

Západočeská univerzita v Plzni

Fakulta filozofická

Bakalářská práce

**THE STUDY OF THE POSITION AND THE IMPORTANCE OF ENGLISH
AND FRENCH AS PERCEIVED BY CZECH STUDENTS**

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Prohlašuji, že jsem práci zpracoval(a) samostatně a použil(a) jen uvedených pramenů a literatury.

Plzeň, duben 2014

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1 INTRODUCTION

The goal of this bachelor thesis is based on the position of the English and French languages in the world and among Czech students. The research specifically asks about the future position of both languages and if English is more popular than French and why.

The main part of the thesis focuses on what students think about these languages, how important they are, what the differences are between them, which is more popular than the other, and why they are two most useful languages in the world.

The empirical research is composed of the responses of two groups of students: those who do not study English or French and those who study both languages. This ensures the objectivity of the research. The first part describes the current environment of our world influenced by globalisation and multiculturalism in general and also by its connection with languages.

The next chapters are devoted to the English language. Here the facts about the expansion of English, its future, its advantages and relation with the Czech Republic can be found.

The third part of the thesis deals with French as a multicultural language, why it is such an interesting language, what the various dialects are, why to use just this language, why the public like this language, and its future position in the world.

The next part includes a comparison of English and French as global and multicultural languages, and how the world responds to them.

Finally, the last part contains the research mentioned above, based on the answers of students connected with these languages. It makes visible the contrast between them, and the objective opinion of today's student's world.

The chapters on English and French are mainly based on the books which cover history (for example *Encyclopedia of the Languages of Europe* by Glanville Price), the position of the languages in the world, their knowledge all over the world and usefulness in the Czech Republic (for example the book *Mnohojazyčnost v České republice* by J.Nekvapil, M. Sloboda and P. Wagner). Especially in the case of French, not many books were found with a detailed description of the language. This is the reason why Internet sources were predom-

inantly used, for example the websites of *Alliance Française* or French Institute.

2 GLOBALISATION

Globalization as such has no definite and clear limitation. As the sociologist Ulrich Beck said: 'To define globalisation is like attempting to nail a pudding to the wall.' Nevertheless, there is a possibility how to explain globalisation: It is a social, economic and political unmanageable process that leads to reinforcing relations between all countries all over the today's world. [1]

Another source defines globalisation as 'a rising economic reciprocal dependence of countries on the world scale as a consequence of the rising volume of cross-border transactions like transfer of goods and services and the flow of international capital as well as the extensive spreading of technologies.'

Globalisation also includes a development of technologies and the Internet, mass media, new communicational channels and networks which speed up everything. [2]

Globalisation is also known because of global problems and global warming. However, there are much more difficult worldwide issues to be discussed. Polluted seas and the danger of the loss of their biodiversity, the world poverty, the preservation of peace, conflicts prevention and fight against terrorism, drug trafficking, the destruction of rainforests, which cover 6% of the Earth surface and where at least half of the animal species in the world lives, all this represents globalisation. [3]

Globalisation is constituted of three main dimensions. The ecological dimension includes global warming, climate, environmental protection, and the use of energy sources, renewable energy resources and waste production. The social dimension comprises of migration, religion, the growth of population and many others. Finally, the third one, which is called human rights and security, deals with the protection of rights, security concepts and many others. [4]

Thanks to globalisation something happened which is very positive, more precisely, economically positive. All countries and governments are interconnected which means that every country or government are interdependent. Except for this benefit, there is also 'collective safety' which concerns all the countries. When something (for example a war attack) happens to one country, all countries all over the world should help it. [5]

Globalisation does not cover only the environmental problems, security of states and similar important issues. Also linguistics has a special essential function other than merely a manner of communication. According to one specialist, there are about 6500 languages in the world. There is a prediction that talks about the extinction of more than half of these languages till the end of 21st century. Some of them will die out and some of them will go extinct because of migration and globalization.

Four billion of all seven billion people all over the world use as their mother tongue one of 30 most widely spoken languages. This leads to the very popular Czech proverb 'as many languages you know, as many times you are a human'. [6]

It is necessary to divide the languages according to the scale of worldwide usage. At the top of the scale is Chinese which is used by 1213 million persons and spoken in 31 countries. The second place is occupied by Spanish language used by 329 million persons in 44 countries. English holds the third place – English is used by 328 million persons in 112 countries. Other places are occupied by Arabic, Hindi, etc. [7]

This scale comes from only one resource. There are many more researches and scales, and each of them is slightly different. Another research claims that French, English, Russian, Portuguese and Arabic belong among five most widely used languages which are spoken as a second language. And Central Intelligence Agency (2009) estimated that English had been spoken by 4.91% of the whole world population in the year 2008. [8]

Today's world consists of almost two hundred independent states. These states and the whole world lost the bipolarity of the Cold War and the perception of safety, only one hegemonic power started to dominate the whole world, and this power is called The United States of America.

On the other hand, the world begins to be in anarchy. There is no one who determines the activities or positions of particular states in the world, there is no one who creates and enforces standards for the behaviour of states. [9]

In the recent years, there have been attempts to create a 'global language' which is considered an artificial language. This effort to establish a global language has one aim only: to eliminate communication barriers. Nevertheless,

this idea does not just appear now – it was J. A. Komenský's idea, long time in the past. [10]

Other part of globalisation is the foundation of the European Union and its activities. From the beginning, there were four official languages – French, Italian, German and Dutch. Gradually, many states have joined the European Union and have brought new official languages with them. Thus today there are 24 official EU languages: Czech, Bulgarian, German, Danish, Greek, Estonian, English, Finnish, Spanish, French, Italian, Erse, Lithuanian, Latvian, Hungarian, Maltese, Dutch, Polish, Portuguese, Rumanian, Slovak, Slovene, Swedish and Croatian. However, even the European Parliament created a special system based on three 'official languages' – English, French and German. This system helps EU civil servants to draw up documents more easily in every official language. [11]

3 MULTICULTURAL WORLD

It is impossible to define multiculturalism in simple terms. Nevertheless, it can be understood on four levels of the application of the term. The first level is the most frequent one; it is the status of society. It is example which describes co-existence of two different socio-cultural groups. The second level is a process where the different groups influence each other, which can create a new group or system. The third one concerns with scientific theory. Multiculturalism researches various points of world view, behaviour or cultural differences. The last level is a social goal. Multiculturalism tries to create pluralistic society with various socio-cultural groups.

One of the possible definitions of multiculturalism which is acceptable and comprehensible was written by the Norwegian anthropologist Eriksen: 'Multicultural ideology has two sides. On the one hand, it enables human diversity; on the other hand, it makes impossible for the immigrants to be treated like other people.' [12]

Multiculturalism was used as a reaction of the national state. State needs multiculturalism to push through its language, culture, national habits, identity, and other. [13] If we are talking about multiculturalism as a theory, it is divided into two parts – community multiculturalism (which is based on the division of an individual freedom and general good) and liberal multiculturalism (which is focused on the connection of mentioned elements). [14]

Modern multiculturalism was created in 1960s. It was formed as a response to a wave of immigration, especially in the coexistence of Francophone and Anglophone society. In the United States of America a faith prevailed that this country was the one where all nations could come and change into one nation. This plan failed, and the reaction to this situation was the creation of multiculturalism. [15]

Multiculturalism means a movement which deals with multiplicity of cultures. The multiplicity of cultures in one society can be enriching, and whenever there is a problem discovered, the reason for it is the bad attitude of society to minorities. Multicultural society is the place of clash of many cultures, ethnic and religious groups. [16]

Pluralism is a philosophical movement which admits diversity of opinions. It can be divided into cultural, religious, philosophical pluralism and others. Public thinks that pluralism and multiculturalism have more or less the same meaning. However, the difference between them is not negligible. Multiculturalism says that a coexistence of different cultures is possible; it even seems to be an ideal status. On the other hand, pluralism searches for some real solutions which would not endanger the stability of the state. [17]

For some time, multiculturalism has become the synonym for an ideal society where individuals of different habits, religions and languages can live in coexistence. [18]

An important factor of multiculturalism is the colonization of the world. If one mentions the word 'colonizing', most of us will first think of Christopher Columbus and his discovery travels which undoubtedly belong to the first colonization travels in general. The basic aspects of colonization comprise of the gain of control over other nations, wealth, lands and desire for power. [19] However, if it were not for colonization, today's world would never be the same.

Some people maybe do not see the interconnection between multiculturalism and colonization, but the following example may persuade them. Spain, Great Britain, Italy, France, the Netherlands and Portugal – all these countries are connected with the same issue: These countries were the biggest colonizers in history. As a result, these countries have another collective issue: multicultural problems today. [20]

As one can see the facts above, it suggests a rhetorical question: How is it possible, in this world where everyone and everything is interconnected, to keep one's own identity and individuality as a nation or as a person?

An ideal principle of multicultural society is comprehension. Non-comprehension can be caused by the fear of unknown things, inhabitants or situations and, in addition, by human natural reaction to defend themselves from everything or everyone who endangers them. This is the origin which may be the cause of three reasons of multicultural conflicts. One of them is the fear of a disruption of our identity, habits, and other personal special identification. Next one covers defence from the violent pressure of integration. The last one is the easiest one; it is the natural fear of the unknown or unexplored. [21]

Everything is criticized, and multiculturalism is not the exception. Multiculturalism is criticised by two groups – politicians and sociologists. One of the criticism is based on the thought that multiculturalism creates the culture and afterwards tries to cause separation or revolt. [22] However, one of the biggest criticisms of multiculturalism is contained in the book *Pluralism, Multikulturalism and immigrants* by Giovanni Sartori. He claims that an ideal solution for today's society is not multiculturalism, but pluralism. Both concepts include support of cultures, but also warn from being too frank because it can lead to a destruction of society. [23]

The events connected with 11 September 2001 had an enormous impact on multiculturalism and its propagation. Until that time, societies and nations were more trusting but since that day everyone is aware of every person, every group of individuals and everything that can endanger them. [24]

Some sources mention the existence of about 5000 different ethnic groups in the world and 72 original ethnic groups in Europe. However, it is not possible to accurately determine the number of all cultures in the world. [25]

According to different sources there is about 3000 to 6000 languages used in the world. In addition, it includes 50 languages which are used in Europe. This fact makes evident the multicultural reality of the current world. The overall variability of these ethnic groups is really enormous. The most extensive languages in the world on the basis of population comprise of English which occupies the second place with 508 million speakers and French which has the tenth place with 128 million speakers. [26]

Difference between languages influences the difference of world's perception of the speakers of these languages. Broadly speaking, language is the determinant of human consciousness, behaviour and experiences. [27]

Multicultural world is closely connected with intercultural communication. This means reflexion between communication process and individual entities which belong to the different culture systems. These entities have different manners of perception and valuation of the reality and all these manners are influenced by different cultures. [28]

The international languages, often called the world languages, hold the highest level of importance. The international languages are used by persons

who are members of the intercultural communication of many countries except that country where given language has the role of mother tongue of the population. Only a few of these languages widen their influence so much that they become the tool of communication for the citizens of different states. Languages which belong to this group are called 'lingua franca'. In today's world there are more languages with this status – English is one of them, and the other ones such as French, German, Spanish, Russian and the rest are lingua franca, but to a lesser extent. [29] 'Lingua franca' is of Latin origin and is not translated. It is used internationally but it literally means 'Franc language' in old translation. It refers to German Franks who occupied a considerable part of the Western Europe in the 5th century A.D. During their expansion expeditions, they brought their language and Latin with them. That is why today's phrase 'lingua franca' indicates the language, which was used as the means of communication between Franks and inhabitants of Roman province. [30] Languages called lingua franca have a very old history. According to the experts, the first type of this language was Sumerian language in the 3rd millennium B.C. Next lingua franca was Aramaic language in the 1st millennium B.C, then Greek and Latin - from the 4th century A.D. to the Middle Ages. It is possible that lingua franca function is not only the means of communication, but its destiny can also be pushed out by another language after some time. [31]

The world situation is changing gradually with regard to the international languages, especially from the demographical point of view. Languages develop specific variations, which can also have their own differences. English has not a small number of these variations. Such variations include Scotch, Irish, American, Canadian, Australian and New Zealand, Asian, African and Caribbean variation of English. French has also its own variations like Belgian French, Swiss, Canadian, Acadian French, African, Maghreb French, and many, many others. [32]

3.1 Multiculturalism in the Czech Republic

During the search for materials connected with the topic of multiculturalism and multicultural world, a discovery was made that only some countries were mentioned there in that respect. Many different sources mentioned American, Canadian, Australian multiculturalism or multiculturalism in other highly devel-

oped countries. However, countries like Czech Republic were mentioned only as confirmation that these countries very rarely deal with multiculturalism.[33]

4 LANGUAGES IN GENERAL

For the right understanding of this bachelor thesis, it is necessary to give some definitions connected with languages. Here are the basic main types of languages used all over the world.

The 'first language' means the language which individuals learn as the first one. It is the most used or the most favourite language at all. However, most people call it mother tongue.

The second language is the language which a person learns after he/she masters his/her own language (mother language) well enough.

A foreign language is mostly learned at schools. The public tries to adopt another language which is not their mother tongue for purposes like travelling, business, as a necessity for a job or for their own personal development. [34]

Finally, working languages are used in the common activities of the bodies of the European Union. It is a shortlisted choice of official languages: the English, French and German languages. [35]

5 ENGLISH

Everyone thinks that English is the most used and the most popular international language. However, it is not exactly true. Position of the most used language in the world belongs to Chinese; English is 'only' the third one. [36]

Anyway, almost anyone knows English and can speak or write in this language. This surmise is based on the fact that 'English is one of the most live languages in general'. [37]

It is the most famous and more or less an easy language of today's world. If someone wants to study languages, he/she will mostly begin to study just English. It is the base of our linguistic world and also business world. Even children at schools start to study English language first. In addition, when they know the basis of this language, they can decide to study another one, comparing it with English – which language is more or less difficult than English.

Every language has some types of division. English is divided according to the type of usage, especially as the first language, second language, foreign language, second language with daily usage, and other types. [38]

For political reason of the expansion of English, the power of the United States of America has ceaselessly increased and its language importance has risen at international level. After the First World War, the United States of America used English as a diplomatic language next to French. After the Second World War, English became the dominating language of the UNESCO, IMF, OECD, NATO and many other organisations. [39]

From the pedagogical point of view, the expansion of English is one of the most important pillars of this category. English is used as an obligatory foreign language in schools all over the world. This language is already taught at primary schools and high schools, and it is taken for granted at universities. As a result, this whole chain leads to further dissemination of English. [40]

In fact, there are not many individuals who know detailed structure of English language itself. A language most resembling English is Frisian. It has the status of the closest relative of English. Next aspect of English which is not so much generally known is its four historical periods. The oldest one went till 1100 and it is called Old English, or Anglo-Saxon. Next level is called Middle English which

is dated from 1100 to 1500. In addition, the last one called Modern English is placed in time between 1500 and today. The Modern English is divided into Early English (1500 – 1700), Late English (1700 – 1900) and Up-to-date English (from 20th century). [41]

5.1 History of English

English was brought by the Angles, Saxons and other tribes to the British Isles in the half of 5th century. The development of English was also very influenced by the invasion of Normans in 1066. During this period, Normans French became the language of the elite. After this invasion English almost ceased to exist. Unfortunately, English came back during an epidemic of plague. Then, in the time of the Hundred Year War, English returned because of decrease in scholars educated with Latin and French. Since that the gradual replacement of Normans French by English started. The biggest boom of English came in 16th century, during the period of Shakespeare and Elizabethan theatre. [42]

In early 17th century, English expanded to the North American continent and has been known in every continent for 200 years. [43]

The global expansion of English led to many historical events. In 17th century, Great Britain was a great power in sense of spreading its influence and the English language. It became the language of colonists, seamen, traders, soldiers and missionaries. The United States of America were formed from the British colonies and their unifying language was, of course, English. However, all these events were not the only ones that helped to English dissemination. [44]

How did expansion of English all over the world happen? According to another resource, one of the aspects of the expansion was the heritage of British colonial empire. The second one was the entrance of the United States of America to the world scene. The United States of America made a claim in 1919 to make English another diplomatic language. During 20th century this language gained the exclusive position in the linguistic world. [45]

English extended its influence from the end of The Middle Age till half of 20th century. Great Britain and the United States of America had the biggest participation in historical development of English. These two countries

influenced sectors like economic development, export and industry. From the economic point of view, Great Britain, the Commonwealth, Canada and Australia went through economic development in 19th and 20th century.

The language situation changed in the second half of 20th century. English gained new position as a uniting factor for states and countries both in economy and linguistics. [46]

5.2 English as a world language

Why is English considered a world language? Based on some unnamed resources, there could be two motives for it to be called a 'world language'. One of them is the economic power and the other one the former territorial arrangement. [47]

English as a lingua franca has two different types of expansion and influence: territorial (areas) and functional (application in various sphere of communication). Territorial expansion means that English is used as a domestic or the second – official language. [48] In case of a functional extension, English is used by many professionals for various communicational purposes, for example international business, international legal system and diplomacy, science and research, education, tourism and sport, mass culture and many others. [49]

Critics often talk about the language imperialism of English but in fact it is not really English imperialism. The countries try to protect minor languages, such as Scottish Gaelic, Welsh, Maori and others. As everything in the world, it has some positive and negative aspects, some advantages and disadvantages. [50] Nevertheless, it is a fact that English language functions more as a threat or enemy for minor languages.

5.3 English as the first language

English figures as the first language in many countries, for example, the United States of America, Canada, Australia, New Zealand, Great Britain, Ireland, Jamaica and at least 23 other countries and islands. The number of English speaking population is changing every day but about 377 million persons use English as their first language now, and the number is supposed to increase next years. [51]

The countries which use English as the second language are India, Pakistan, Philippines, Nigeria, Kenya, and others. [52]

Although English is believed to be a 'superpower' language, it is still a common mother tongue for its speakers all over the world.

5.4 English as an international language

Among other things, English is used as the language of international communication. This means the public knows it as a foreign language.

In general, there are many influences in a decision to learn any language. Economical, demographical, political and cultural factors are the main influencing agents which should be mentioned. [53]

Today, English is perceived as a lingua franca, which means English has replaced Latin in its position. The term lingua franca comes from the history files and de facto stands for a language used in wider communication between participants of the Crusade (see more in the Multicultural world chapter). However, these two languages (English and Latin) were not the only ones that well-fitting for this position. In 17th century, living languages such as French, Spanish and Dutch also occupied the position of lingua franca. [54]

Anyway, every language has its own history of obtaining the position of international language, and Great Britain helped English to achieve such a position. It happened at the turn of 18th and 19th century when Great Britain won the Napoleonic Wars and the Industrial Revolution broke out in Great Britain. That was a time for the birth of English language as a world-wide phenomenon. English became the language of industry and technological development. In 20th century English lost its position of an international language but in 21st century the role of an international language came back to English due to the conflicts in 1914-1918, 1939-1945 and the Cold War. [55]

About 85% of international institutions and organisations use English as their official language. Organisations which belong to this group are for example the European Union, United Nations Organisation, Commonwealth, North Atlantic Treaty Organisation and others. [56]

English is a language of diplomacy, political meetings, everyday life, entertainment, education and other parts of human life. It is the language of everyday

conversations between different nations and it is the language that helps everyone to get to know the whole world.

So the English language can be considered one of the most important languages, which is supported by many researches. One of them states that up to now 375 million of persons speak English as the second language and 475 million persons use it as an official language. [57] This is the best proof of its importance and its necessity for the world population.

5.5 English as a foreign language

There are 6 main possibilities why especially English is a world language. The first one connected with its historical background. As stated above, English owes to British and American legacy for making it famous. These biggest and most powerful global forces use English everywhere. Their institutions and offices work with English language all the time. English stands there as an official language in places like government, schools, educational publications and many others.

The second reason is based on internal politics. English language works as a means of communication between various ethnic groups. Every ethnic group or community use their special variation of English. This variation functions as a symbol of national unity for members of such a community. It is the symbol of the roots of nationhood.

The external economics is the third reason. The United States of America play the main role here. It is due to the fact that the USA is a world power and has an ir retrievable position in international business and trade markets. This state uses English even on international markets. Also the business of tourism depends on English.

On practical level, English is the language used in international air traffic control. Almost in every state signs can be found in the national language and also in English. It covers means of transport, libraries, offices, direction signs or signposts.

Next reason concerns intellectual area. During seminars, speeches are often translated into English or notes are written in English. International Internet pages use English as their main language, and some websites have even a choice of more languages (English, French, German, Spanish, and others). The

most popular scientific or technical journals or books are written in English. The popular world-known books are also translated into the English language.

The last reason relates to entertainment. Music, theatre, culture, advertising, games and many other areas of culture use English as the language of global communication. This means that there is no place where it would be impossible to meet English today. [58]

There are about 7 billion inhabitants on the Earth, so if English wins the third place of the most used languages. It represents about 1 billion inhabitants, who speak English as their second language. [59]

From the practical point of view, English is used for finding an acceptable good job with great salary. Currently business companies prefer candidates with a perfect knowledge of the English language, grammar, vocabulary and all aspects of this language. It is obvious that applicants without this knowledge make less money than applicants with fluent English. It shows that English opens the door to higher business and better future at work. [60] Therefore it has become absolutely natural nowadays to have some knowledge of English.

English, as many other languages, has also its special types. There are slangs, dialects, and other special kinds of English. Some of these variations are the most known, for example, British English (Scottish, Welsh, North British, ...), American English (Afro-American, Newfoundland, South English, ...), Australian, Caribbean, South-African and others. [61]

In case of the English language, there is a need to answer one special question about its usefulness and necessity. What is the future of this language? The question itself suggests its answer because it is well-known what happened to the Latin language. And this is one of the aims of this thesis.

5.6 English in the Czech Republic

The changes which happened in 1989 had a big influence on the English language in the Czech Republic. In general, the most used languages were Russian and German. It was only Prague that started to use English on wider scale in early nineties in elementary schools. During following years, more precisely in 1998, the number of students who started to study English increased. Even the German language did not have such a big number of students. [62]

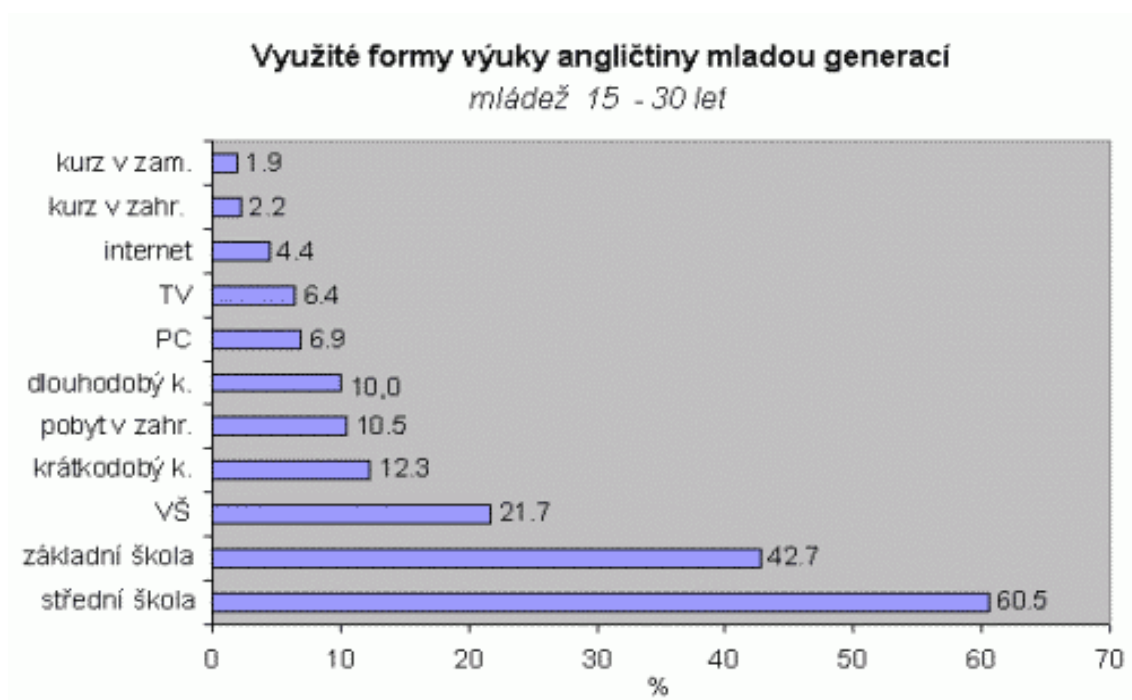
The number of people who can use English has risen to about 25-30% till these days. However, it is not enough to outstrip the German language. [63]

An interesting fact is the existence of a special organisation called English language community which gathers about 15 000 members (in 2008) just in Prague.

According to many researches, Prague is one of the centres of foreign tourists. This Czech city is a very popular holiday destination for British, Irish and American tourists.

English is known as a language of the young generation. There are not many older persons who would desire to learn English. Many of them have an understanding of German or Russian or another language of the last generation, and it suffices them. [64]

To learn English is really common today. Kindergartens, primary schools, high schools with extended language education, especially the English language. These schools also include the English College in Prague, Anglo-American University in Prague, University of New York in Prague, and so on. For a better understanding of English grammar, vocabulary and spelling, schools use sources like radio (BBC World Service, American Forces Radio, etc.), the Internet and television (CNN International, BBC World, etc.) or advise students to work with them to learn faster. Schools are with no doubt endowed with libraries. Libraries offer an inexhaustible quantity of English materials from course books and magazines through specialized literature to English dramas, operas and plays. [65]



Appendix 27: Forms of studying English

It is natural that the English language happens to be the most favourite one for Czech students. From the linguistic point of view, English belongs to the Indo-European group of languages, specifically to the Germanic subdivision. In contrast, the Czech language belongs to the same group but to the Slavic subdivision. Obviously, there is many similarities between these languages. Some parts of vocabulary are similar (because English uses vocabulary from foreign languages, and some of these words are used by the Czech language; too) and also English grammar is not hard for Czech students.

At the beginning of their studies, when Czech students must choose their principal foreign language, majority of them choose English (although there is also the choice of German). Most of them make this choice because of their family or because of the future possibilities which the knowledge of the English language can offer. The detailed motivation for the choice of this language is described in the section called Research.

5.7 Future of the English language

There are many theories and theses concerning the future of the English language. No one can predict what will happen with this language or how its

form will look like in future. Anyway, the research connected with this bachelor thesis can at least bring it closer to the answer. Contemporary generation of students has tried to predict the future form of English.

Nevertheless, before publishing their points of view, here are some theories of different researchers and experts in this arguable matter.

Some experts might claim that English will have the same future as its forerunner Latin. That signifies that English has no future, it will disappear as the Latin language did. [66]

Next theory deals with English as the first global language. There is an anticipated rise to 450 million English speaking persons (as the first language) in the middle of 21st century, and 900 million persons using it as the second language. There is a prognosis which talks about 1 milliard inhabitants who will learn English as a foreign language. In addition, there is also a discussion about 2, 3 milliard individuals who will have some knowledge (even if very small) of the English language. [67]

There is also another possible thesis which predicts that English will be pushed out of some territories by less known languages: Philippine, Swahili, Urdu and others. [68]

The future of English is very unforeseeable process. However, this process can be influenced by economic and political situations. Nevertheless, in its development of foreign languages learning, the European Union brings new standards, and in agreement with them, every member state has an obligation to teach two foreign languages at schools. According to this standard, in 2050 almost all population of the member states of the European Union will have a basic knowledge of the English language. In addition, 68% of the European Union's population is familiar with English and 25% of them are familiar with French even today. [69]

However, a big problem can arise on linguistic level for the members of the European Union. English and its Anglicisms borrowed into vocabularies are big danger for the development of national languages. Several specialists assert that this threat is brought mainly by the English language, just because of its worldwide expanse. [70]

The future position of English was well described by Nicolas Ostler, who wrote: 'English cannot expect that its position will stay preserved when, like

every language in the past, reaches its top, sooner or later, its way will lead down.' [71]

In the near future, the position of the English language will be in crisis in the United States of America. The number of Hispanic Americans who speak Spanish increases in this country. [72] Another problem, concerning the maintaining of the position of English, deals with a differentiation of the very English. [73]

Finally, English vocabulary contains only 30% of the words of German origin; the rest of it includes words of Romance origin. Therefore, although English is a very strong language, its base is too disintegrated and its future existence is in danger. [74]

6 FRENCH

At the beginning it is necessary to introduce French in a detailed description. French language, as well as English language, can be divided into four main periods. The first one called 'The Old French' is dated till 1300; the second one called 'The Middle French' is situated into the period between 14th and 15th century. Third period called 'The Renaissance Epoch' developed in 16th century. Finally, the last period called 'The Modern French' has been unfolding from 17th century till now. During the period of Modern French, French language was chosen as one of the languages constituting a standard for Europe and the rest of the world. The desires of European society to have the French language as the main language existed in the past as well. In the Renaissance period, it was believed that French can adopt all functions which belonged to Latin. [75]

French is a very difficult language in every aspect, at least when compared with English. Most of the Czech population has a big problem with pronunciation of the typical French 'r' and with many exceptions in grammar. These can be some of main negative aspects for studying French. However, everything has the other side which is going to be described below.

French (together with English) is an administrative language of the United Nations and other important organisations. This language can be found all over the world where it functions as the mother tongue and administrative or cultural language. [76]

It is widely known that France is the country of gourmets, chansons, wine, cheese, artists, poets, fashion, and also lovers. Not to speak French means to be unaware of the possibilities of francophone world. For many lovers of French, this language and France are symbols of a big power, elegance, style as well as cultivated behaviour. French is a very beautiful language, and Edith Piaf, the most famous French singer, is living proof of the beauty of French language. Thanks to her voice, French was shown as an indispensable treasure of France and all francophone countries as well. This could be the most original reason why it is also called the language of love. [77]

French belongs to languages with many variations. Overseas variations are very interesting not only from the linguistic point of view, but also from the

cultural point of view. Some of these variations are mentioned in the chapter Multicultural world. [78]

6.1 History of French

At the times of the creation of the French language, original languages were divided geographically. Territory of French speaking population was separated into the northern and the southern part. In the northern territory, French was used as the communication language, but in the south the public spoke the Occitan language. Both of them had the same meaning which came from the word 'yes' (in French it is 'oui' – note of the author). French and Occitan originated from the 'langue d'oïl' in the north and 'langue d'oc' in the south. In other words, the 'langue d'oïl' was considered a basis of French language and separated from Occitan and dialects, while the 'langue d'oc' was simply destined only for the Occitan language. [79]

The French language was created in the period of 6th – 8th century in Northern Gaul. This territory was occupied by Franks and other tribes. The oldest written documents are dated back to the turn of the 8th and 9th centuries. The old version of French played a part in political and historical unification of the French nation in 15th and 16th centuries. [80]

In general, it is well known that French is one of the European languages which have replaced the Latin language.

The influence of French language originates in 17th century when the French Academy promoted the French language. In fact, this activity of the French Academy has continued till now. In 18th century Latin was substituted by French as a main international language and took over the position of the language of European diplomacy and culture. However, this language still has a big and important position in today's international relationships. [81] In 20th century French became the most important international language. [82]

First mention of 'francophone' appeared in 1880. The word 'La Francophonie', the francosphere, signifies territory where population speak French (i.e. it has geographic and linguistic meaning). Today, 'La Francophonie' represents also a group of nations or speakers who use French partly or strictly in everyday life. [83]

6.2 French as the first language

French language is used by 80 million people as their first language. Unfortunately, there is no favorable prognosis to raise this number of users. [84]

French holds a position of official language in 52 areas and in 31 countries. It maintains its position in state administration, education system, army, judiciary, news media, commercial contacts, and other sectors. In addition, almost 109 million individuals use French as their mother tongue and about 145 million students all over the world attend schools where French is used as a teaching tongue. [85]

The OIF (The Organisation Internationale de la Francophonie) is the most renowned organisation which unifies French speaking countries. French is an official language in almost sixty-eight countries of the Francophone world. The OIF includes countries and areas like Quebec, Belgium, Morocco, Haiti, Cambodia, and many others from all continents. [86] The organisation, among other things, intends to maintain a variety of cultures.

In general, about 200 million persons speak French. That implies that French is the ninth most used language in the world, and the second most taught language in the world. In addition, regarding world power, France is the fifth biggest commercial power and also huge business associate. [87]

6.3 French as the second language

At least 80 million persons use French as the second language. French is endangered not only by the English language but also by the Arabic language that is spreading in Africa (Mauritania, Chad, and others). Nevertheless, there is a future possibility of expansion of French as the second language in the Central and West Africa. [88]

6.4 French as an international language

French is also one of the diplomatic languages. It is used in the European Union, the North Atlantic Treaty Organisation, in the OIF, the UN, and many other organisations. [89]

Despite the recessive effect of the French language, it is still the official language of some of the most important institutions or organisations in the

world. The Supreme Court of the European Union, the United Nations Organisation, the International Olympic movement, the Council of Europe (more languages than only French are used there) and many others belong to the organisations and institutions that work with French language. French was the first language of the European community as well as the institutions of European Union. [90]

One of the institutions which help to introduce the French language to students and to the public in general is the French Institute. Public can make their acquaintance with French culture, language, cinema, art and actually with everything related to France, French or Francophonie at this place. This institution helps the individuals who want to travel to France or to another French-speaking country or island. On political level, the French Institute provides great help in relations between the Czech Republic and France. [91]

One of the key events organised by the French Institute is the event called 'The Week of French language'. The main aim of the event is to show how the French language unifies cultural environment of 175 million speakers. The International organisation of Francophonie consists of 68 member states that profess the same intention. Other goals of this one-week event include a demonstration of the beauty of the French language to the general public, a presentation of its role in the social cohesion as well as an illustration of its relation towards the nationality and culture. [92]

Another institution which helps with studying French is the 'Campus France' (the French National Agency). This agency helps students, researches, experts and guests to study in France, at the French universities. The agency is supported by the Ministry of European and Foreign Affairs and the Ministry of Higher Education and Research. Every student can choose the part of France they want to study in, and the experts working for the institution can recommend which program would satisfy such a requirement, advise on what is needed to obtain the visa and where to find a work or an accommodation. They can even provide information about an option of gaining a scholarship. By all means, the agency helps with every problem and every question which may come up. [93]

Approximately 83 million individuals study French language, which makes the French language the second most studied language in the world right after

English. Not many persons know that the inhabitants of African continent constitute roughly 10% of the whole francophone population. [94]

6.5 Studying French

It is worth mentioning that French is (with the share of 5%) the third most used language (after English with 45% and German 7%) on the Internet.

It is necessary to explain such an extensive use of French. The first reason may be its worldwide application. Francophonie covers 68 states and governments and French is the ninth most used language in the world. In addition to it, together with English, they are the only languages that are taught in every country of the world. Another reason consists in the fact that France has the biggest network of cultural institutions abroad. These institutions provide courses of French for more than 750 000 individuals. Another good reason to study French may be finding a new job. As mentioned above, France is the fifth biggest commercial power of the world and also covers one third of the volume of foreign capital investments. It signifies that France is really a powerful and important economical partner.

For language students or for general public, French is a language that can help to study other languages. The French language helps persons to study mainly Romance languages as Spanish, Portuguese, Italian or Romanian.[95]

6.6 French in the Czech Republic

There are several schools and universities in the Czech Republic where you can study French as the main subject. All over the country there are about seven such study programmes, located for instance in České Budějovice or in the centre of Prague.

On the other hand, there are Francophonie governmental, national or nonofficial offices which use French as their working language. [95]

Francophonie has 4 basic statutes and the Czech Republic was awarded one of them, which is called 'The Statute of Observer' (from 1999). This signifies that the Czech Republic and several other countries, which have the same statute, are interested in Francophonie and its values, and they also promote the learning and use of the French language in their country. [96]

6.7 Future of French

If one asks, what a future position the French language will have, almost everyone will answer that French could not have a better position among languages than today. As the research below shows, the majority of students do not see the future of French as being very bright. In any case, English is at the first place prior to French now, and it will remain there at least for next ten or twenty years.

Unfortunately, during previous years, experts have registered a decrease in the number of population studying French as a foreign language. However, there are theories which talk about a better situation of the French language in future. Thanks to France and Francophonie, French will have a good position at least as an international language. [97]

The widely spread thought that French will become more or less extinct is quite incorrect. The French language is in decline these days. This year the Centre for Applied Linguistics has published information that according to their research, French language decreased from 27% in 1997 to 11% in 2008.

Historically, the society learnt French because of their desire for this language. Nowadays, it symbolizes a marker of middle-class propriety. [98]

Despite the bad prognosis for this melodious language, if French loses its position among other languages or even becomes extinct, it will be a big loss for the whole world - because there are just a few other languages with nations so proud of their history, culture and citizens.

7 FRENCH AND ENGLISH

Since the Norman Conquest in 1066, the English and French languages have started to influence each other. English and French have always been big rivals. The main reason is the replacement of French by English. French population is a very proud nation who honors its language, culture and national heritage. [99]

As to the conflicts between the English and French (nations or languages), there was a dispute which is considered the most influential conflict in the history. It occurred in 1960s in Quebec. The French won the conflict but this result had a negative effect on the position of the city in comparison with the rest of Canada. [100]

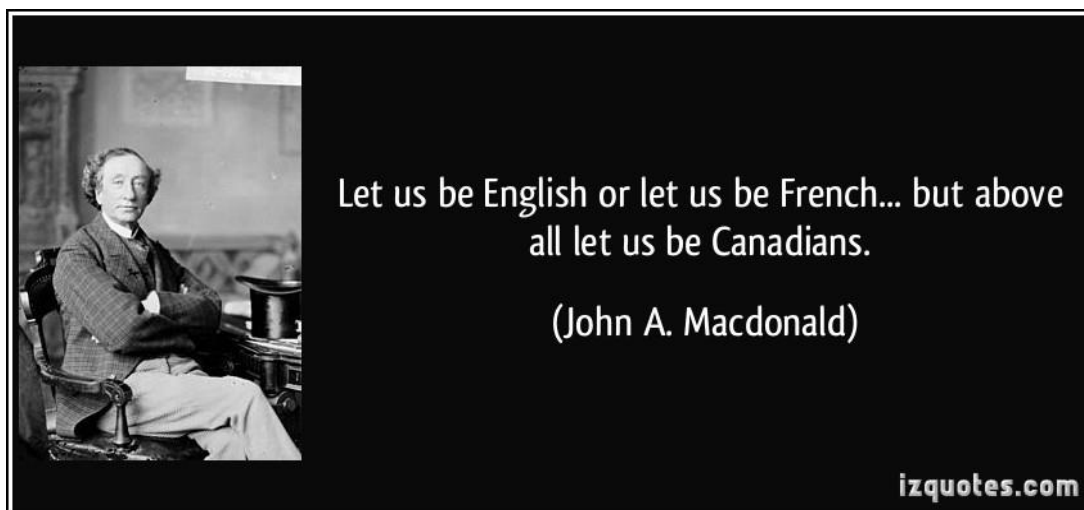
It can be said that French is an easy language (more or less) to learn. However, there are individuals with the opposite opinion. It is an indisputable fact that the French language, compared to the English language, is more difficult. There can be a problem with pronunciation, grammar, vocabulary and 'the most favourite' problem with the exceptions of all types. This is only a little enumeration of the difficulties of the French language. Nevertheless, this beautiful world language is worth the hard work of learning. Another advantage of learning the French language is that it facilitates the studies of other languages, for example Spanish, Portuguese, Romanian or Italian. [101]

The behaviour of the French nation was described above; it is time for English now. If one thinks about the behaviour of the Americans, there is a very specific feature of their character. Unlike French, the American population is typical by their open and friendly behaviour. [102]

In fact, English and French originate from the same foundations. However, each of them belongs to a different branch of languages. English belongs to the Germanic (West Germanic) branch; French belongs to the Romance (West Romance) branch. [103]

The basic points which connect English and French are very well known. Both languages belong to the first ten languages used all over the world. Both English and French occur on all five continents and both are official languages

in many international institutions and organisations. And at last, they are both analytic (isolating) languages which express grammatical functions by auxiliary words. [104]



Appendix 23: English vs. French

8 CZECH EDUCATIONAL SYSTEMS

Czech high schools used to taught Latin, French, German and Old Greek. The English language was not part of it until the Second World War. [105]

Spreading of the English language in the Czech Republic relates to the social changes in 1989. With the opening of borders, foreigners were finally able to enter the country and bring the knowledge of English. These foreigners were mostly British, Americans and even Dutch (with their own variations of English). Nevertheless, English as a foreign language has been widely used in the Czech Republic since 1995/6. Due to history, from 632 thousand students of elementary schools and high schools, 632.3 thousand learnt the English language and about 39.4 thousand learnt the French language in 1995/6. [106]The number of students learning English has been increasing ever since. [107]

Students have had the choice of learning a foreign language in school since 1990. It means that students from the fifth to ninth grade at the elementary schools could choose foreign languages they wanted to study; there was selection of French, English, German, Spanish and Russian. They could continue their studies of languages at the high school, but they selected a new foreign language. [108]

Thanks to the General Educational Programme for Fundamental Education (2005), teaching of foreign languages got stronger, especially in case of the English language. [109]

To compare with the years 1995/6, there were 1047.1 thousand students learning English and 51.2 thousand students learning French in 2008/09. [110] This shows a huge growth of interest in the sphere of foreign languages.

In general, the Czech Republic lags behind other countries of the European Union in elementary school education. In the research of the level of education in foreign languages, the Czech Republic was the sixth worst country in 2009/2010. It was discovered that every student of elementary school studied only 1.3 foreign languages compared to the European level of 1.5 languages. However, the numbers are anticipated to constantly increase in next tens of years. [111]

A new law, which made the learning of second foreign language obligatory, was approved (its approximate content is written below).

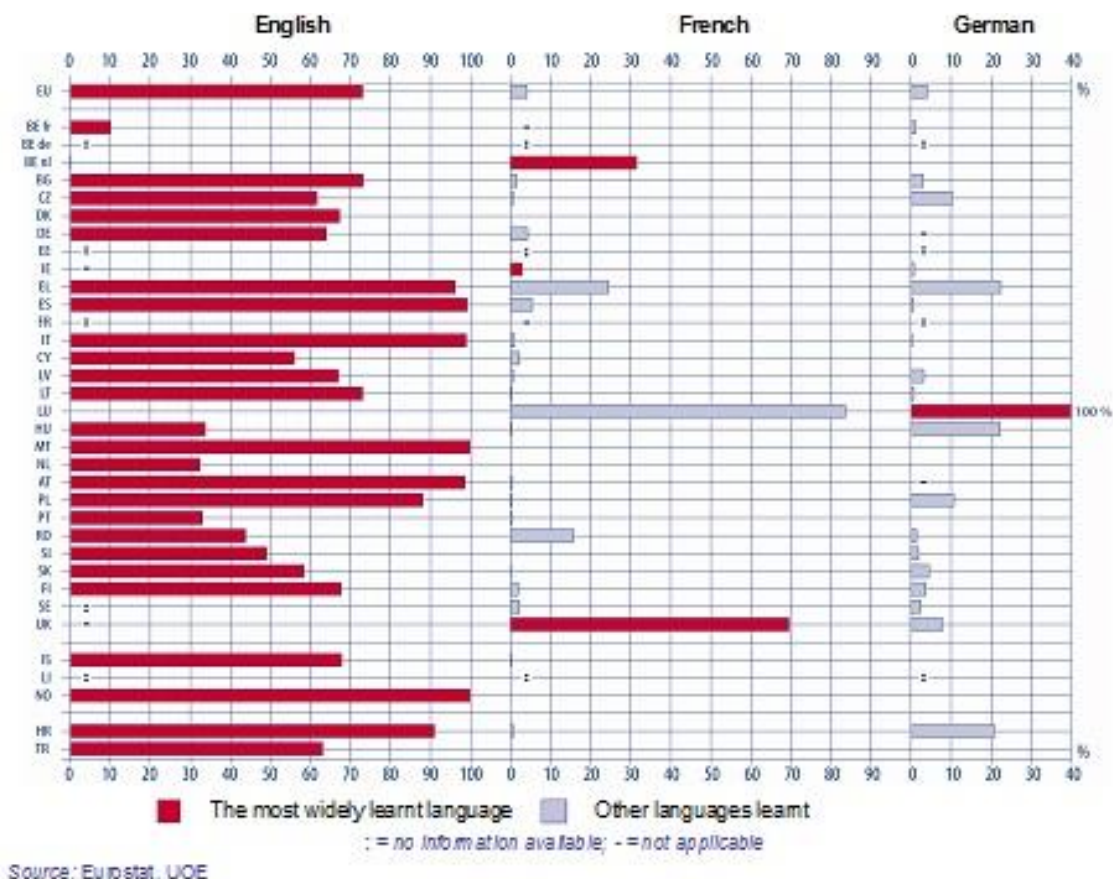
Since 2013/2014 the elementary schools have introduced the obligation of learning a second foreign language at the latest in year eight. This law was called 'the principle of multilingualism'. Ever since, the Czech Republic belongs between more than half of the countries of the European Union which pushed through this law.

This new law should help the Czech Republic to get a better position in the European Union.

As to the education of foreign languages at comprehensive schools, the situation is much better. It has been discovered that every student studies 2.1 foreign languages, which is above European average (which is 1.6 languages).

There are many positive aspects of learning foreign languages. The main ones are the contribution to personal and business life.

Most of the students choose English as the first foreign language, and they usually pick German or French as the second one. In some places individuals can choose different languages depending on their competitiveness and the international relations of the state.



Appendix 26: English, French and German at the elementary schools

8.1 EU and its support of educational system

The European Union determines special priorities which serve as the support of educational systems concerning foreign languages. First is the obligation to study two languages which should help to communication and understanding abilities. Next level contains the development of active communication skills and intercultural competences. The third level covers language education for students with special requirements. Another important point is the support of language diversity and multilingualism. The last one includes the language education of adults through lifelong learning. [112]

There are more multilingual than bilingual individuals in today's world. In the result, it corresponds with the policy of the European Union – it uses following slogan: 'Mother tongue plus two other more'. [113]

9 RESEARCH

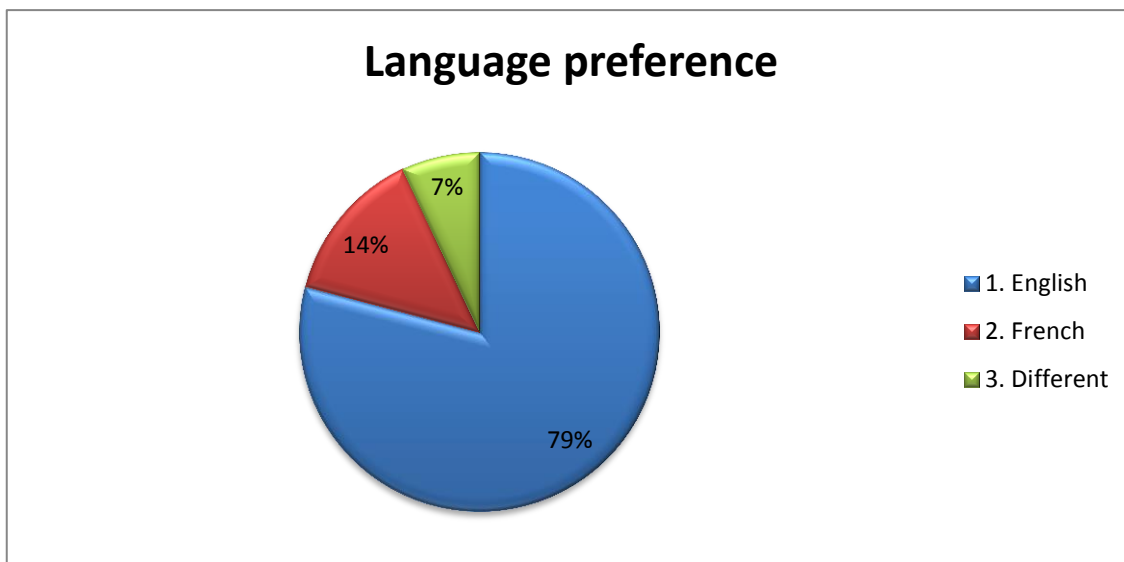
This chapter is the most important one of the whole thesis, as it was said at the beginning in the Introduction. The main goal of this part is to confirm or disprove all the theoretical facts written above, about both the English and French language.

The research is structured into several sections where each one has its specialization. There were 20 questions asked of 43 anonymous respondents who were divided into 2 groups (see Appendix 1). The first group covers students (they are called 'linguists' below) who study a field connected with French and English languages and who have some kind of interest in these languages. The second group includes students who study other fields than languages: economy, medicine, social care, humanities, agriculture, technical fields, teachers training, law, police academy, sports, natural science, art and aviation (see Appendix 2). As it is shown below, this group is above-average diverse without previous intention. These two groups were chosen to compare their answers, to decide which of the languages they prefer and what opinion they have about them.

The questions target personal interests, experiences, family language base and opinions about future language positions, motivation, and other important domains.

The graphical part of the research consists of chart diagram and tables, including the relative and absolute frequency of every question. The two frequencies were chosen for better understanding of respondents' answers.

First section of research deals with general information about each respondent. It covers respondents' study fields, place of residence, age, which language he/she likes or which of the two groups he belongs to (see Appendix 1-6). The result of the language preference is not surprising: 34 students from all 43 respondents answered that English was their absolute preference. Despite the fact that this research includes linguistic respondents, there are only 6 students who prefer French language. It is the obvious proof of English superiority over the French language (see Appendix 3).

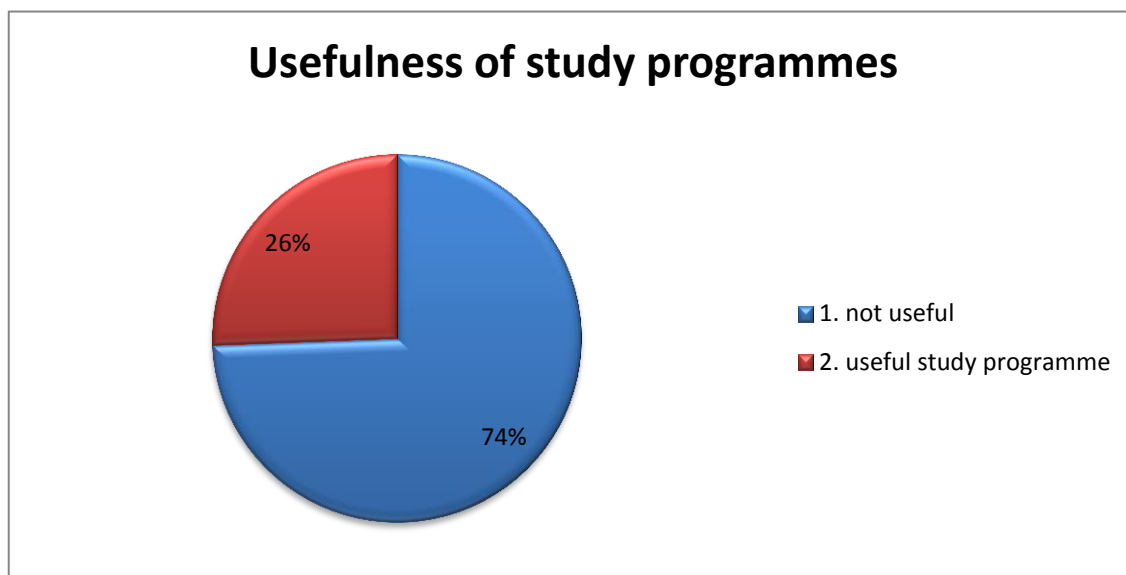


Appendix 3: Language preference

The big surprise came when the answers connected with foreigners in family were evaluated. The result has shown how languages influence our families and lives and how important languages are in everyday life. About 23% of respondents have persons who do not speak our mother tongue – Czech inside of their family. At the beginning, it was expected that only a few persons would be like that (see Appendix 7).

Respondents more or less confirmed presumptive expectations about the knowledge of any language. Almost everyone in our society speaks or learns a foreign language today. It is evident from the research that majority of respondent's families belong to the language acquainted public in the Czech Republic (see Appendix 8). This fact also contributes to the increase of the general knowledge of foreign languages in the Czech Republic.

Questions that deal with studying abroad show that about 74% of respondents used this opportunity (see Appendix 9).



Appendix 9: Usefulness of study programmes

With both respondents' groups, there is no surprise concerning the result because most of the schools or all schools offer study programmes and visits abroad today. For example the Erasmus Programme is best known and most used by students at universities. [114] In 2013, the Erasmus Programme celebrated 15 years of its activity in the Czech Republic. In addition, in 2012 the Erasmus Programme also celebrated 25 years from the beginning of its existence. This programme has reached its goal to mediate study visits for 3 million students across the whole Europe. Many of the students who lived abroad for a certain amount of time (in most cases at least one semester) were very excited. They found new friends and they improved their language skills.

The knowledge of languages depends not only on personal preparation but also on school studies. There is a problem in elementary schools and high schools with frequent changes of teachers. One teacher can teach students almost everything they need and it is useful but other one can slow down students' development. This is why it was decided to add also the question concerning language schools (see Appendix 10). The results showed that about 65% had an experience with the kind of teaching mentioned above. However, when the rest of the answers was reviewed, the results showed that less than a

half of the respondents had an experience with language schools, study programmes or summer language schools. Such a number is not negligible.

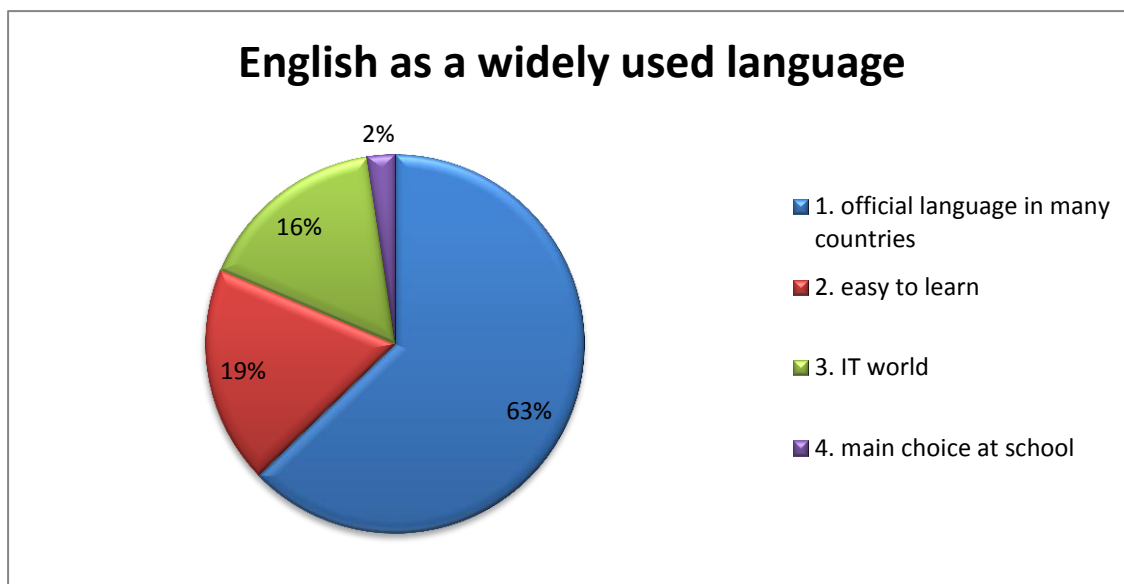
As mentioned in the question about study programmes, students travelling to foreign countries have gained much experience and have found new friends or useful contacts. The results of the research demonstrate that respondents are grateful for this opportunity and they want to participate in similar programmes again. Language is very useful for them because it helps with the process of job finding and it helps during traveling around the world (see Appendix 11 and 17).

Each person who studies languages, even those who do not study them as their principal field of study, cannot do it without motivation. The results of answers connected with motivation include a very diverse range of possibilities (see Appendix 12). In addition, one of the possible motivation aspects can be also the reason why students choose their language (see Appendix 13). Nevertheless, about 40% of respondents choose to study language because of job opportunities (see Appendix 12). It is quite understandable, because everyone wants to have a great job, make much money and get prestigious contacts.

In general, the reasons for studying languages always lead to business and commercial issues. This is the future of today's world and it is no wonder that it is the way to make the biggest amount of money. The opinion of respondents does not differ from the above mentioned opinion of society (see Appendix 14). In addition, another use of languages includes travelling and getting to know foreign cultures which also involve business and money; and languages are the mediator between these two. It is clear that if there is no knowledge of foreign language, no one can make a deal with a foreign country. This theory can be supported by the answer of one respondent: 'I think everyone should speak automatically one foreign world language. This knowledge can be used in every profession, and everyone has the possibility to travel, and everyone should be able today to make himself understood.' (Translated by the author)

The second section focuses on reasons why languages are useful in life and which of the languages (English or French) is better exploitable in life (see below Appendix 15). As it was supposed, almost all of the respondents answered that English language has definitely a better application in our lives.

Other question dealt with the difficulty of French and English (see Appendix 16). This is more or less debatable because the majority of sources, which were used in this thesis or only read, talked about this as a nonsensical question.



Appendix 18: English as a widely used language

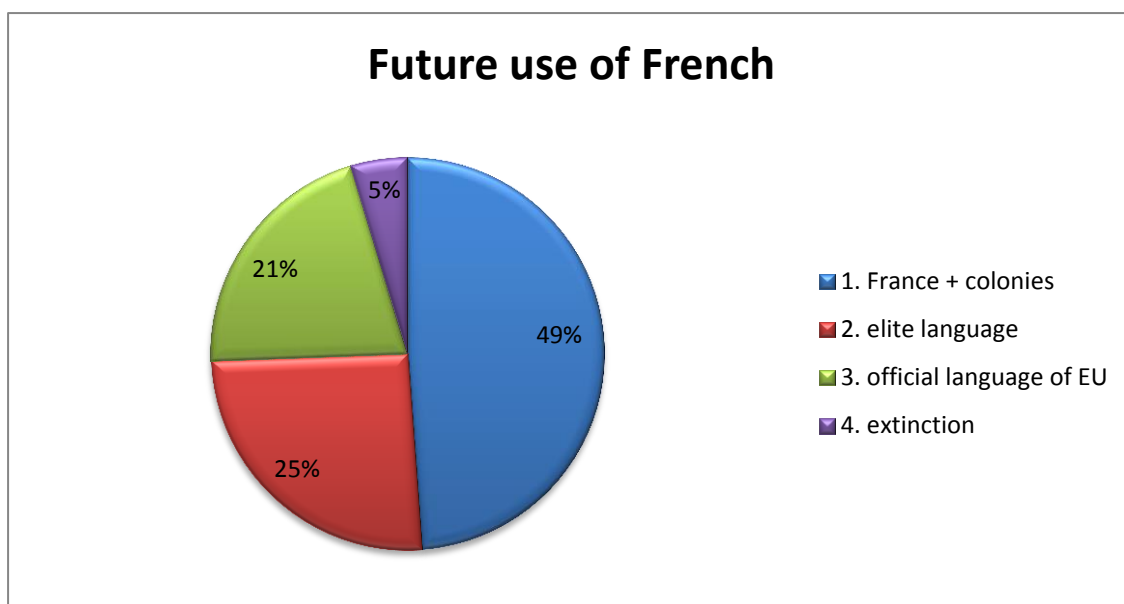
There is no measurable way to distinguish which language is more difficult. However, the respondents are convinced that English is definitely the easier one. The cause of this statement can result from the English studies which the respondents passed in their childhood. In addition, linguists could confirm the thought that French does not belong to the easiest languages in the world. It covers hard pronunciation and grammar rules to remember, and so they are the biggest problem for Czech students.

The third section of the research pursues the topic connected with the English language in general. Respondents were asked about their opinion why English is such a wide-spread language. At first it was expected that most of the answers would cover the IT world because of business orientation (as was mentioned earlier). However, English as an official language was the most frequent opinion (63% of respondents). The influence of the United Kingdom and the United States of America which contribute to the distribution of the English language was the most important aspect for many students (see Appendix 18). This point of view is also understandable because as it is known English is used on all continents of the world.

The future of English is a subject of many discussions. Some experts claim that the influence of English will increase for at least next 10 years. Other specialists believe that English will have the same destiny as Latin. Anyway, when the respondents were asked this question, most of them agreed with the first mentioned possible destiny of English (see Appendix 19). However, it is necessary to think about for how long the English language can keep its position because - as it is known – nothing remains forever.

The last section discusses the French language, its position all around the world and among the students and a future destiny of the French language. At the beginning the reason is asked why French is one of the most widely spread languages. The results are slightly different compared to the English section. About 40% claim that French is popular because of the prestige of studying French (see Appendix 20). However, almost the same number of respondents answered that its position is caused by the influence of many countries which use French as their official language. It is necessary to admit that the number of French speaking countries is not negligible. It is a smaller group than in case of English but it is still an important factor. Interesting was the answer of the respondents, who included the French language in the group of beautiful languages. To be more accurate, students find French to be a melodious language.

At the end of the theoretical part of the research, the topic of French language's future was evaluated. As previously mentioned, this subject is also a topic of many discussions as it is in case of the future of English. There are many different opinions what will happen with the French language and if it has an important future. According to the answers of the respondents, exactly 50% of them believe that French has its future function, which is to be the language of France and former French colonies (see Appendix 21). This seems to be more or less possible, although in other opinions French will be more spread all around the world.



Appendix 21: Future use of French

During the history, French has had the position of an elite language. More than one third of students had the same opinion. However, this possibility deals with the fact that society will be divided into groups by social hierarchy again. Nevertheless, such a situation probably would not be tolerable for most of us these days.

10 CONCLUSION

As was stated in the introduction, this thesis is based on the English and French languages in the multicultural world and Czech students' opinions on foreign languages. However, the most important chapter which constitutes the basis of this bachelor thesis is located at the end. There is a research compiled from the answers of anonymous students. The questions deal with the position of English and French among students of linguistics and other fields. These two different groups were chosen specifically because of their dissimilarity. In this case, the diversity of answers is very evident. Despite this expected diversity, the respondents in many cases share the same opinion.

The thesis also includes the topic of globalisation in today's world and its impact on society and especially on foreign languages. The principal problems of the Earth and civilisations all around the world are emphasized. As a result, although there are many nations, all of them have the same problems regardless of different languages.

The next part covers the multicultural world and the positions of the world languages depending on popular opinion. The impact of multicultural policies and the importance of ethnic groups are analysed. As was mentioned above, all the populations live on the same Earth, therefore they are mutually interdependent. The gradual loss of the individuality of every nation, language, ethnic group and other entities is quite possible.

Another section is specifically connected with the English language. It describes why English is widely spread and what future position it will have. The position of the English language is gradually endangered by many aspects which differ slightly. It is well known that English holds the function of being a strong international language, but no one can predict what will happen in the future. Despite this, the respondents of the research believe that English will remain an official language in the future and its position can potentially increase.

The French chapter talks about the French language in important world organisations and its special group 'La Francophonie'. French and English have always been big rivals. In addition, on the grounds of English sovereignty,

French has lost its elite language position. Despite its loss, there are still many countries which swear by French as the only official and original language. Nevertheless, it is a fact that English occupies the place of first world language (in comparison with French, naturally) although French is still considered a more melodious language.

By the end of the thesis, there is a comparison between English and French languages. As it is generally understood, the behaviour and languages of nations are diverse. However, there is no telling how these languages can strengthen their positions. The uncertain future of both languages has many possible outcomes, although the most likely 'prophecy' predicts the same fate as Latin. Eventually, everything must come to an end.

11 ENDNOTES

1. Kotrba, T.; Hodač, J., p.13.
2. Ibid, p.14.
3. Ibid, p. 40-77.
4. Ibid, p. 6-8.
5. Ibid, p. 298.
6. Ibid, p. 63.
7. Ibid, p. 64.
8. Ibid, p. 64-65.
9. Ibid, p. 297.
10. Ibid, p. 66.
11. Ibid, p. 68-70.
12. *Multikulturalita jako společenský fenomén* [online].
13. *Multikulturalismus v České republice* [online], p. 3.
14. Ibid, p. 4.
15. *Multikulturalita jako společenský fenomén* [online].
16. *Multikulturalismus jako důsledek globalizace* [online], p. 8.
17. Ibid, p. 9.
18. Ibid, p. 10.
19. Ibid, p. 30-31.
20. Ibid, p. 33.
21. Ibid, p. 42,45.
22. *Multikulturalismus v České republice* [online], p. 7.
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25. Průcha, J., p. 32.
26. Ibid, p. 70, 73.
27. Ibid, p. 23.
28. Ibid, p. 17.
29. Ibid, p. 73-74.

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33. *Multikulturalismus jako důsledek globalizace* [online], p. 11.
34. *Raná výuka cizích jazyků v České republice na přelomu 20. a 21. století* [online], p. 9-10.
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39. Průcha, J., p. 86.
40. Ibid, p. 87.
41. Price, G., p. 8.
42. Klégr, A; Zima, P...[a kol.], p. 189.
43. Hnízdo, B., p. 30.
44. Průcha, J., p. 86.
45. Breton, R., p. 24-25.
46. Průcha, J., p. 86.
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49. Průcha, J., p. 85.
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51. Ibid, p. 3.
52. Ibid, p. 4.
53. Ibid, p. 83.
54. Ibid, p. 84.
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57. Ibid, p. 82.
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60. *Proč je angličtina nezbytná pro budování vaší kariéry?* [online].

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63. Ibid, p. 101.
64. Ibid, p. 140.
65. Ibid, p. 101, 105-107
66. Ibid, p. 145.
67. Ibid, p. 147-148.
68. Ibid, p. 148.
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71. Průcha, J., p. 95.
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73. Ibid, p. 93.
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76. Breton, R., p. 26.
77. *10 dobrých důvodů proč se učit francouzsky* [online].
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79. Price, G., p. 112.
80. Klégr, A; Zima, P...[a kol.], p. 209.
81. Breton, R., p. 26.
82. Hnízdo, B., p. 157.
83. Kadlec, J.; Holeš, J., p. 11.
84. Hnízdo, B., p. 154.
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87. *10 důvodů proč se učit francouzsky* [online].
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91. *Kdo jsme?* [online].
92. *Týden francouzského jazyka* [online].
93. *Agence Campus France* [online].
94. *Les chiffres de la Francophonie* [online].

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98. Hnízdo, B., p. 156.
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13 RESUMÉ

The bachelor thesis deals with the topic of foreign languages (especially French and English) among Czech students. The thesis is focused on research including questions about the position of English and French in the world and their future development, or extinction.

The thesis is divided into the 4 sections. The first section is comprised of the general description of today's world considering the following factors: globalisation, the multicultural world, the Czech language educational system and the EU support of languages. The second section includes the English language and its positions all around the world. The next section deals with the French language and its future position on the background of English. The last section deals with the research which represents the practical part of the thesis.

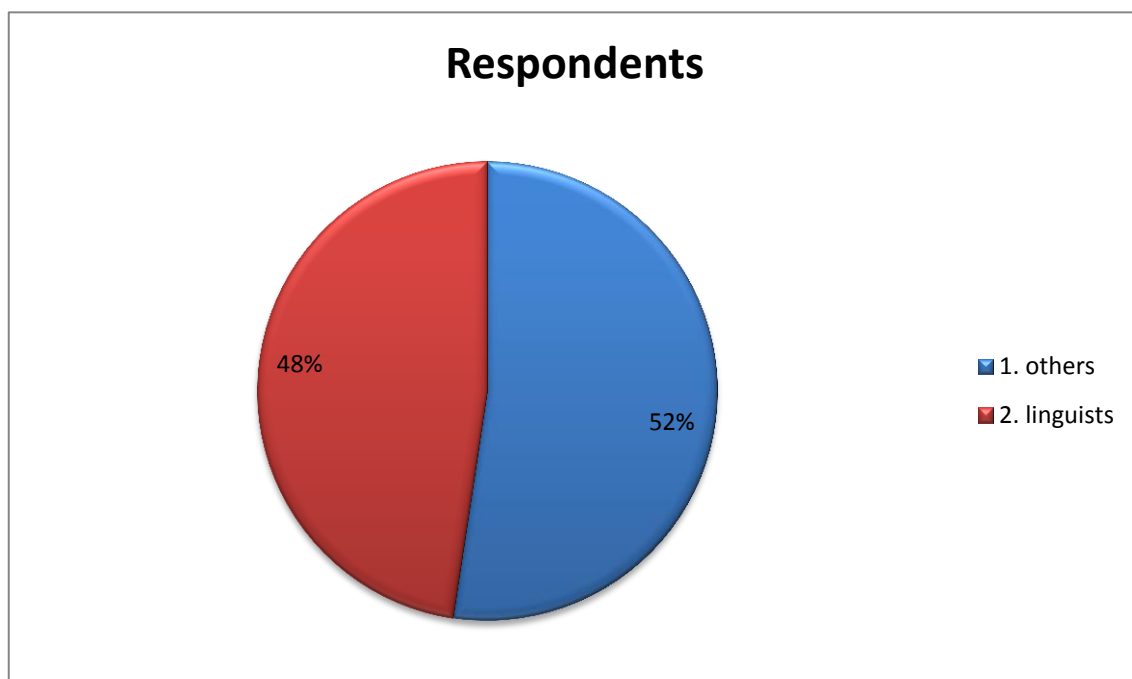
The theoretical part, as the principal pillar of the thesis, was confirmed by the results of the practical part. Today's students believe that English functions as the strongest world language, and its position is not endangered for at least the next ten years. The French language, unlike the English language, holds its future position only as an official language. Nevertheless, all of the respondents are satisfied that foreign languages play an important role in today's society.

14 APPENDICES

- Appendix 1: Respondents
- Appendix 2: Branch of study
- Appendix 3: Language preference
- Appendix 4: Studying both languages
- Appendix 5: The age of respondents
- Appendix 6: Place of residence
- Appendix 7: Foreigners in family
- Appendix 8: Family member using one or more languages
- Appendix 9: Usefulness of study programmes
- Appendix 10: Studies at language school
- Appendix 11: Experience with foreign languages
- Appendix 12: Motivation to study foreign languages
- Appendix 13: Choice of language and its advantage
- Appendix 14: Position of language in today's world
- Appendix 15: Better application for life
- Appendix 16: Difficulty of French/English
- Appendix 17: Advantage of the knowledge of English/French
- Appendix 18: English as a widely used language
- Appendix 19: Future use of English
- Appendix 20: French as a widely used language
- Appendix 21: Future use of French
- Appendix 22: The French language in the world
- Appendix 23: English vs. French
- Appendix 24: Language families in Andorra and France
- Appendix 25: Language families in Ireland and United Kingdom
- Appendix 26: English, French and German at the elementary schools
- Appendix 27: Forms of studying English
- Appendix 28: The questionnaire

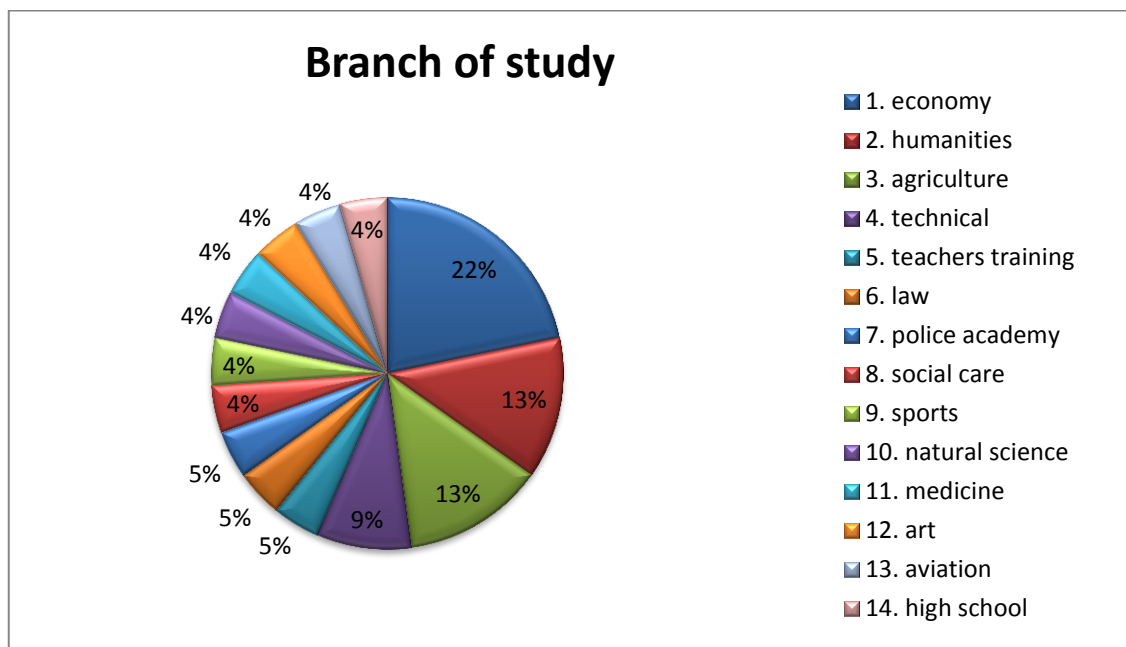
Respondents	43
Students of linguistic field	20
Students of others	23

Appendix 1



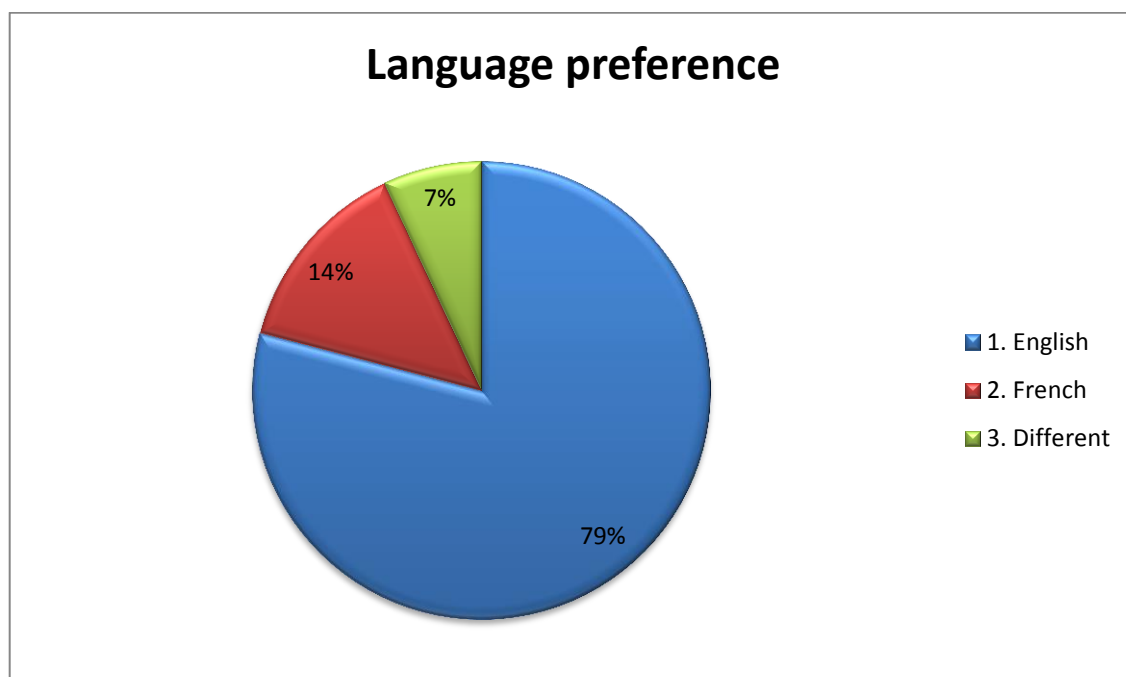
	Relative frequency (%)	Absolute frequency
1. Others	52.381	22
2. Linguists	47.619	20

Appendix 2

**1. Question**

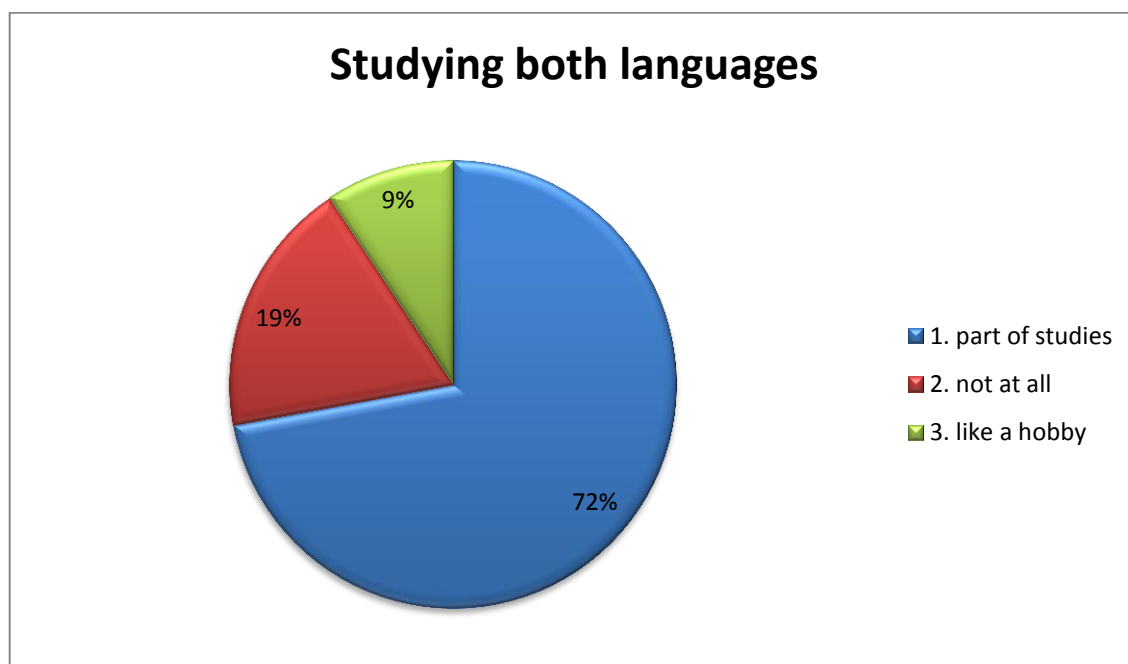
	Relative frequency (%)	Absolute frequency
1. Economy	21.739	5
2. Humanities	13.636	3
3. Agriculture	13.636	3
4. Technical	9.091	2
5. Teachers training	4.545	1
6. Law	4.545	1
7. Police academy	4.545	1
8. Social care	4.545	1
9. Sports	4.545	1
10. Natural science	4.545	1
11. Medicine	4.545	1
12. Art	4.545	1
13. Aviation	4.545	1
14. High school	4.545	1

Appendix 3

**2. Question**

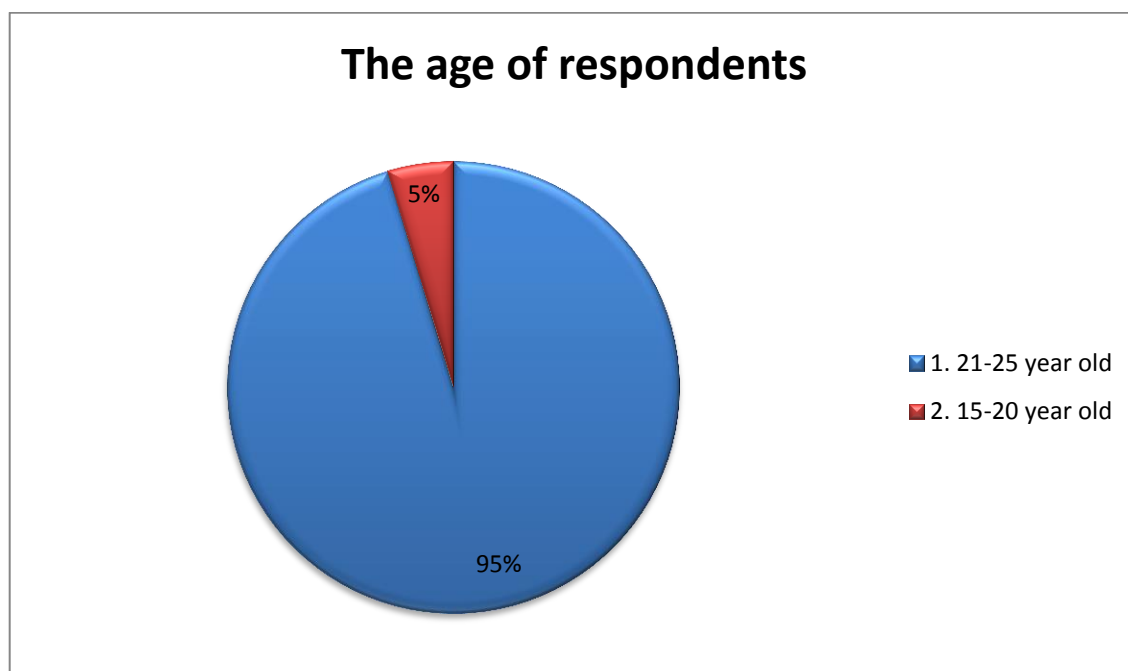
	Relative frequency (%)	Absolute frequency
1. English	79.07	34
2. French	13.953	6
3. Different	6.977	3

Appendix 4

**3. Question**

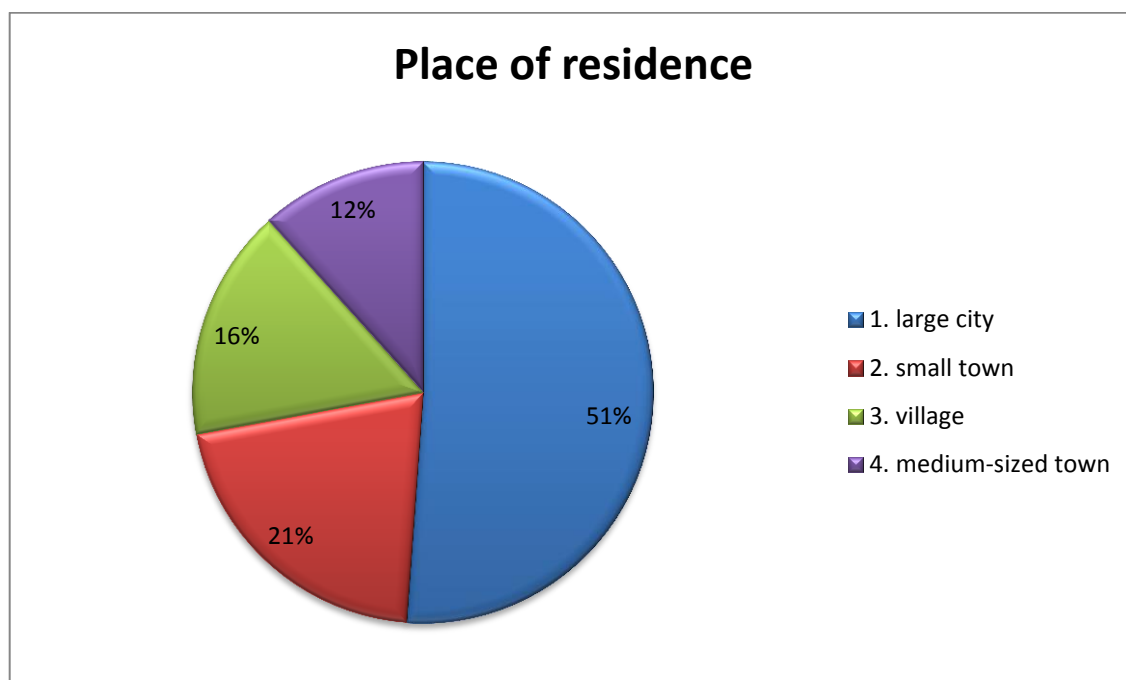
	Relative frequency (%)	Absolute frequency
1. Part of studies	72.093	31
2. Not at all	18.605	8
3. Like a hobby	9.302	4

Appendix 5

**4. Question**

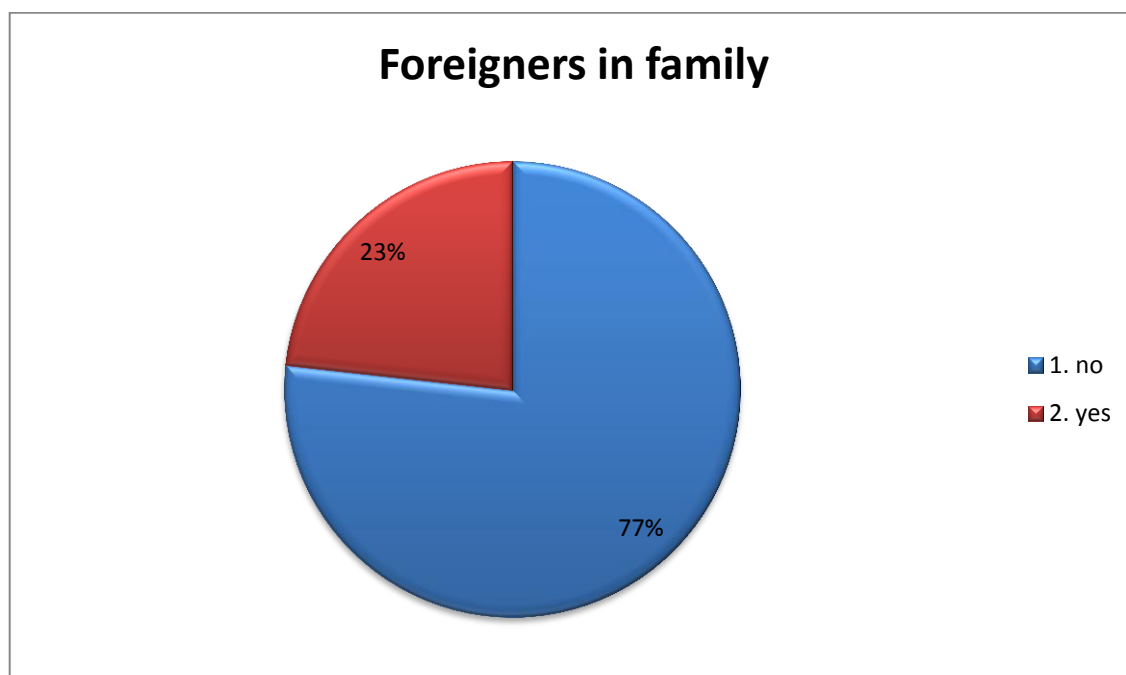
	Relative frequency (%)	Absolute frequency
1. 21-25 year old	95.349	41
2. 15-20 year old	4.651	2

Appendix 6

**5. Question**

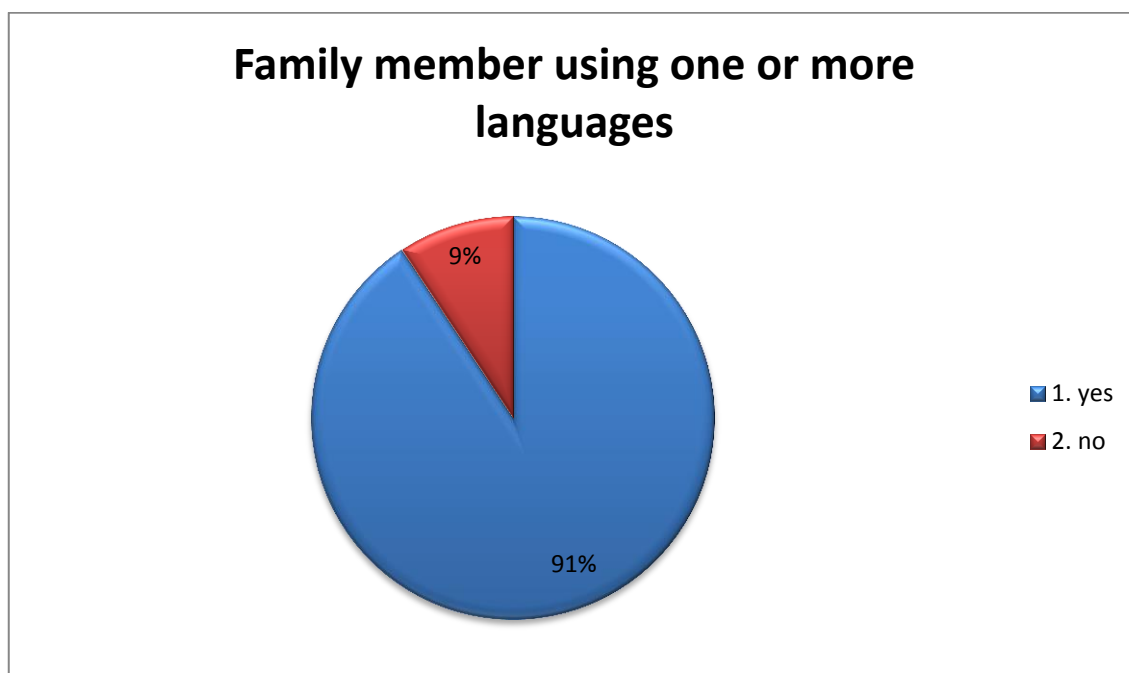
	Relative frequency (%)	Absolute frequency
1. Large city	51.163	22
2. Small town	2.93	9
3. Village	16.279	7
4. Medium-sized town	11.628	5

Appendix 7

**6. Question**

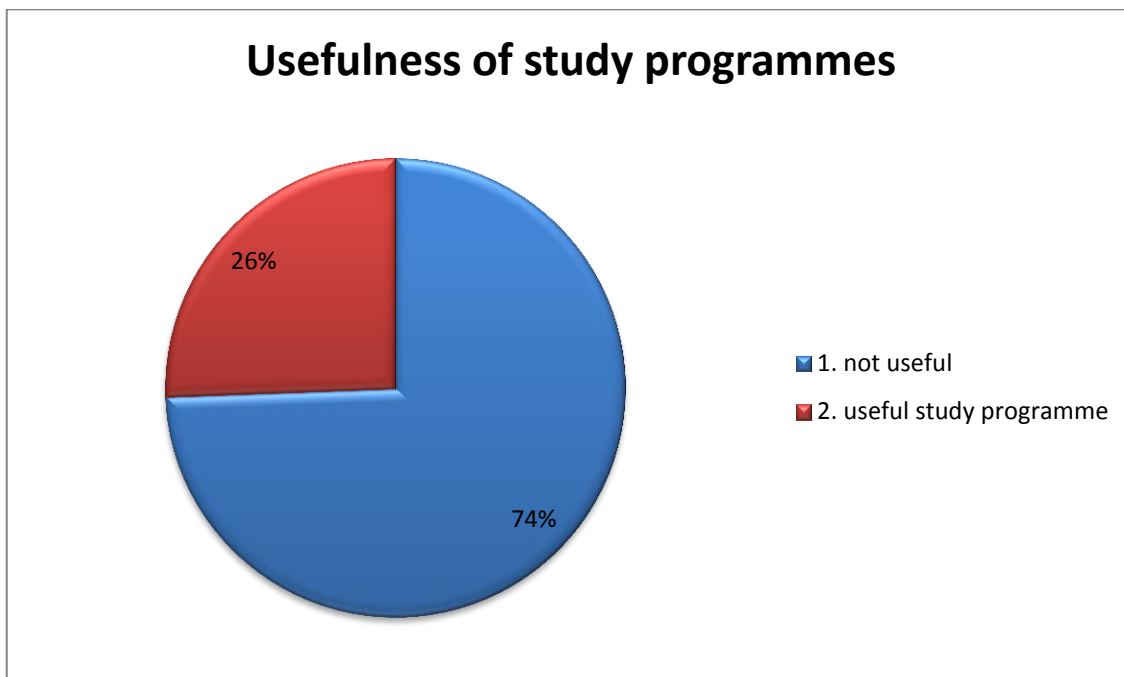
	Relative frequency (%)	Absolute frequency
1. No	76.744	33
2. Yes	23.256	10

Appendix 8

**7. Question**

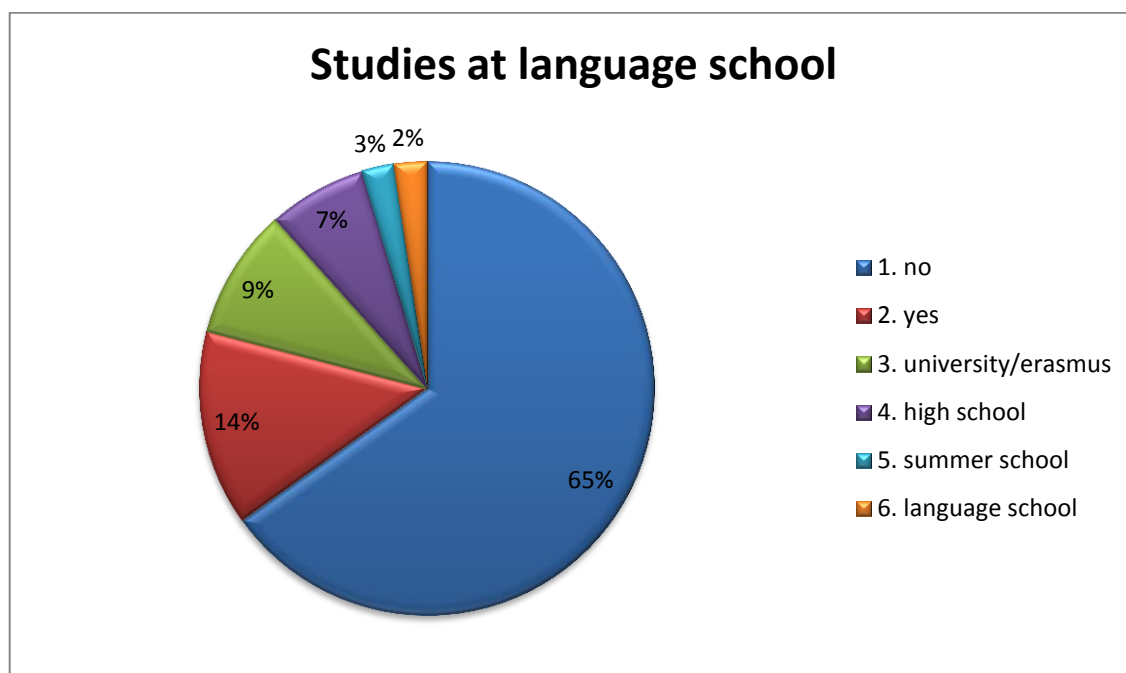
	Relative frequency (%)	Absolute frequency
1. Yes	90.698	39
2. No	9.302	4

Appendix 9

**8. Question**

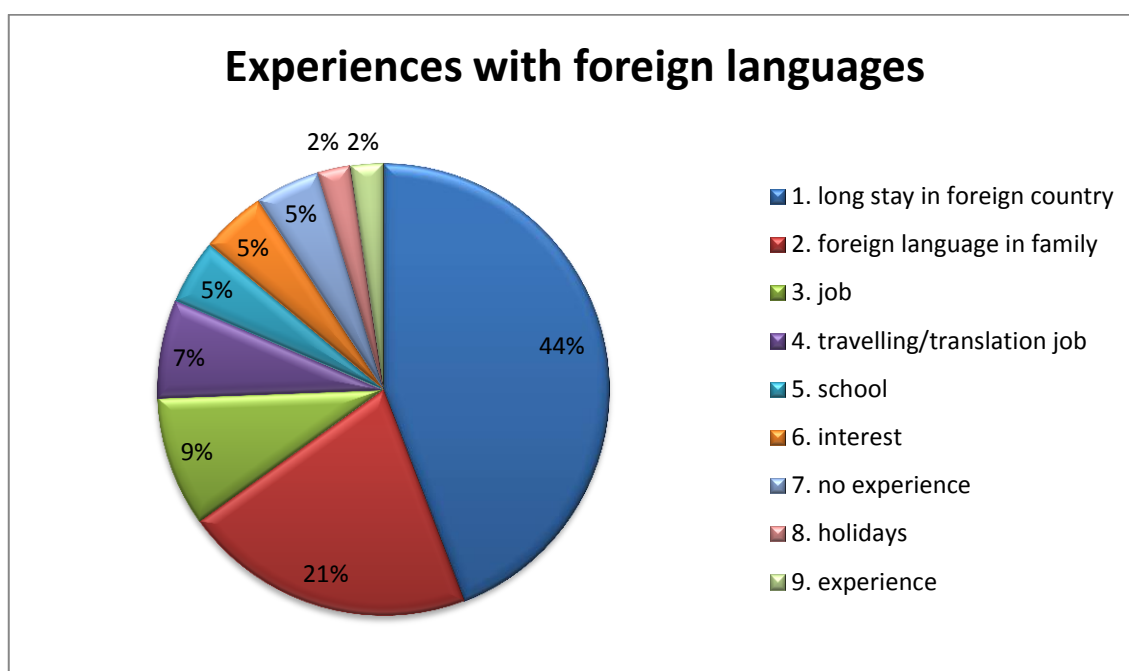
	Relative frequency (%)	Absolute frequency
1. Not useful	74.419	32
2. Useful study programme	25.581	11

Appendix 10

**9. Question**

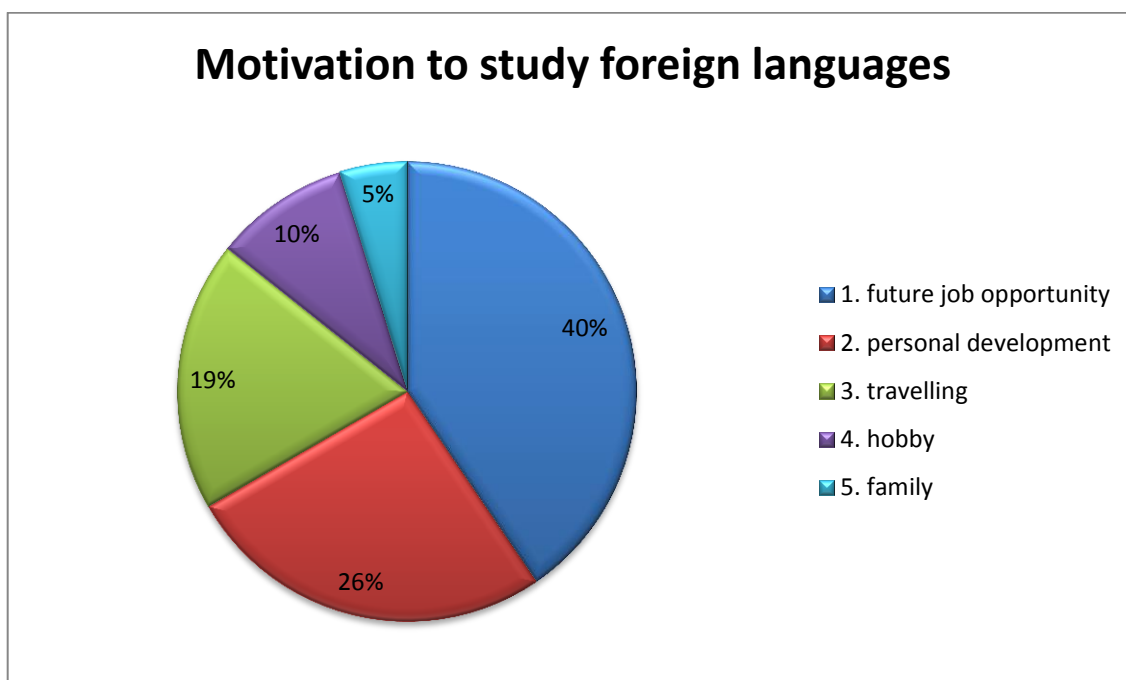
	Relative frequency (%)	Absolute frequency
1. No	65.12	28
2. Yes	13.953	6
3. University/Erasmus	9.302	4
4. High school	6.977	3
5. Summer school	2.326	1
6. Language school	2.326	1

Appendix 11

**10. Question**

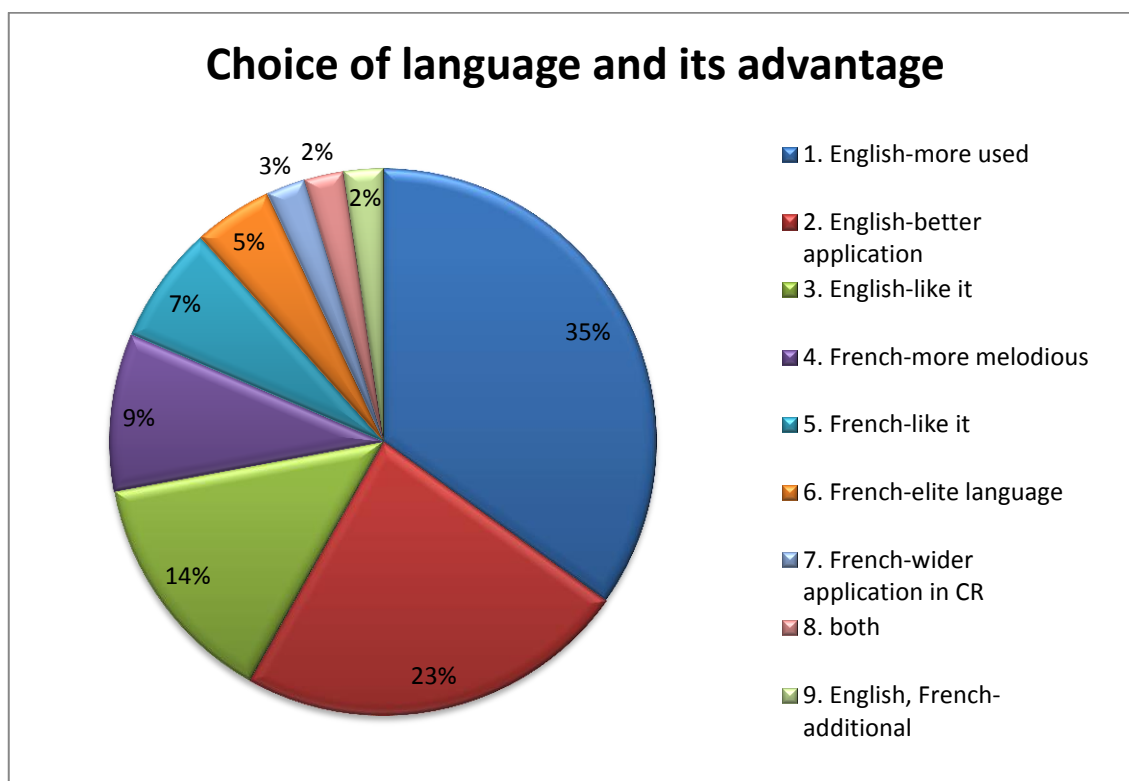
	Relative frequency (%)	Absolute frequency
1. Long stay in foreign country	44.186	19
2. Foreign language in family	20.93	9
3. Job	9.302	4
4. Travelling/Translation job	6.977	3
5. School	4.651	2
6. Interest	4.651	2
7. No experience	4.651	2
8. Holidays	2.326	1
9. Experience	2.326	1

Appendix 12

**11. Question**

	Relative frequency (%)	Absolute frequency
1. Future job opportunity	40.476	17
2. Personal development	26.19	11
3. Travelling	19.048	8
4. Hobby	9.524	4
5. Family	4.762	2

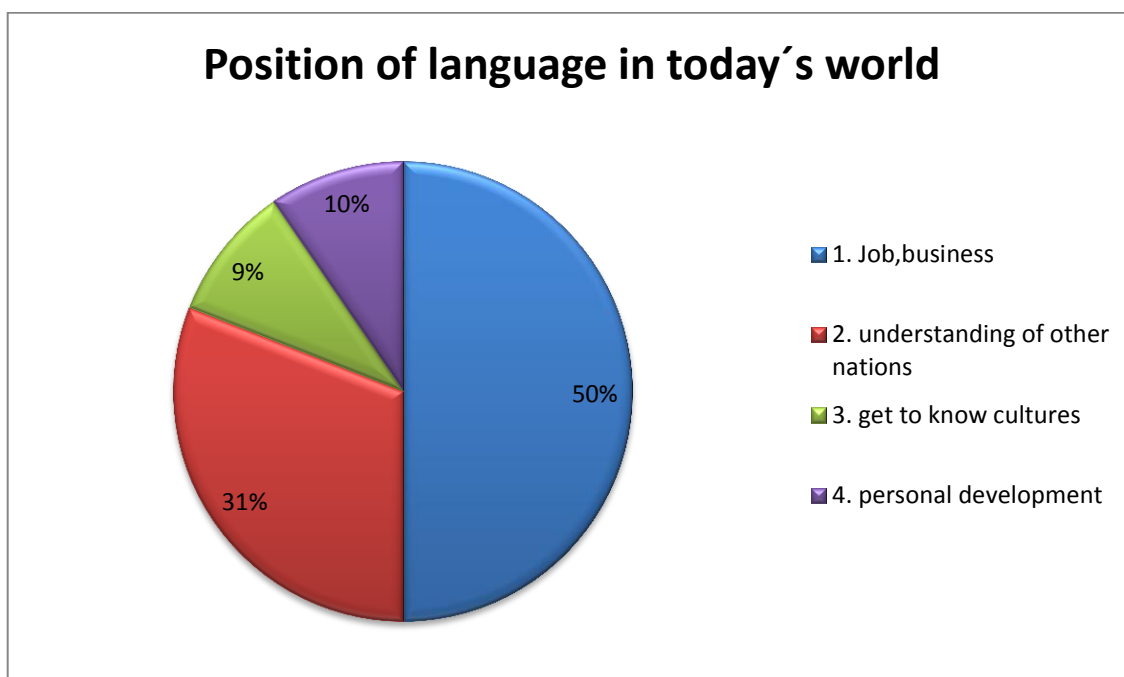
Appendix 13

**12. Question**

	Relative frequency (%)	Absolute frequency
1. English-more used	34.884	15
2. English-better application	23.256	10
3. English-like it	13.953	6
4. French-more melodious	9.302	4
5. French-like it	6.977	3
6. French-elite language	4.651	2
7. French-wider application in CR	2.326	1
8. Both	2.326	1

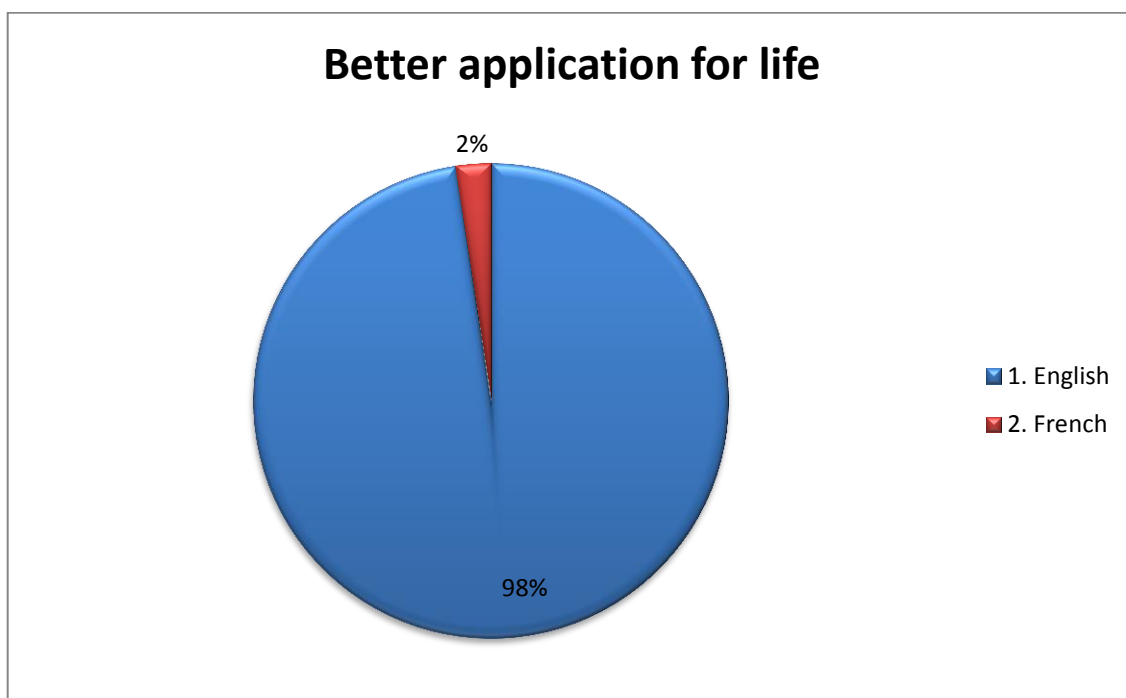
9. Eng., Fr.- additional	2.326	1
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Appendix 14

**13. Question**

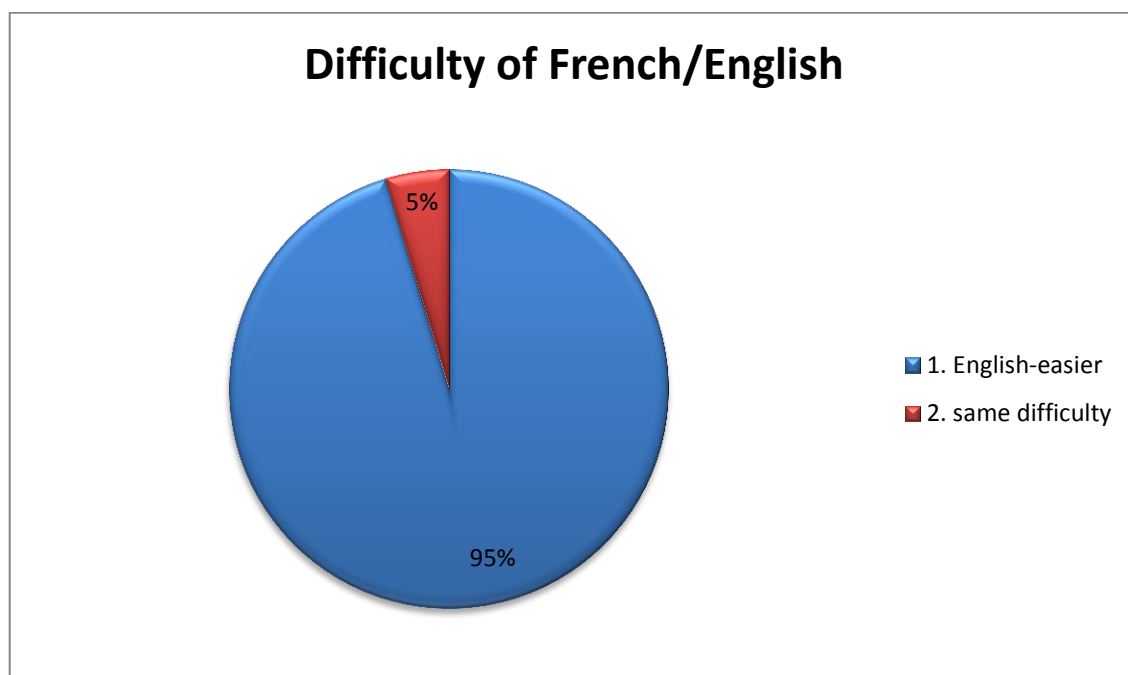
	Relative frequency (%)	Absolute frequency
1. Job, business	50	21
2. Understanding of other nations	30.952	13
3. Get to know cultures	9.524	4
4. Personal development	9.524	4

Appendix 15

**14. Question**

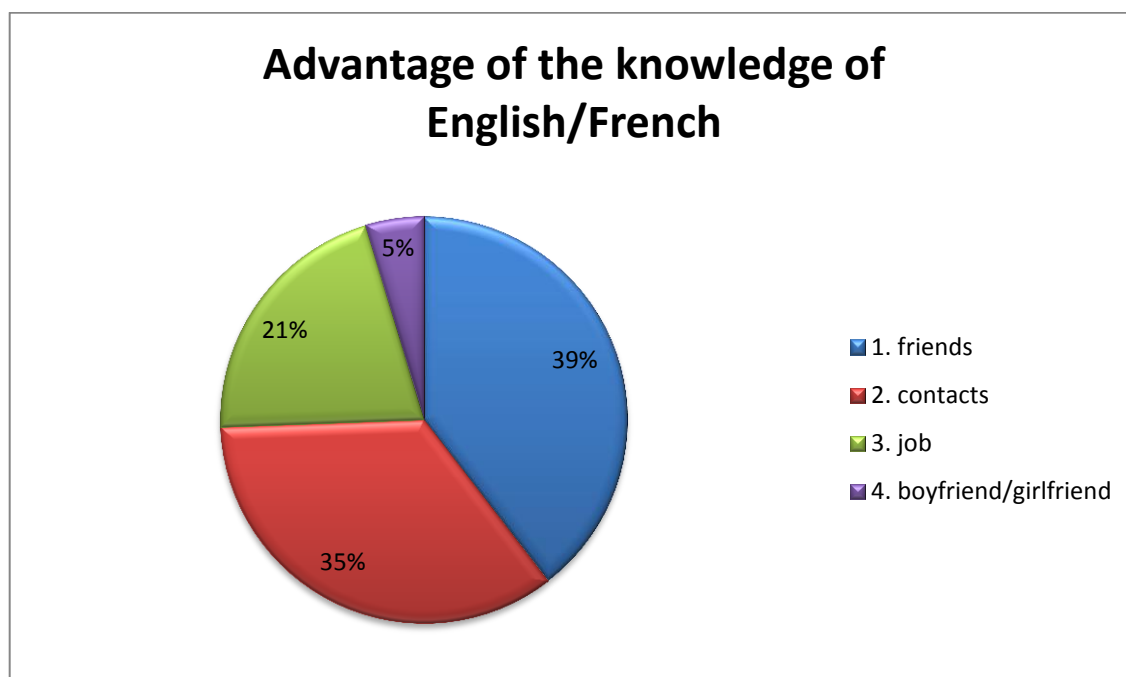
	Relative frequency (%)	Absolute frequency
1. English	97.674	42
2. French	2.326	1

Appendix 16

**15. Question**

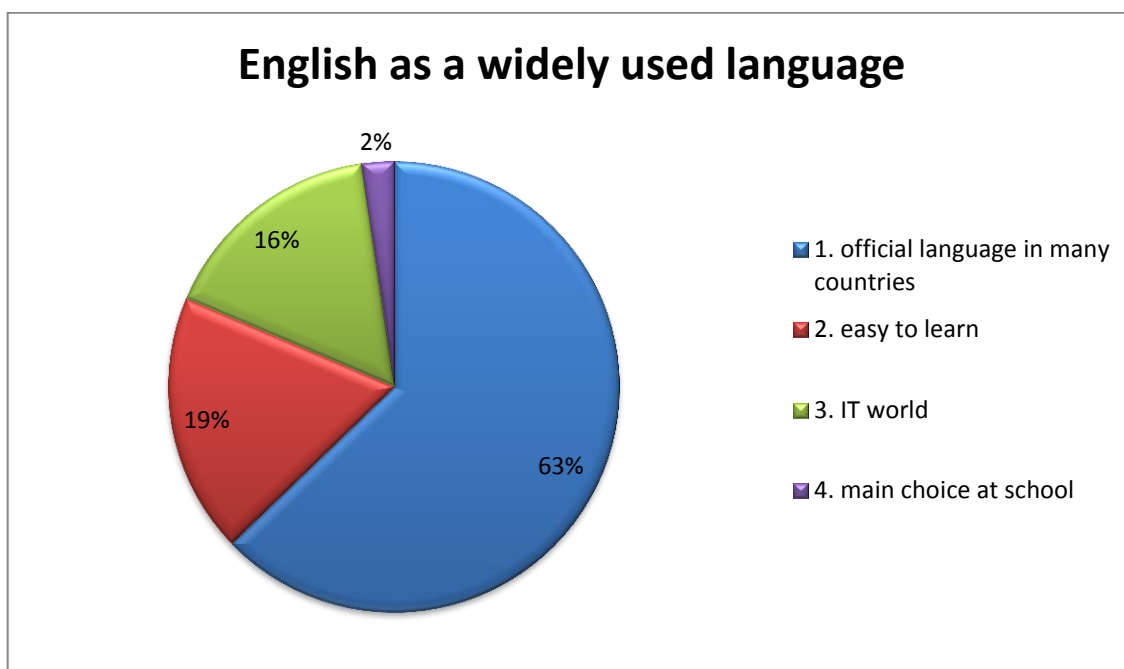
	Relative frequency (%)	Absolute frequency
1. English-easier	95.349	41
2. Both have the same difficulty	4.651	2

Appendix 17

**16. Question**

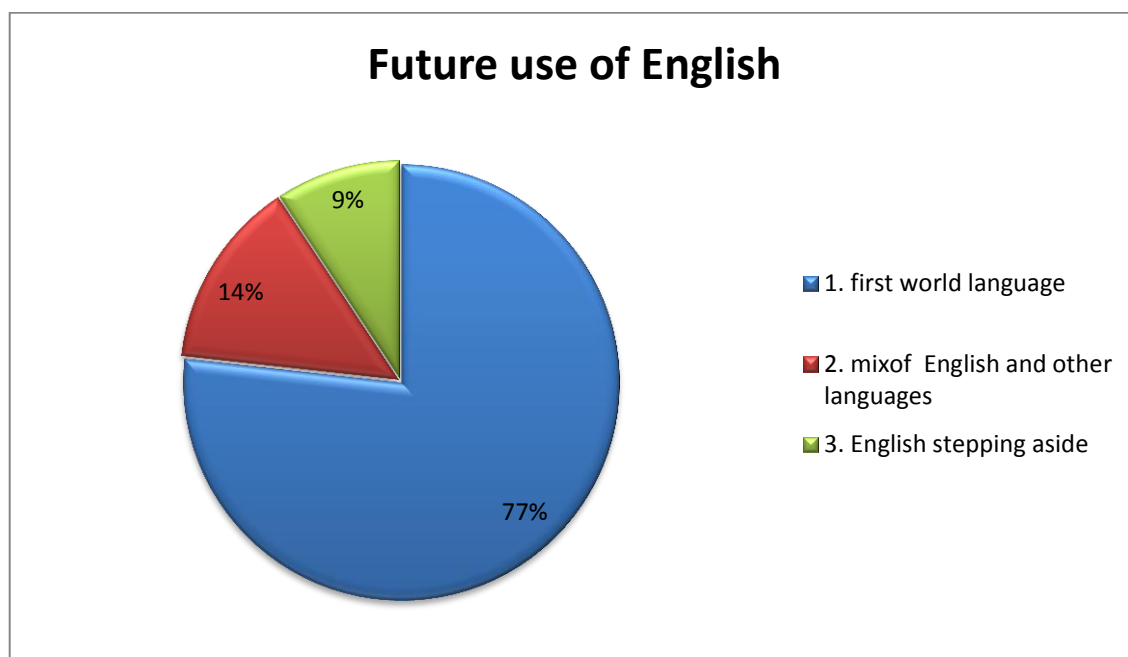
	Relative frequency (%)	Absolute frequency
1. Friends	39.535	17
2. Contacts	34.884	15
3. Job	20.93	9
4. Boyfriend/Girlfriend	4.651	2

Appendix 18

**17. Question**

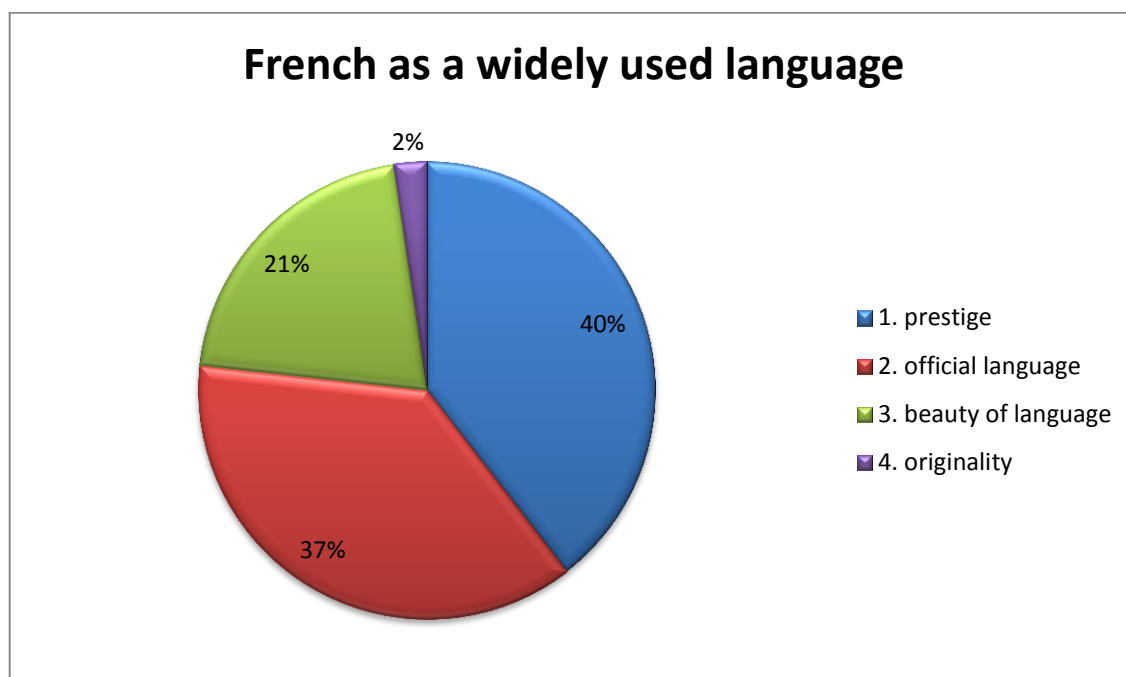
	Relative frequency (%)	Absolute frequency
1. Official language	62.791	27
2. Easy to learn	18.605	8
3. IT world	16.279	7
4. Main choice	2.326	1

Appendix 19

**18. Question**

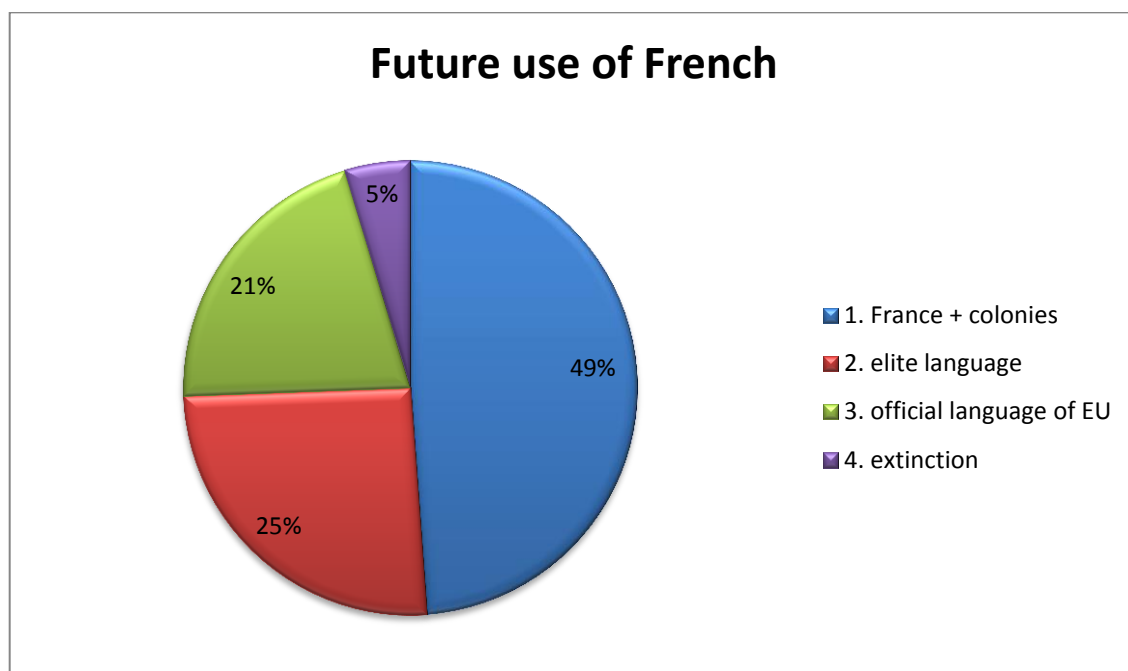
	Relative frequency (%)	Absolute frequency
1. First world language	76.744	33
2. Mix of English and other languages	13.953	6
3. English stepping aside	9.302	4

Appendix 20

**19. Question**

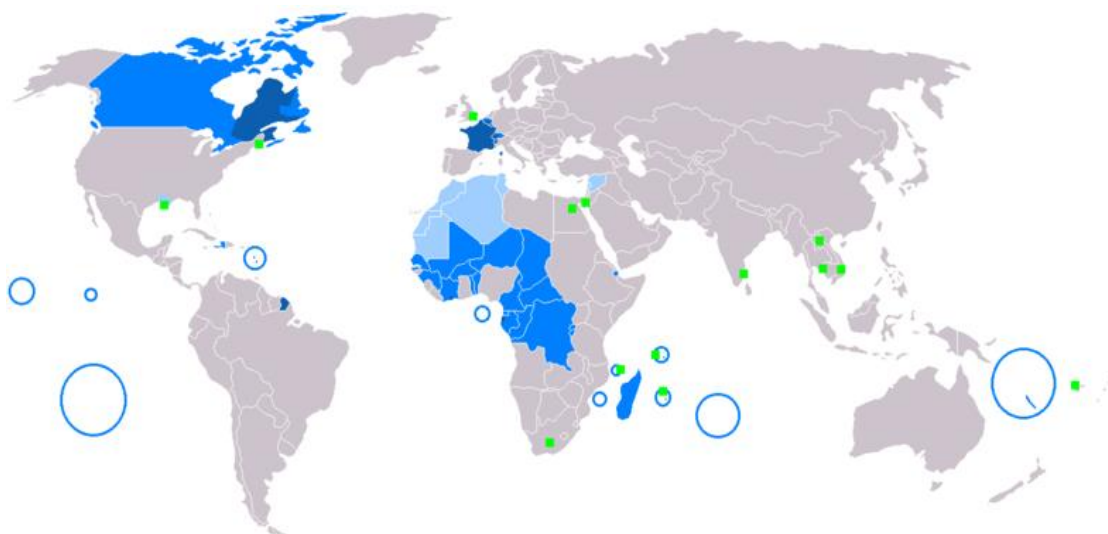
	Relative frequency (%)	Absolute frequency
1. Prestige	39.535	17
2. Official language	37.21	16
3. Beauty of language/ melodiousness	20.93	9
4. Originality/exoticness	2.326	1

Appendix 21

**20. Question**

	Relative frequency (%)	Absolute frequency
1. France +colonies	50	21
2. Elite language	26.19	11
3. Official language of EU	20.93	9
4. Extinction	4.651	2

Appendix 22



Source: http://en.wikipedia.org/wiki/File:New-Map-Francophone_World.PNG

The French language in the world:

- Regions where French is main language
- Regions where it is official language
- Regions where it is second language
- Regions where it is a minority language

The following things have been changed from the old "Map-Francophone World.PNG":

Vietnam, Cambodia and Laos are no longer coloured in light blue, this is because French is not used there very much these days.

Mauritania, Morocco, Algeria, and Tunisia have been coloured light blue, because the French language is widely used. There are even more French speakers in those countries where French is the official language.

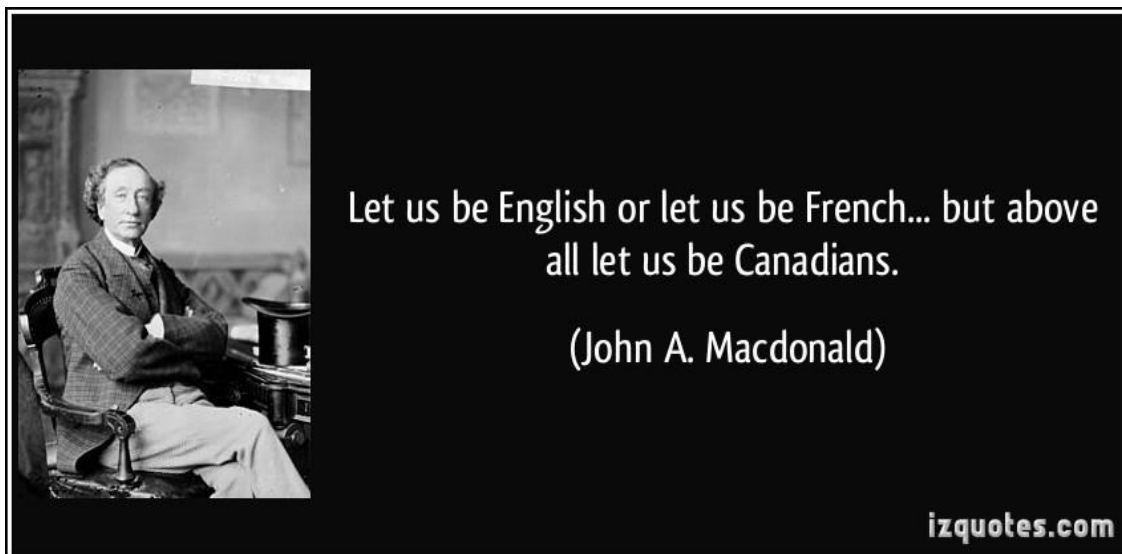
The Western Sahara has been coloured light blue, due to the increased use of French there.

A green dot has been added in London to recognise the French-speaking minority there.

To be modified:

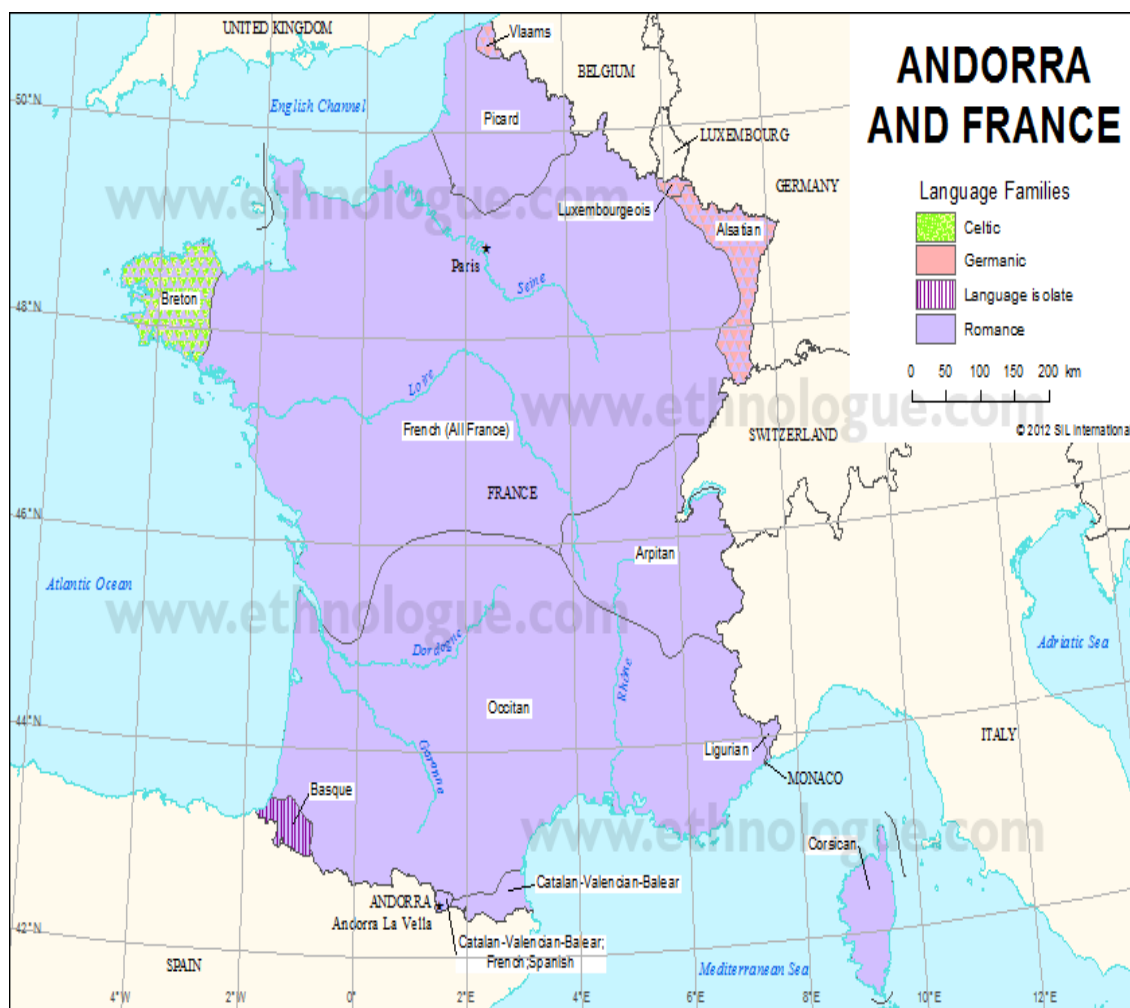
The status of French language in Africa depends on the country. For instance in Senegal French is not always used in the street and the status of official language fits well whereas in Gabon this is the only used language, except for the eldest between people of a same ethnic so in Gabon the French is the main language.

Appendix 23



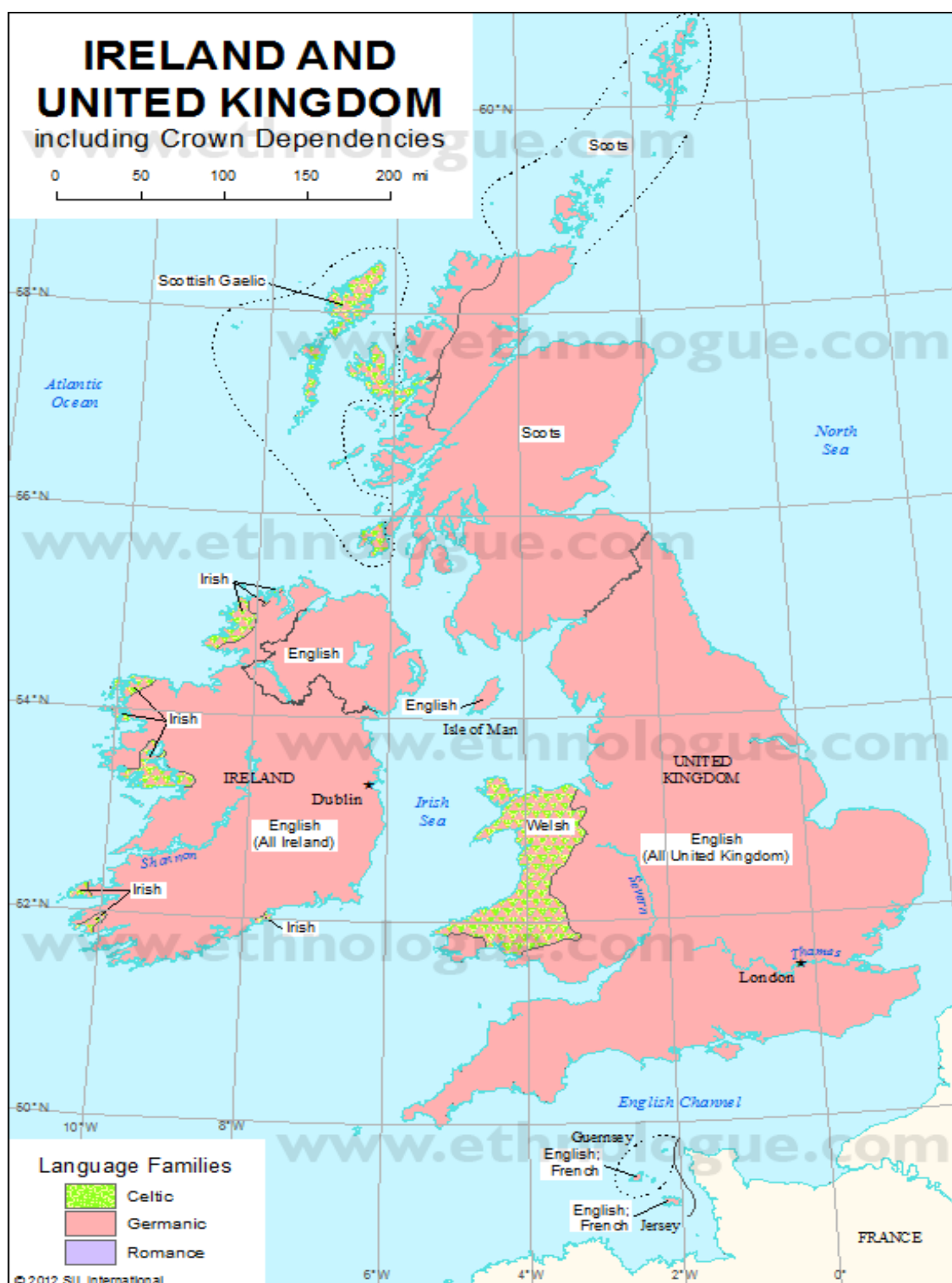
Source: <http://izquotes.com/quote/248821>

Appendix 24



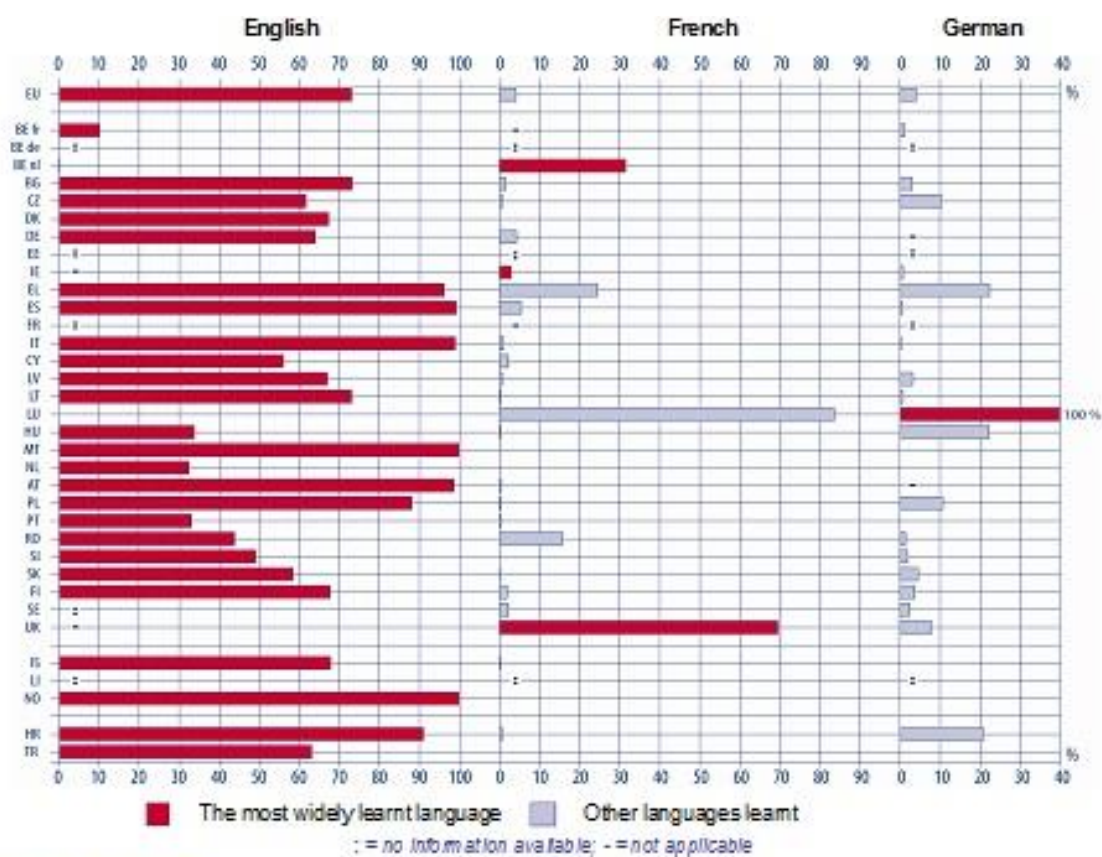
Source: <https://www.ethnologue.com/map/ADFR>

Appendix 25



Source: <https://www.ethnologue.com/map/IEGB>

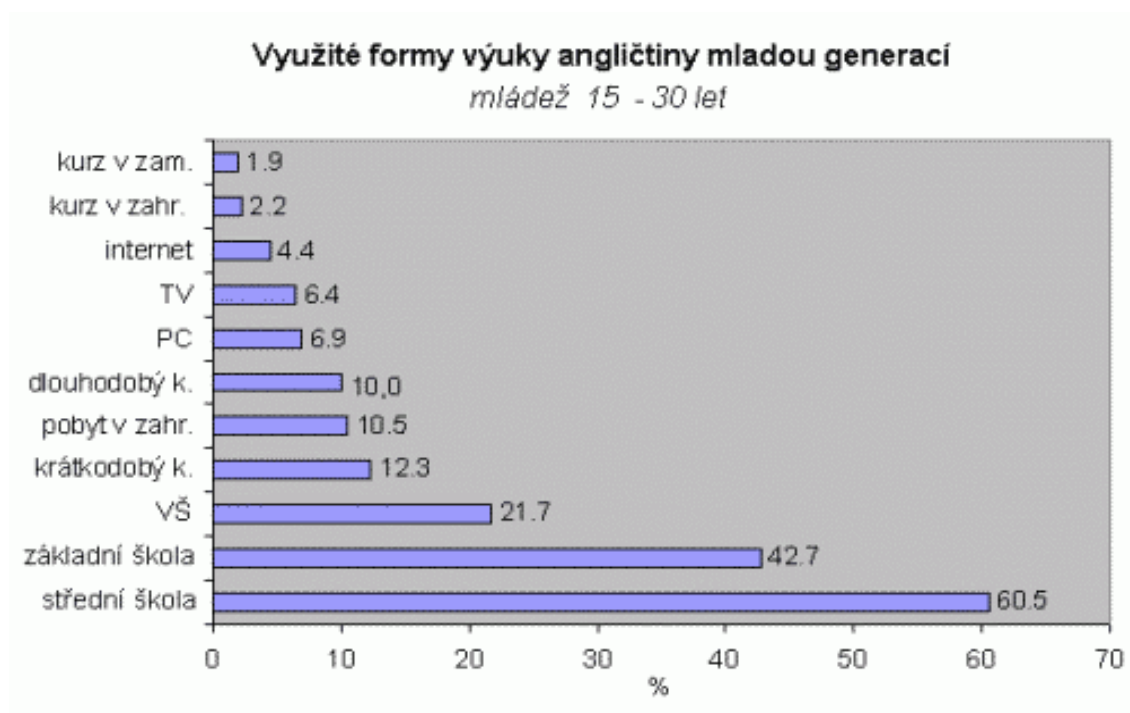
Appendix 26



Source:

http://ec.europa.eu/ceskarepublika/press/press_releases/12_990_cs.htm

Appendix 27



Source: http://www.insoma.cz/index.php?id=1&n=1&d_1=paper&d_2=jazyky_cz

Appendix 28

Průzkum pro bakalářskou práci**Co studujete? ***

- Technický obor
- Zdravotnický obor
- Lingvistický obor
- Zemědělský obor
- Jiné:

Kolik je Vám let? *

Do které kategorie patříte?

- 15-20let
- 21-25let
- 26-30let
- 30let a více

Kde bydlíte? *

- Vesnice
- Malé město (do 15 000 obyvatel)
- Středně velké město (do 100 000 obyvatel)
- Velké město (do 1 000 000 obyvatel)

Je členem Vaší rodiny cizinec? *

Máte zcela českou rodinu? Nebo máte například otce Rakušana, atd.

- Ano
- Ne

Ovládá někdo z Vaší rodiny 1 či více světových jazyků? *

- Ano
- Ne

Studovali jste na cizojazyčné škole? *

- Ano - mateřská škola
- Ano - základní škola
- Ano - gymnázium/střední škola
- Ano - škola s rozšířenou výukou jazyků
- Ne
- Jiné:

Využil/a jste Erasmus či jiný studijní program? *

Byli jste na Erasmu? Jaký studijní program jste využili?

- Ano
- Ne
- Jiné:

Jaká byla Vaše motivace ke studiu cizího/cizích jazyka/ů? *

- Koníček
- Domluva se členem rodiny
- Cestování
- Budoucí pracovní možnosti
- Osobní rozvoj
- Jiné:

Jaký preferujete cizí jazyk? *

- Angličtina
- Francouzština
- Jiné:

Jaké máte zkušenosti s jakýmikoliv cizími jazyky? *

- cizí jazyk v rodině
- delší pobyt v cizí zemi
- práce cizojazyčného průvodce
- práce v zahraniční firmě
- Jiné:

Studujete oba jazyky? *

- v rámci studia
- zájmově - v kurzech, jazykových školách, atd.
- Ne

Který jazyk je podle Vašeho názoru prakticky využitelnější pro život, povolání, studium, cestování? *

- Angličtina
- Francouzština
- Jiné:

Jaká je podle Vašeho názoru role studia cizích jazyků v dnešním multikulturním světě? *

- pomoc vzájemnému poznávání ras, národů, kultur
- dorozumívání se s cizími národy
- práce, business
- osobní rozvoj jednotlivce
- Jiné:

Proč podle vás patří angličtina k nejrozšířenějším jazykům světa? *

- snadno se učí
- rozšířenost v IT světě
- úřední jazyk v mnoha zemích
- volba studentů na školách

Jaké bude podle Vás postavení angličtiny v budoucnu? *

- 1. světový jazyk
- ustoupí do pozadí zájmů
- smíšení s jiným jazykem
- zanikne

Co Vám konkrétně přinesla znalost AJ/FJ? *

Např. práci, přátele, vztah...

- práci
- přátele
- vztah
- kontakty

Kdybyste si měl/a vybrat mezi AJ a FJ, co byste si vybral/a a proč? *

- AJ - rozšířenější
- FJ - melodičtější
- AJ - větší možnost uplatnění na trhu
- FJ - jazyk elity
- AJ - líbí se mi
- FJ - líbí se mi
- Jiné:

Pokud studujete nebo ovládáte AJ i FJ, který se Vám učí/učil snáze? *

- AJ - snazší
- FJ - snazší
- oba přibližně stejně

Proč podle vás patří francouzština k nejrozšířenějším jazykům světa? *

- zvučnost, zpěvnost, krása jazyka
- úřední jazyk mnoha zemích
- originalita (méně běžné než aj, nj)
- prestiž (jazyk diplomatů, náročnost)

Jaké bude podle Vás postavení francouzštiny v budoucnu? *

- oficiálním jazykem EU
 - jazyk elitních skupin společnosti
 - použití výhradně ve Francii a jejích koloniích
 - zanikne
-