

ABSTRACT

The bachelor's thesis deals with foreign language aptitude of Czech grammar students and its relationship to their learning outcomes in English. While the theoretical part introduces the basic concepts in the area of foreign language aptitude, the empirical part is based on field research conducted using two test batteries, which were administered to the sample of 57 grammar school students (25 men, 32 women). The primary aim of the research was to examine whether there are any relations between students' foreign language aptitude and their learning outcomes in English, operationalised as their school grades and the size of their written receptive vocabulary. Furthermore, the relationship between students' foreign language aptitude levels and their gender was explored. The results suggest that certain components of students' foreign language aptitude might be related to the size of their vocabulary. By contrast, foreign language aptitude did not turn out to be connected to students' school grades. Moreover, while no significant differences were found between male and female students in terms of their foreign language aptitude levels, male students demonstrated higher written receptive vocabulary knowledge compared to their female classmates. In addition, the results show that all participants perceive the knowledge of English as important in life. Finally, with no gender differences, most students reported their English to be at either level B1 or B2.

KEYWORDS

foreign language aptitude, gender, second language acquisition, learning outcomes