soon as she arrived, she apologized for the interruption and resumed the lesson, but Sarah couldn't shake off the feeling of curiosity about the mysterious call throughout the rest of the day.
(počet bodů: 1)

Sarah couldn't shake off the feeling of curiosity about the mysterious call throughout the rest of the day

Appendix B: Post-test

Post -Test

1. Seřadte daná slova tak, aby vytvořená věta odpovídala na následující otázku
(počet bodů: 1)

Kde jsi potkal Petra?

NÁDRAŽÍ

JSEM

POTKAL

NA

PETRA

2. Seřadte daná slova tak, aby vytvořená věta odpovídala na následující otázku
(počet bodů: 1)

Kdo studuje na univerzitě?

NA

PETR

STUDUJE

UNIVERZITĚ

3. Seřadte daná slova tak, aby vytvořená věta odpovídala na následující otázku
(počet bodů: 1)

Kdo dostal nový telefon?

DOSTAL

NOVÝ

TELEFON

PETR

4. Seřad'te daná slova tak, aby vytvořená věta odpovídala na následující otázku
(počet bodů: 1)

Kam vstoupila dívka?

DO
DÍVKA
POKOJE
VSTOUPILA

5. Seřad'te daná slova tak, aby vytvořená věta odpovídala na následující otázku
(počet bodů: 1)

Co se stalo ve škole?

JSME
VE ŠKOLE
SEZNÁMILI
SE

6. Seřad'te daná slova tak, abyste vytvořili příběh (otázka 6 až 11).
Byl jeden kovář, a ten měl dva syny. 1. _____ (počet bodů: 1)

1. PĚKNÍ/SYNOVÉ/BYLI/TI/VEJLUPCI/

7. Svému otci často přidělovali starosti. Například se zamykali ve svém pokoji, když jejich otec potřeboval pomoci, a nechtěli ho pustit dovnitř. Jednoho dne, 2. _____

-

(počet bodů: 1)

2. SE/ U JEJICH STAVENÍ/ TAJEMNÝ/MUŽ/OBJEVIL /NA KONI

8. Kovář k němu přispěchal a muž mu řekl, že by potřeboval 3. _____

(počet bodů: 1)

3. KONĚ/PŘIPRAVIT/ SVÉHO/ NA/CESTU/DLOUHOU

9. Kovář přikývl a začal se shánět po svých synech. Jako obvykle očekával, že jeho synové budou ve svém pokoji. Když ale 4. _____, po jeho synech nebylo ani památky. (počet bodů: 1)

4. VSTOUPIL/DO/JEICH/POKOJE

10. Jelikož se v přílehlých lesích pohybovala smečka vlků, kovář chtěl své syny najít dříve, než nastane večer. Požádal tak tajemného muže, aby mu pomohl. Ten souhlasil s tím, že kováře upozornil, že 5. _____, budou se muset neprodleně vrátit domů. (počet bodů: 1)

5. SPATŘÍ/VLKY/JAKMILE

11. Několik hodin hledání uběhlo, když slunce téměř zmizelo za obzorem. Kovář si najednou všiml temných vlčích siluet v dáli. To 6. _____, což, jak oba věděli znamenalo, že se musí vrátit domů. (počet bodů: 1)

6. VLCI/K VEČERU/PŘÍCHÁZET/ZAČAL/K LIDSKÝM STAVENÍM

12. Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:
1. **A boy stepped into the bustling cafeteria**, his name was Jake, and he was new in the school, feeling a blend of excitement and nervousness. 2. There were many students in the cafeteria, Jake scanned them briefly as he was looking for a seat to sit down. Suddenly, 3. a loud crash sound was heard from the outside of the cafeteria, and students ran out to check what had happened. As the students hurried out of the cafeteria, 4. a beautiful girl appeared in front of him. Jake's heart raced with anticipation as she started approaching him. "Hey there," she said, her voice soft but confident. "I'm Mia. You must be new here. 5. Haven't seen you around before." "Yeah, I just transferred in today. I'm Jake," he replied. Mia tilted her head slightly, studying him with interest. "Well, Jake, welcome to the chaos that is high school," she said with a chuckle. "Fancy a tour?" she added. Jake smiled gratefully at Mia's offer. "I'd love a tour, but I finish late in the afternoon," he said, 6. relief washing over him at her friendly gesture. "Nevermind! Let's meet up after school," she suggested. (počet bodů: 1)

1. **A boy stepped into the bustling cafeteria**
CHLAPEČ/DO/VSTOUPIL/JIDELNY

13. Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:

1. A boy stepped into the bustling cafeteria, his name was Jake, and he was new in the school, feeling a blend of excitement and nervousness. 2. **There were many students in the cafeteria**, Jake scanned them briefly as he was looking for a seat to sit down. Suddenly, 3. a loud crash sound was heard from the outside of the cafeteria, and students ran out to check what had happened. As the students hurried out of the cafeteria, 4. a beautiful girl appeared in front of him. Jake's heart raced with anticipation as she started approaching him. "Hey there," she said, her voice soft but confident. "I'm Mia. You must be new here. 5. Haven't seen you around before." "Yeah, I just transferred in today. I'm Jake," he replied. Mia tilted her head slightly, studying him with interest. "Well, Jake, welcome to the chaos that is high school," she said with a chuckle. "Fancy a tour?" she added. Jake smiled gratefully at Mia's offer. "I'd love a tour, but I finish late in the afternoon," he said, 6. relief washing over him at her friendly gesture. "Nevermind! Let's meet up after school," she suggested.

(počet bodů: 1)

2. **There were many students in the cafeteria**

SPOUSTA /V JÍDELNĚ/ BYLA /STUDENTŮ

14. Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:

1. A boy stepped into the bustling cafeteria, his name was Jake, and he was new in the school, feeling a blend of excitement and nervousness. 2. There were many students in the cafeteria, Jake scanned them briefly as he was looking for a seat to sit down. Suddenly, 3. **a loud crash sound was heard from the outside of the cafeteria**, and students ran out to check what had happened. As the students hurried out of the cafeteria, 4. a beautiful girl appeared in front of him. Jake's heart raced with anticipation as she started approaching him. "Hey there," she said, her voice soft but confident. "I'm Mia. You must be new here. 5. Haven't seen you around before." "Yeah, I just transferred in today. I'm Jake," he replied. Mia tilted her head slightly, studying him with interest. "Well, Jake, welcome to the chaos that is high school," she said with a chuckle. "Fancy a tour?" she added. Jake smiled gratefully at Mia's offer. "I'd love a tour, but I finish late in the afternoon," he said, 6. relief washing over him at her friendly gesture. "Nevermind! Let's meet up after school," she suggested.

(počet bodů: 1)

3. **a loud crash sound was heard from the outside of the cafeteria**

RÁNA/SE/OZVALA/ HLASITÁ/ZVENČÍ /JÍDELNY

15. Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:

1. A boy stepped into the bustling cafeteria, his name was Jake, and he was new in the school, feeling a blend of excitement and nervousness. 2. There were many students in the cafeteria, Jake scanned them briefly as he was looking for a seat to sit down. Suddenly, 3. a loud crash sound was heard from the outside of the cafeteria, and students ran out to check what had happened. As the students hurried out of the cafeteria, 4. **a beautiful girl appeared in front of him**. Jake's heart raced with anticipation as she started approaching him. "Hey there," she said, her voice soft but confident. "I'm Mia. You must be new here. 5. Haven't seen you around before." "Yeah, I just transferred in today. I'm Jake," he replied. Mia tilted her head slightly, studying him with interest. "Well, Jake, welcome to the chaos that is high school," she said with a chuckle. "Fancy a tour?" she added. Jake smiled gratefully at Mia's offer. "I'd love a tour, but I finish late in the afternoon," he said, 6. relief washing over him at her friendly gesture. "Nevermind! Let's meet up after school," she suggested.

(počet bodů: 1)

4. **a beautiful girl appeared in front of him**.

DÍVKA /PŘED /ZJEVILA/ SE/NĚM / KRÁSNÁ

16. Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:

1. A boy stepped into the bustling cafeteria, his name was Jake, and he was new in the school, feeling a blend of excitement and nervousness. 2. There were many students in the cafeteria, Jake scanned them briefly as he was looking for a seat to sit down. Suddenly, 3. a loud crash sound was heard from the outside of the cafeteria, and students ran out to check what had happened. As the students hurried out of the cafeteria, 4. a beautiful girl appeared in front of him. Jake's heart raced with anticipation as she started approaching him. "Hey there," she said, her voice soft but confident. "I'm Mia. You must be new here. 5. **Haven't seen you around before.**" "Yeah, I just transferred in today. I'm Jake," he replied. Mia tilted her head slightly, studying him with interest. "Well, Jake, welcome to the chaos that is high school," she said with a chuckle. "Fancy a tour?" she added. Jake smiled gratefully at Mia's offer. "I'd love a tour, but I finish late in the afternoon," he said, 6. relief washing over him at her friendly gesture. "Nevermind! Let's meet up after school," she suggested. (počet bodů: 1)

5. **Haven't seen you around before.**

NEVIDĚLA/JSEM/TĚ/TU/JESTĚ/

17. Vyber vhodný (hodící se do české verze příběhu) překlad vět z následujícího příběhu:

1. A boy stepped into the bustling cafeteria, his name was Jake, and he was new in the school, feeling a blend of excitement and nervousness. 2. There were many students in the cafeteria, Jake scanned them briefly as he was looking for a seat to sit down. Suddenly, 3. a loud crash sound was heard from the outside of the cafeteria, and students ran out to check what had happened. As the students hurried out of the cafeteria, 4. a beautiful girl appeared in front of him. Jake's heart raced with anticipation as she started approaching him. "Hey there," she said, her voice soft but confident. "I'm Mia. You must be new here. 5. Haven't seen you around before." "Yeah, I just transferred in today. I'm Jake," he replied. Mia tilted her head slightly, studying him with interest. "Well, Jake, welcome to the chaos that is high school," she said with a chuckle. "Fancy a tour?" she added. Jake smiled gratefully at Mia's offer. "I'd love a tour, but I finish late in the afternoon," he said, 6. **relief washing over him at her friendly gesture.** "Nevermind! Let's meet up after school," she suggested. (počet bodů: 1)

6. **relief washing over him at her friendly gesture**

JEJÍM / GESTU/ SE/ MU/ PŘÍ/ ULEVILO/ PŘÁTELSKÉM

18. Určete, která část věty nese nejdůležitější/novou informaci s ohledem na děj příběhu tj. posouvá jej dopředu:

1. **Once there was a small village nestled between rolling hills and meadows** where life moved at a gentle pace. 2. In the center of the village stood an ancient oak tree. 3. Black moss grew upon its weathered bark 4. One day, a rumor that the ancient oak tree was cursed started to spread all over the village. 5. This story is about something that happened to the villagers when they decided to unravel the mystery of the cursed oak tree. (počet bodů: 1)

1. **Once there was a small village nestled between rolling hills and meadows.**

- Once
- There was
- A small village nestled between rolling hills and meadows

19. Určete, která část věty nese nejdůležitější/novou informaci s ohledem na děj příběhu tj. posouvá jej dopředu

1. *Once there was a small village nestled between rolling hills and meadows where life moved at a gentle pace.* 2. **In the center of the village stood an ancient oak tree.** 3. *Black moss grew upon its weathered bark.* 4. *One day, a rumor that the ancient oak tree was cursed started to spread all over the village.* 5. *This story is about something that happened to the villagers when they decided to unravel the mystery of the cursed oak tree.* (počet bodů: 1)

2. **In the center of the village stood an ancient oak tree.**

- In the center of the village
- stood
- an ancient oak tree

20. Určete, která část věty nese nejdůležitější/novou informaci s ohledem na děj příběhu tj. posouvá jej dopředu

1. *Once there was a small village nestled between rolling hills and meadows where life moved at a gentle pace.* 2. *In the center of the village stood an ancient oak tree.* 3. **Black moss grew upon its weathered bark.** 4. *One day, a rumor that the ancient oak tree was cursed started to spread all over the village.* 5. *This story is about something that happened to the villagers when they decided to unravel the mystery of the cursed oak tree.* (počet bodů: 1)

3. **Black moss grew upon its weathered bark.**

- Black moss
- grew
- upon its weathered bark, casting a shadow of mystery over the village

21. Určete, která část věty nese nejdůležitější/novou informaci s ohledem na děj příběhu tj. posouvá jej dopředu

1. *Once there was a small village nestled between rolling hills and meadows where life moved at a gentle pace.* 2. *In the center of the village stood an ancient oak tree.* 3. *Black moss grew upon its weathered bark.* 4. **One day, a rumor that the ancient oak tree was cursed started to spread all over the village.** 5. *This story is about something that happened to the villagers when they decided to unravel the mystery of the cursed oak tree.* (počet bodů: 1)

4. **One day, a rumor that the ancient oak tree was cursed started to spread all over the village.**

- One day
- a rumor that
- started to spread over the village

22. Určete, která část věty nese nejdůležitější/novou informaci s ohledem na děj příběhu tj. posouvá jej dopředu

1. *Once there was a small village nestled between rolling hills and meadows where life moved at a gentle pace.* 2. *In the center of the village stood an ancient oak tree.* 3. *Black moss grew upon its weathered bark.* 4. *One day, a rumor that the ancient oak tree was cursed started to spread all over the village.* 5. ***This story is about something that happened to the villagers when they decided to unravel the mystery of the cursed oak tree.*** (počet bodů: 1)

5. ***This story is about something that happened to the villagers when they decided to unravel the mystery of the cursed oak tree.***

- This story
- is
- about something that happened to the villagers when they decided to unravel the mystery of the curse oak tree
- Možnost 4

Appendix C: Post-test: target group vs Control group correct answers and avg. score

	Target Group	Score	Control Group	Score
Czech part	204	8,5 /11	557	5,57/11
English part	242	10,1/11	610	6,11/11
Total	446	18,6/22	1167	11,68/22

Appendix D: Pre-test: correct answers and avg. score

	Target Group	Score
Czech part	182	7,58 /11
English part	138	5,75/11
Total	320	13,33/22

Appendix E: Text for the text translation activity

The King Stands Up

A traditional story from Tibet

Once there was a king of a rich and powerful country. He was a kind and honest man, but he was always worried. He thought that people would try to trick him and steal his treasure.

¹If I had a very clever prime minister to help me, my treasure and the country would be safe, he thought. So I must find the cleverest person in the country. But how?

He decided to hold a competition. Messengers were sent out to all the towns and villages in the kingdom. A few months later the royal palace was full of people who all thought that they were very clever.

²How is the King going to find the cleverest person? asked one.

³Nobody knows, said another.

Soon the King came in and sat on his throne. Everybody bowed.

⁴Gentlemen, he said. I have a simple challenge for you all. As you can see, I'm sitting down. If anyone can make me stand up, he will be my prime minister.

All the people thought about the problem. Suddenly one man clapped his hands very loudly. He was trying to frighten the King, but the king didn't move. Then another man shouted:


⁵Fire! Fire! If you don't get out now, you'll die! But the King just laughed.

Then another man said: You should stand up, Your Majesty. But don't move quickly. There's a poisonous snake under your throne!

⁶Well, said the King. I would certainly stand up if there was a snake under my throne, but I know there isn't, because the guards checked the room before I came in.

One by one the clever people tried to make the King stand up, but they all failed. And so, one by one, they gave up and went back to their towns and villages. Eventually there was just one boy left in the room. His name was Yeshi and he was only sixteen years old.

⁷And what about you? said the King. Can you make me stand up?



⁸Yes, Your Majesty, replied Yeshi. But that challenge is too easy. I want to do something much more difficult – something that would show you I'm really the cleverest person in the country. The King was surprised. And what's that? he asked.

⁹Yeshi pointed to the door and said: Imagine that you are on the other side of that door and you don't want to come into this room!

¹⁰Yes, said the King. I can imagine that!

¹¹Well, said Yeshi. I could make you come into the room. What would you give me if I did that?

¹²You'd become my prime minister if you made me come into the room, said the King.

¹³That would be good, said Yeshi. Would you give me anything else?

¹⁴The King was surprised at this, but he said: I'd give you half of my treasure, too. You'd be the richest man in the country!

¹⁵Yes, I think that would be enough, said Yeshi.

The King was now very puzzled. But how would you make me come into the room if I didn't want to? he asked.

¹⁶Oh, it would be very easy, said Yeshi. If you go and stand outside the door now, I'll show you!

¹⁷All right, said the King. But I'm telling you that I won't come into the room!

With that, the King stood up, walked to the door and left the room. Well, here I am, he said. So, make me come into the room!

Yeshi didn't say anything. He just smiled.

¹⁸Why are you smiling? asked the King impatiently.

¹⁹Well, Your Majesty, said Yeshi. I made you stand up!

(Project 5, p. 84.)