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DIPLOMOVÁ PRÁCE

Jazykové nadání na českých školách s rozšířenou výukou cizích jazyků  
Linguistic Giftedness at Czech Schools Providing Extended Teaching of  
Foreign Languages

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### **Declaration**

I hereby declare that I wrote the final project on my own and that I listed all the used sources on the works cited page.

Prague, September 2024 .....

## **Abstract**

This thesis investigates manifestations of linguistic giftedness. The first part of the work is to study giftedness from the point of view of school management with advanced foreign language teaching using an online questionnaire. For the second part of the thesis, a scaling questionnaire will be used, through which it will be possible to explore the point of view of teachers and find out if they are able to identify linguistic giftedness. Further study of the representation of gifted students in the selected schools with advanced study of foreign languages will form the third part of the study.

The key words: gifted, talent, language aptitude, verbal intelligence, linguistically gifted.

## **Abstrakt**

Tato práce zkoumá projevy jazykového nadání. První částí práce je zkoumání nadání z pohledu vedení škol s rozšířenou výukou cizích jazyků pomocí online dotazníku. Pro druhou část práce bude použit škálovací dotazník, pomocí kterého bude možné zmapovat pohled učitelů a zjistit, zda jsou schopni identifikovat jazykové nadání. Třetí část práce zkoumá další studium nadaných žáků ve vybraných školách s rozšířenou výukou cizích jazyků.

Klíčová slova: nadaný, talent, jazykové nadání, verbální inteligence, jazykově nadaný.

## Table of Contents

Introduction.....	6
1. THEORETICAL PART .....	7
1.1 The concept of giftedness .....	8
1.2 Approach to gifted students in the Czech Republic .....	10
1.2.1 School documentation .....	11
1.3 Divisions of giftedness .....	13
1.3.1 The concept of linguistic giftedness .....	14
1.3.2 Examination of linguistic giftedness .....	15
1.4 Language aptitude .....	16
1.4.1 The concept of language aptitude .....	16
1.4.2 Personality predictors .....	17
1.4.3 Language aptitude components.....	18
1.4.3.1 Skehan’s model .....	19
1.4.3.2 Robinson’s model.....	20
1.4.4 Testing language aptitude.....	22
1.5 Verbal intelligence .....	25
1.5.1 The concept of verbal intelligence .....	25
1.5.2 Multiple intelligences .....	27
1.5.3 Testing verbal intelligence.....	29
2. PRACTICAL PART .....	31
2.1 Research hypotheses.....	31
2.2 Participants.....	31
2.3 Data collection instrument and procedure .....	32
2.4 Findings and data analysis .....	33
2.4.1 Questionnaire 1 .....	33
2.4.2 Questionnaire 2 .....	35
2.4.2.1 Linguistic giftedness and general development .....	36
2.4.2.2 Language aptitude .....	37
2.4.2.3 Verbal intelligence .....	38
2.5 Further study of the representation of gifted students .....	39
2.5.1 Administrating the test MLAT.....	39

2.5.1.1 Strengths and drawbacks .....	41
2.5.2 Administering the test WISC-V .....	42
2.5.2.1 Test components.....	42
2.5.2.2 Strengths and drawbacks .....	43
Conclusion .....	<b>Error! Bookmark not defined.</b>
List of sources .....	47
Appendix A: Online questionnaire for school managers.....	54
Appendix B: The scale for identification of linguistic giftedness (5-1).....	55
Appendix C: The Modern Language Aptitude Test (MLAT) .....	68
Appendix D: The Wechsler Intelligence Scale for Children .....	78

## **Introduction**

Society cannot fully exist, function, and develop without the transmission of information. And the exchange of information, as it is known, is due to the existence of sign systems and languages. A foreign language serves as a means of interpersonal and interethnic communication. In this regard, the education system in the field of a foreign language is being improved, and new methods and approaches to teaching children are being developed.

This is especially true for teaching gifted students, since immersing such children in the paradigm of a foreign language requires great efforts to increase productivity compared to other students. This means that they need a special approach in order not to destroy the desire to learn a foreign language.

The theoretical significance of this work lies in the definite contribution made to the field of pedagogy, which studies ways of working with children with outstanding linguistic abilities.

The aims of the thesis are to describe the concept of linguistic giftedness and analyse the points of view of managers and teachers of schools with advanced foreign language teaching. The following research questions are addressed in this paper: 1) Are language aptitude and verbal intelligence measurable? 2) If so, is there a correlation between them? 3) Do school managers test their students for linguistic giftedness? 4) Are school teachers able to identify linguistically gifted students in their classrooms?

This paper consists of two parts: theoretical and practical. The first one defines the key concept of linguistic giftedness as a part of general giftedness. In addition, the current approach in the Czech schools is presented as well as two main components of linguistic giftedness. The second one presents two surveys conducted at two particular schools based on the theoretical approach (chapters 1.3 and 1.4). Building on the research questions and recent studies, the presented survey tests two hypotheses (chapter 2.1). Aspects of both qualitative and quantitative research are reflected in the analysis of the gathered data.

## **1. THEORETICAL PART**

The theoretical part is divided into two larger parts. Firstly, the most important theoretical concepts of linguistic giftedness are explained, and the approach to teaching gifted students in the Czech Republic is evaluated. Secondly, the components of linguistic giftedness are investigated, namely language aptitude and verbal intelligence. Definitions of these and their constituents, along with ways of measurement, are given throughout the text. In conclusion, the literature review examines the actual presence of exercises of increased complexity in English textbooks.

## 1.1 The concept of giftedness

Numerous civilizations have given different definitions to the concept of giftedness. Giftedness was first described in military terms in ancient Sparta. While both boys and girls attended first-level schools in Rome, only the boys were allowed to pursue higher education. Boys in Athens went on to private schools to study scholarly subjects like logic, politics, and mathematics. Wealth and prestige were rewarded upon Europe's talented writers, architects, and artists during the Renaissance (Al-Shabatat 1336).

Regarding the present, giftedness was not identified in the second decade of the 20th century, however, knowledge of it improved in the third decade. Instead, the construct that came out of that time reflects certain dynamics that, as they manifested in the educational system, served sociopolitical goals. One of the elements that contributed to the development of the talented child concept is widely considered to have been the early 20th-century mental testing movement (Sternberg and Davison 2). More comprehensive consideration of the nature of giftedness is necessary given the enormous issues and moral dilemmas that are met by our world in the twenty-first century, from which, there appears a need to define the concept itself.

When intelligence tests were developed, the term "gifted" was mostly used to describe individuals who showed extraordinary precocity or kids with high IQs. Every usage of the word "gifted" naturally highlights the hereditary or genetic endowment of the unique skills that are believed to define "giftedness." The phrase was and is frequently used to describe individuals with exceptional talent in a variety of artistic professions (Sternberg and Davison 65).

Kocvarová and Machu understand giftedness as an individual's ability in a chosen field, valued by the socio-cultural environment, which is quantitatively and qualitatively more developed than his peers. Gifted students, as a rule, are characterised by atypical development not only in the cognitive but also in the socio-emotional spheres. Cognitive characteristics include high intelligence and abstract thinking, creativity, excellent memory, and interest in philosophical topics. As for the socio-emotional characteristics, there is a mismatch between the level of intelligence and aspects such as motor, verbal, and socio-emotional development. Emotional sensitivity, closeness, impulsivity, and a tendency to control what happens refer to manifestations of giftedness (Kocvarová and Machu 64).



More work has to be done to highlight the areas where these definitions of giftedness and talent overlap because the notion of giftedness and talent influence both the identification process. This research reviewed four giftedness and talent models from this standpoint. From a **domain-general viewpoint**, traditional intelligence tests are used to assess giftedness. A **domain-specific viewpoint** illuminates more specialised domains of skill and giftedness. The concept of giftedness and skill was expanded by a **system viewpoint** to include other psychological factors like motivation. A **developmental viewpoint** takes into account factors that are outside of the person, such as the surroundings (Al-Shabat 1336).

The **domain-general viewpoint** examines the scientific basis of giftedness from a domain-general approach, essentially employing the terms "gifted," and "talented" "genius," interchangeably. The definition of genius was changed, and giftedness and high IQ were associated as a single concept. In addition, a system of classification was implemented in the schools, according to which a student's IQ score of 135 or above is considered "moderately gifted," 150 or higher is considered "exceptionally gifted," and 180 or higher is considered "profoundly gifted" (Kaufman and Sternberg 71).

Within the **domain-specific viewpoint** of giftedness, researchers emphasise particular domains of aptitude and concentrate on the needs of precocious individuals in those domains to acquire the necessary acceleration or enrichment to advance at the proper skill level. As a result, the emphasis is on developing intellectual capacities in a particular field and building a foundation of knowledge (Brody and Stanley 22).

The three traits that are considered to form giftedness from the **system viewpoint** are creativity, well-above-average ability, and task devotion. Renzulli asserts that every attribute has a major impact on how giftedness develops. "Well-above-average ability" refers to either general ability that is applicable to all domains or specific ability, which is the capacity to perform well within a particular domain and is possessed by those who place in the top 15–20% of any given domain (Renzulli 250).

A lot of emphasis is placed on the **developmental viewpoint** while discussing the genetic components of giftedness. In essence, the three psychological elements—creativity, motivation, and extraordinary abilities—as well as environmental influences like the family, school, and peers are incorporated (Al-Shabat 1342).

Though the definitions of giftedness and talent are closely related, they should be distinguished from one another. Since the first notion has been revealed, it makes sense to refer to the definition of talent. As it comes from genetically transmitted structures, it is partially natural. Although its full impacts might not be felt right away, there will be some early warning signs that will enable skilled individuals to spot talent before really high levels of mature performance are proven. These early indications of talent provide a basis for predicting who is likely to excel. Finally, talents are relatively domain-specific (Jung 2).

In comparison, Brown (2002) proposed definitions for talent that refer to “a capacity for achievement or success”. When it comes to giftedness as achievement, system researchers concur with domain-specific viewers. According to developmental theorists, talent is performance, and giftedness is potential (Al-Shabat 1343). Kocvarová and Machu see talent as a potential that is hidden in the personality of an individual but, at the same time, is largely determined by the complex interaction of social and cultural learning conditions with individual personal factors (Kocvarová and Machu 64).

This leads one to the conclusion that there are no universally accepted definitions of giftedness or talent. Political, social, and cultural variables all affect the definitions. When it is used with children, it indicates that a person possesses traits that point to giftedness (Coleman and Cross 2001).

## **1.2 Approach to gifted students in the Czech Republic**

Sometimes, it happens that a gifted student needs an individual approach and an extended programme. That is why there are schools for such children in which every detail is carefully considered. Currently, one can state that schools in the Czech Republic are obliged to create basic conditions for obtaining education, an appropriate educational environment, and a comprehensive system of support for gifted children. However, the situation is not yet ideal because it is not always possible to identify gifted, and especially exceptionally gifted students in time to diagnose and then support their talents and development (Straka and Portešová 550).

### 1.2.1 School documentation

In the process of studying the approach to gifted students in the Czech Republic, it makes sense to refer to several documents defining this category of children and analyse the position of schools in relation to them. To do this, two schools with extended foreign language teaching have been chosen:

- Základní škola Fr. Plamínkové, Praha 7, Františka Křížka 2 (*Školní vzdělávací program 1. Stupeň 2023-24, Školní vzdělávací program 2. Stupeň 2023-24*).
- Základní škola s rozšířenou výukou jazyků, Praha 4, K Milíčovu 674 (*Školní vzdělávací program*).

First of all, it is worth noting that the **individual curricula** of the above schools are compiled by the class teacher in cooperation with teachers of subjects in which the student's outstanding talent is manifested. This collaborative effort also involves an education consultant and a school counselling centre. Nevertheless, there are differences in the organisation of documentation between schools, which has an impact on approaches to gifted children.

The first school provides a School Educational Programme consisting of two parts, which allows the most extensive presentation of the approach to working with gifted children. The first part of the Programme includes **an individual curriculum** developed by teachers in collaboration with the School Advisory Bureau (ŠVP 1. Stupeň 2023-24, 10-11). For gifted and exceptionally gifted students, there is also an opportunity to **participate in the teaching** of one or more subjects in high school (ŠVP 2. Stupeň 2023-24, 12). The School Educational Programme of the second school (Základní škola Fr. Plamínkové) represents measures to support and adjust the educational process of gifted students. The school offers **early admission** of a child to their school (ŠVP 12). In conclusion, a common feature between the two schools can be highlighted, namely, the **enrichment of educational content**.

In addition to the description of the schools' positions, it is necessary to highlight the selection criteria for gifted students. As for the first school (Základní škola Fr. Plamínkové, Praha 7, Františka Křížka 2), students take a single test. This may additionally include a test of knowledge of the prerequisites for learning, an interview, or foreign language exam. Another evaluation criterion may be participation in various competitions and Olympiads or a certification language exam. New school principals are not required to take into account the results of primary

school education, but most school principals say that they will not completely abandon this criterion. Applicants will learn about the specific requirements and terms of the admission procedure for this school when choosing a secondary school. In conclusion, it should be said that the criteria for admission to secondary school are specified, whereas there are not any conditions for admission in primary classes (<https://www.plaminkova.cz/jak-se-stat-zakem/zapis-do-1-trid-2024-25/kriteria-prijeti>).

The second school documentation (Základní škola s rozšířenou výukou jazyků, Praha 4, K Milíčovu 674) displays the conditions of admission without specifying the criteria for admission to secondary school. It is also necessary to pay attention to the lack of specific conditions in the documentation for admission to school. The management points to a three-phase procedure:

1. The formation of applications for admission.
2. Receipt of completed applications to primary school.
3. Admission procedure.

Within 30 days from the date of registration, the school principal will decide on the admission or non-admission of the child to the selected primary school. The main criterion for the admission of children is the place of permanent residence in the relevant primary school district, established by a generally binding decree of the City of Prague. If these conditions are met, more applicants will be selected according to individual criteria, which the documentation of this school does not display (<http://zsmilicov.cz/pro-prvnaky/informace-k-zapisu/>).

## **The conclusion**

To conclude, it is seen that the criteria for admission vary between the schools, which proves the lack of one standardised system. Beside this, the priority of educational organisations implementing additional programmes is not only to improve the quality of education but also to create pedagogical conditions for solving the problem of the adaptation of a gifted child. Working with gifted children is a constant, complex and demanding process. As a result, it requires new knowledge, flexibility and personal growth, as well as close cooperation between parents and teachers.

### 1.3 Divisions of giftedness

Since the concept of giftedness in comparison with talent was presented, as well as the ways to identify it, it became necessary to present specific parameters that would help divide giftedness into groups. There are a large number of types of giftedness in the teaching environment. Their enumeration is based on the sphere of manifestation. Nevertheless, this thesis examines five giftedness manifestations.

The first is **intellectual giftedness** that speaks about performance and potential as they relate to academic and intellectual success fields. Unusual aptitude for solving difficult problems, asking complex questions, and seeking the truth are typical. Apart from this, intellectually gifted kids are more likely than non-gifted pupils to meet the highest academic requirements, which suggests that giftedness may usually be linked to perfectionism (Mofield and Parker Peters 328). Furthermore, it is hypothesised that intellectually brilliant students associate achievement with their own worth (Stricker et al. 180).

Being **emotionally gifted** means having a unique understanding of oneself and/or other people. Children who exhibit emotional giftedness are particularly conscious of their own emotions and how they affect their relationships with others from a young age. Youngsters with emotional gifts are sensitive to others' emotions and have the ability to apply appropriate empathy. At a far younger age than anticipated, they attempt to be reciprocal in their interactions with others. Recognising others' emotions, putting oneself in another person's shoes, and conjuring up scenarios that diverge from one's own experience are all components of empathy. Additionally, advanced conceptions of justice, fairness, truth, honesty, and other moral qualities are suggested by emotional giftedness (Lovecky 252).

The ability to come up with fresh concepts while adhering to contextual limitations is referred to as **creative giftedness**. This innovative thinking is in opposition to traditional intelligence (as determined by IQ). Specific cognitive skills (like conceptual synthesis and divergent-exploratory thinking), personality traits (like openness and risk-taking), emotional traits and states, and environmental factors (family, school, and regional levels) are the main contributors to creative giftedness (Lubart 102). This type of giftedness indicates the possibility of creative thought. It frequently shows itself as very good visualisation and imaginative skills, musical or

artistic abilities, or even humour or playfulness (though not always on "light" subjects, such as strange or dark humour) (Lubart and Zenasni 2010).

The ability to perform intonation, which is the foundation of all musical activity and the process of combining the elements of form and content, should be acknowledged as the primary structural component of **musical giftedness**. According to this notion, understanding the content of musical sound constitutes musical creativity. Based on the suggested perspective on musicality, it seems logical to arrange musical skills in a hierarchy. The primary one among them is that musicality is made up of two parts: creative and perceptual, each of which depends on a variety of specialised skills (Krasilnikov 462).

Finally, the definition of **practical giftedness** needs to be explained. This is the capacity for individuals to use adaptation, shaping, or environment selection to find the best fit between themselves and the demands of the environment in order to pursue personally valued goals. The idea of practical intelligence – which forms the basis for both the acquisition and application of tacit knowledge – is highlighted. It is frequently described as a component of practical intelligence and called “common sense.” What is generally not explicitly taught or even spoken is known as implicit knowledge. Since it is frequently difficult for an individual to express, the knowledge is regarded as tacit (Sternberg et al., 2000).

Along with intellectual, emotional, creative, musical, and practical giftedness, there is a **linguistic** one, which, at first glance, may seem less specific. However, with a more detailed study of its components, the importance of a more in-depth analysis of this phenomenon may become apparent.

### **1.3.1 The concept of linguistic giftedness**

In the context of studying the effectiveness of teaching foreign languages, it is necessary to address the issue of determining the level of students’ linguistic giftedness. It is becoming increasingly obvious that a personal approach to learning cannot be implemented without identifying the characteristics of students that allow them to master knowledge or practical skills successfully. The definition of linguistic giftedness is an essential condition for the development of an individual route for teaching a foreign language to students.

Linguistic giftedness represents a set of distinct psychological foundations of a person's character that describe (Panfilova et al. 179):

- A **high level** of intellectual, language, and communicative abilities.
- **Stable motivation** for language study.
- **Speed** and **ease** with which a language is acquired.
- **Creativity** in the choice of methods for communication.

### 1.3.2 Examination of linguistic giftedness

From the issues mentioned above, a number of considerations arise; these include the measurability of linguistic giftedness and what else should be examined to suggest future advancements to the area of teaching linguistically gifted children.

First of all, it is necessary to minimise the biases of standardised testing, for which there will be used a list of various methods to identify different linguistically gifted students (Matthews 31):

- The objective should be students' **inclusion** rather than exclusion.
- Information should be acquired from **a variety of sources**.
- The use of a single linguistic giftedness criterion should be avoided.
- It is important to gather both **objective** and **subjective** data.
- The process of identifying linguistic giftedness should start **as early as** possible, include several steps, and continue throughout time.
- It is important to pay close attention to the various **behavioural signs** of giftedness demonstrated by students from various cultures.
- Determining **a course of action** should wait until all necessary information about students has been gained.

These suggestions give a more coherent understanding of the qualities that linguistically gifted students should have. Usually, school teachers and managers have a clear idea of the interests and academic level of every pupil in their classes. However, there are several possible drawbacks that need to be avoided during pedagogical observations. School educators can serve as great resources for identifying who in a class can benefit from participating in the gifted program. As a rule, school teachers and managers do not always correctly identify bright students. For this reason, there appears to be a need to explore if school managers test linguistic

giftedness by means of an online questionnaire (Appendix A) and to what extent school teachers assess giftedness of their students with the help of a scaling questionnaire (Appendix B). Particular sorts of bias frequently affect nominations made by educators without expertise in gifted education (Matthews 32).

## **The conclusion**

At times, teachers might be hesitant to label their students as "gifted". When teachers lack confidence in their own abilities, those of their students, or the effectiveness of the gifted program, this apprehension may manifest. Teachers often tend to emphasise pupils' weaknesses over their strong sides. If teachers do not challenge students with adequate difficulty levels in class, some children who have already mastered the grade-level material may go undetected. This is because teachers may be unaware of their true potential and the various components that make up linguistic giftedness (Matthews 31-38). Hence, the conclusion follows: in order to guarantee that all children get the chance to demonstrate their potential, it is important that several measures for linguistic giftedness assessment are used.

### **1.4 Language aptitude**

#### **1.4.1 The concept of language aptitude**

Foreign language teachers have long been concerned by the reality that everyone learns languages differently. Though much time and effort has been invested, as shown by the professional literature, many elements that distinguish between those who learn foreign languages more quickly and those who take longer still need to be discovered. Knowing one's foreign language aptitude could be helpful to creative teachers in developing lesson plans that address the variances in learning styles of different students (Sparks and Ganschow 163).

The traditional definition of aptitude includes the capacity to learn a task depending on a mix of enduring traits in a student (Carroll 84). If we speak about the



context of foreign languages, the concept of aptitude typically refers to a particular propensity for acquiring the second language (Ellis 494). In other words, language learners pick up new languages faster and easier than others in everyday life or in formal circumstances (Kiss and Nikolov 100).

### 1.4.2 Personality predictors

The issue of foreign language aptitude personality predictors needs to be the first focus of the investigation. According to Adriana Biedroń, there are five qualities that help with distinguishing gifted students from nongifted ones (Biedroń 467 - 471):

1. **Being open to experience** (intelligence) means that a person appreciates art, adventure, and has a vivid imagination. High degrees of openness to experience are associated with intellectual curiosity, sensitivity to beauty, creativity, and emotional awareness. They tend to be outspoken, independent in their judgement, open to challenging the status quo, and curious about aesthetic concepts. People with low openness scores are typically more traditional and conservative in their interests.
2. **Being conscious** (willingness to succeed) suggests practicing self-control, carrying out duties, and pursuing goals. This element influences the capacity to control and manage person's impulses. High achievers demonstrate a strong will, are driven, and persevere in their goals. At work, they are thorough, obedient, loyal, considerate, and on time. Instead of engaging in spontaneous behaviour, they favour planned behaviour. A high level of conscientiousness may be a sign of perfectionism. Low scorers exhibit a lack of clear life goals, lethargy, impulsivity, and spontaneity in their decision-making.
3. **Being extraverted** (immediacy) represents positive feelings, a propensity to seek out stimulation, and other people's company. People who score well on this characteristic are warm, pleasant, and full of energy. Extraverts enjoy interacting with others and frequently take the lead in social settings. In comparison, introverts are quiet, humble, and less socially active. They simply require less stimulation than extraverts, so it is important not to mistake their lack of social engagement for shyness or sadness.

4. **Being agreeable** (emotional balance) demonstrates a propensity towards empathy and cooperation rather than hostility and suspicion of others. In general, agreeable people assume that other people share their friendliness and helpfulness. They are straightforward, clever, truthful, caring, giving, unselfish, helpful, and prepared to put others' interests ahead of their own. Low-agreeableness individuals are egotistical, suspicious of the motivations of others, competitive rather than cooperative, suspicious, aggressive, and hard-faced.
5. **Being neurotic** (confrontation) includes negative emotions like anxiety or melancholy. Such people tend to worry themselves ill, react to stress with fear and tension, and perceive everyday circumstances as dangerous. They have low self-esteem and are susceptible to embarrassment in social settings. Low scorers are calmer and less emotionally reactive. They are better at dealing with stress and do not get frustrated and irritated as frequently as neurotics do.

### 1.4.3 Language aptitude components

#### Carroll's theory

These aspects are fundamental to the growth of cognitive abilities (Dörnyei 278); hence, it would be wrong to ignore them while studying the aptitude for foreign languages. The modern understanding of this concept, as per Carroll's definition, is rooted in a person's initial preparation and capacity for learning a foreign language, as well as their likely level of comfort in doing so (Carroll 85). Carroll created the first and most prominent model of foreign language aptitude, dividing the construct into four, largely independent subcomponents (Carroll 105). They are as follows:

- **The ability of phonetic coding:** recognising distinctive sounds, associating them with symbols that represent them, and remembering those associations.
- **Grammatical sensitivity:** understanding how words or other linguistic elements serve grammar-related purposes in sentence structures.
- **Associative memorisation:** the capacity to learn relationships quickly and effectively between sounds and meanings and to keep these associations.
- **The ability of inductive language learning:** inferring the rules controlling a collection of linguistic materials.

### **Skehan's and Robinson's theories**

In addition to Carroll's concept of language aptitude, two significant theories by Skehan (2002) (**processing stage model**) and Robinson (2007) (**aptitude complex model**) view foreign language aptitude as a collection of cognitive skills, characterised through the perspectives of cognitive science and psycholinguistics. While Skehan's model links stages of second language acquisition (SLA) to components of foreign language aptitude, Robinson's model links the cognitive profiles of foreign language learners to various forms of instruction requiring various levels of awareness. Both theories incorporate the working memory component, which reframes Carroll's original approach.

#### **1.4.3.1 Skehan's model**

In contrast to Carroll's paradigm which saw foreign language aptitude as a **self-contained domain**, Skehan presented a conceptualisation in which language aptitude is made up of elements that might be connected to various **stages** of SLA information processing. As a result, the ability to engage in phonetic coding is associated with input processing; the ability to analyse language, which includes inductive language learning and grammatical sensitivity, is related to central processing; and the ability to recall information is related to fluency and output. Skehan's renewed model highlights four steps in SLA processing:

- **Working memory** and **attentional control**, both of which are particularly relevant in current studies on language aptitude (Dörnyei and Skehan 596). They form the process through which a rule-based generalisation, which was challenging at first, becomes proceduralised. This prospective component of aptitude is not disregarded by existing aptitude subtests, nor is it emphasised (Skehan 34).
- **Noticing** which is focused on the realisation that a certain aspect of form gets attention. Considering aptitudinal varieties, one must presume that some individuals have better aptitudinal individual differences in their ability to recognise form. Although it is not sufficient, the aptitudinal component of

phonemic writing skill is clearly relevant to this. It has to be supported by working memory and attentional control techniques (Skehan 33). Schmidt (1995) asserted that noticing is necessary for learning because it makes stimuli potentially available for incorporation in long-term memory and for additional processing.

- **Modelling** that includes extending, identifying patterns, integrating, and complexifying which demonstrate the ability to recognise and work with patterns in the target language. They need input to be processed, evaluated, and then generalised before expansions can be made. It is expected that in order to succeed in these areas, students will need to be able to recognise patterns as well as the possibility that the first pattern they notice is too narrow in scope and has to be modified. The two elements of Carroll's model, grammar sensitivity and inductive language learning, seem to be able to contribute to addressing these issues (Skehan 34).
- **Lexicalising** or the issue of how a student becomes native-like, for which he or she must set up a bank of language terms that can be accessed quickly. That does not require substantial internal processing. It is obvious that aptitude tests fall short in this regard. The associative memory testing is focused on memory encoding level. Tests that focus more on storage, particularly retrieval, are required (Skehan 35).

### 1.4.3.2 Robinson's model

As for the second theory suggested by Robinson, the Aptitude Complex Hypothesis assumes that foreign language aptitude consists of various combinations differently linked to language learning in diverse circumstances (Robinson 274). According to this theory, some language learners may have strengths in skills that are helpful in particular learning situations but less effective in others. For this, Robinson outlines two-ordered abilities. As for the primary, or **first-order abilities**, one can identify (Robinson 114):

- **Capacity of working memory** seen as individual differences that are formed reflect the limited capabilities of a person's working memory (Wilhelm et al. 1). In language comprehension, it helps with retaining earlier segments of a

spoken message until they are blended with some later parts. In general, it is not only about the retention of recently acquired knowledge but also the incorporation of previously acquired knowledge (Nelson 2).

- **Grammar sensitivity** which is the capacity to identify syntactic functions and/ or semantic roles of words inside sentences. People have varying degrees of grammar sensitivity, just as their brain dominance causes them to absorb information differently (Robinson 324). Learning a new language is more advantageous for those who are attuned to the grammatical structures of their native languages. Compared to people who are less sensitive to grammatical structure in their native languages, they would probably be better able to recognise and analyse the grammar of another language (Van Patten et al. 137).
- **Pattern recognition** demonstrating understanding of the challenges of integrating language learning with content. Patterns are instruments for documenting solutions in a way that makes them reasonably transferable to related situations in one's own setting (Köppe and Nijsten 2). Acquiring knowledge of language patterns is crucial for both beginning and experienced learners since it offers a valuable understanding of the structure and operation of language. As pattern recognition helps pupils understand the structure of the language, it is a crucial component of language acquisition.
- **Processing speed** is the efficiency with which information is processed. An individual with a slower processing speed might not be able to do all of the processing required for satisfactory performance in the time available (Kail and Salthouse, 214). People who display slower processing speeds may find it challenging to communicate with others in social situations and, consequently, react more slowly. Language processing speed can therefore have a big influence on social relations. People with faster processing speeds are better able to follow intricate talks, answer quickly, comprehend humour, and actively participate in conversations.

The described above concepts are realised by such cognitive factors as short-/long-term memory, working memory, and attention. The following cognitive constructs build **second-order abilities**, which are composites of primary abilities and include:

- **Gap noticing** or the circumstances in which a student finds it difficult to generate work and recognise that he or she has a language issue, whether it is

because a word is partially or entirely lacking from the lexicon (De Vos 501). It means being able to see what is missing between the input and one's own interlanguage. In other words, being provided with opportunities for "pushed output," which is the process of fixing mistakes by rearranging the forms that were initially misinterpreted (Buriro 142).

- **Contingent speech memory**, along with gap noticing, contributes to L2 aptitude. They are combinations of domain-neutral primary skills, like pattern recognition and processing speed (gap noticing), and capacity of phonological working memory, in the case of contingent speech memory. Moreover, this type of memory can predict working memory and L2 interaction skills related to recognising and learning from recasts (Mackey et al. 2002).
- **Rehearsal for metalinguistic rule** which is a strong predictor of the learning results. When this parameter is high, a learner is typically better at guided learning that involves practicing specific grammar rules and memorising verbs. Since L2 morphological learning depends on vocabulary, it can be a more accurate predictor of learning rates (Robinson 6). In conclusion, the current study looks at working memory capacity and rehearsal for metalinguistic rule as predictors of L2 morphological feature acquisition under both longer- and shorter-spaced learning conditions (Suzuki 173).

#### 1.4.4 Testing language aptitude

The described above views of language aptitude are measured by various tools:

- The purpose of the Defence Language Aptitude Battery (**DLAB**), is to identify native English speakers who have an aptitude for acquiring languages other than those in the European Union. The DLAB is required for military recruits who want to be assigned to language school. There are five audio sections and one picture section in the test. This will first provide the service member with instances of a few words or word fragments, and then it will ask test takers to construct a term from those samples (Smith and Stansfield 2016).
- The High-Level Language Aptitude Battery, or **Hi-LAB**. It consists of four subtests measuring different memory aspects. Working memory, and more specifically, the phonological loop component of working memory, is

measured by two of these subtests: the letter span test and the nonword span test. The purpose of the Hi-LAB is to identify individuals who can become nearly native speakers of the second language (Linck et al. 530).

- **CANAL-F** stands for Cognitive Ability for Novelty in the Acquisition of Language (Foreign). By teaching students to speak Ursulu, an artificial language, the CANAL-F Test operationalizes learning a foreign language. Five subcomponents make up this ability test: learning neologisms, comprehending passage meaning, learning paired associations, drawing selective conclusions, and learning linguistic rules. An immediate recall section and a delayed recall section are two portions to each of the first four sections. There is only one immediate recall section in the final exam, which assesses the candidates' capacity to acquire linguistic rules (Grigorenko et al. 390).
- The Pimsleur Language Aptitude Battery, or **PLAB**, reveals verbal ability, auditory ability, motivation, and grade point average. The two that clearly contributed to success in learning a foreign language were verbal intelligence and motivation. Additionally, it is divided into six sections that each concentrate on a distinct topic: interest and motivation, word knowledge, language analysis, discrimination of sounds, association of sound symbols, grade point average in subjects other than language study, and word knowledge (Pimsleur, et al. 2004).
- The **LLAMA**, also known as the Llama Language Aptitude Test. It is divided into four smaller parts: a vocabulary learning test, a sound identification test, a sound-symbol association test, and a grammatical inference test. Researchers can obtain the LLAMA by downloading it for free at [www.lognostics.co.uk/tools/llama/index.htm](http://www.lognostics.co.uk/tools/llama/index.htm). The LLAMA is becoming a popular aptitude test in SLA research, though, maybe because of its usability and accessibility (Meara 2005).

In addition to the tests described above, other aptitude tests have been developed, among which the most popular is the Modern Aptitude Test, or **MLAT** (Appendix C) that has recently been used by a few secondary and postsecondary educational institutions as a diagnostic tool to identify students who may not be able to learn a foreign language or who may have a "disability" to do so (Sparks and Ganschow 202).

John Carroll studied the idea of foreign language aptitude in the 1950s and 1960s. The proposition that proficiency in a foreign language is a unique talent (or group of talents) and that significant proficiency in a foreign language is uncommon in the public served as the foundation for his research. He discovered that identifying people who were effective in language instruction had been largely unsuccessful with general intelligence (IQ) tests; however, they differed greatly in the capacity to learn foreign languages with ease (Carroll 97). The conclusion was made about the significance of cognitive talents in predicting aptitude for learning a foreign language and, as a consequence, the MLAT was proposed to be a reliable indicator of language learning ability.

The MLAT assesses a person's potential for success in learning a foreign language by measuring proficiency in English grammar with the use of an artificial foreign language (Sparks et al. 202). Unlike other methods, this one can predict language learning at an early stage. Similarly, aptitude scores are sometimes used to identify bilinguals who would make good interpreters (Russo 6). Finally, this test was developed earlier than all the others, and some tests have been developed on its basis, for example, the LLAMA.

## **The conclusion**

Although this model assumes Carroll's model of foreign language aptitude, it is in many ways an extension of previous studies on aptitude, which have made a distinctive contribution through an investigation of aptitude-treatment interactions (Vatz et al. 575). Based on what has been learned, one can draw the following conclusions:

- Language aptitude **differs** from ordinary cognitive abilities (Grigorenko et al. 391).
- Since language aptitude is a collection of cognitive skills that people are born with or become established pretty early in life, it is **relatively stable** (Pinker 83).



- Language aptitude is a **quality** that speeds up and supports learning rather than a requirement for learning a second language (Gardner and MacIntyre 211).

It is probable that the foreign language learner's aptitude sets the framework for language learning, and understanding this psychological construct will give foreign language teachers a way of individualising instructions.

## **1.5 Verbal intelligence**

### **1.5.1 The concept of verbal intelligence**

Considering linguistic giftedness as a part of a child's development, it is worth referring to Lev Vygotsky's (1962) theory about the relationship between language and the mind. According to Vygotsky, cognitive development arises through a dialectical process in which a child learns through interactions with others, and language serves as the main mode of communication. When a child first learns to speak, it is an "intrapyschological" tool that helps him or her make sense of the environment. Language starts as an exterior, "interpsychological" instrument for social interaction (Vygotsky 146).

This can be seen in how a child uses so-called "private speech" when he or she repeats other people's comments. After this, they get first voiced out loud before becoming internalised. The child's native tongue eventually becomes his main instrument for conceptual development, intellectual adaptation, and self-awareness as learning advances. Children eventually learn to control their thoughts, behaviours, and emotions via internal language. Additionally, modern developmental theories have emphasised the value of verbal intelligence in enhancing the growth of interpersonal abilities, emotional control, and executive cognitive function (Sullivan et al. 1540).

The association between brain structural asymmetries and verbal intelligence has been studied by German neurologist Karl Wernicke and French surgeon Pierre Paul Broca. They looked into the relationship between linguistic impairments in certain brain regions, which led them to the conclusion that the size of the human

brain's structural components may influence cognitive functional abilities in part and verbal intelligence as well (Konrad et al. 888).

Verbal intelligence, as per Gardner, is the **capacity** and **sensitivity** towards spoken and written language. Moreover, it includes:

- **Lexical knowledge:** the ability to use a word correctly in free production (Laufer and Goldstein 400). It encompasses not only spelling, pronunciation, and morphology but also an understanding of a word's syntactic and semantic relationships with other words, including synonyms, antonyms, and hyponyms (Moghadam et al. 556). Understanding a lexical item is presented by Richards (1976) and includes the following elements: associations, context, syntactic behaviour, semantic value, underlying form, and multiple interpretations.
- **The capacity to comprehend and manipulate syntax:** the conscious understanding of word order and sentence structure. It is described as knowledge of language structure and the capacity to consider and modify it (Kuo and Anderson 7). Furthermore, when learning a second language, meta-awareness of the grammatical patterns of one's native language could be used to examine and comprehend differences and similarities (August and Shanahan 346).
- **Verbal memory:** the preservation of some linguistic features temporarily. Schwering and MacDonald (2020) distinguish from short-term memory as an immediate memory for information processing (turning speech into meaning).
- **The ability to use symbolic and abstract language:** being able to participate in human-only intellectual and social activities. A child's use of imagination during play demonstrates the progressive development of symbolic thought throughout infancy and early childhood (Carlson and Zelazo, 2009; Hockenbury and Hockenbury, 2002). Concepts like love, imaginary numbers, and free will are examples of ideas that can be formed through abstract thinking because they are not immediately related to tangible physical objects (Jung 76).

Verbal intelligence characterises an individual's **ability** to use language effectively to achieve certain goals, such as learning through literacy skills, expressing oneself in prose or rhetorically, persuading or instructing others, and analysing syntactic information (Gardner 205).

Since verbal intelligence is displayed through writing and speaking skills, one could say that it requires not just having a large working vocabulary but also being able to select the appropriate words to communicate subtleties of meaning to a particular audience. Thus, one of the aspects of verbal intelligence is the **potential** for cohesive word organisation.

According to Andrew, Cobb, and Giampietro (344), verbal intelligence includes:

- Student's capacity to **correctly spell** words.
- **Comprehending** word linkages and meanings.
- Deciphering **intricate** written material.
- The ability of a person to **express themselves** verbally and in writing.
- The capacity to **select** appropriate words to communicate meaning nuances to a selected audience.
- The capacity to **arrange** words coherently.

Finally, Sullivan and Wu (1538) identify verbal intelligence as **comprehension** of language and the **capacity to gain** from language experience.

## 1.5.2 Multiple intelligences

In this section, the focus will be more on the notion of verbal intelligence as being inseparable from linguistic giftedness. Since there is no exact point of view on this issue, it makes sense to analyse several definitions and come up with a general concept. After that, a conclusion will be made about whether verbal intelligence is measurable and, if yes, in what way. Howard Gardner (205) listed verbal intelligence as one of the nine intelligences in the theory of Multiple Intelligences, namely:

- **Spatial**: the capacity to find solutions to problems that are valued in a variety of cultural contexts. As opposed to verbal intelligence, spatial intelligence, also known as spatial ability, entails the manipulation of information presented in a visual, symbolic, or diagrammatic manner. This type of intelligence can manifest as a specific ability to think and communicate spatially.
- **Musical**: the ability to concentrate on the motor rhythm, melody development, and sensory-motor component, all of which become methods of expression

since the rhythm highlights the body's innate urges to move, speak, feel, touch, and observe.

- **Naturalistic:** the capacity to recognise, categorise, and control environmental, object, animal, or plant aspects. Being aware of and in tune with one's natural surroundings is what makes one intelligent. It is used in landscape design, cooking, gardening, and the taxonomy of plants and animals. Careers in environmental science, botany, biology, ecology, astronomy, zoology, agriculture, or forensic science are frequently chosen by those with high naturalistic intelligence.
- **Existential:** the component of the human condition that prompts him to explore existential questions like our identity, the meaning of life, death, and so forth. It includes issues that are often addressed in the discipline of philosophy but that are, at their core, concerns that are shared by all people. Some people demonstrate a never-ending curiosity and a yearning to develop existentially.
- **Logical-mathematical:** describes pupils who have high IQ scores, enjoy logic games and puzzles, and are adept at solving mental math problems. These students take pleasure in academic activities such as computer science, technology, chemistry, and any other subject requiring determination and intelligence. They are highly analytical, have a good memory, and are adept at solving problems. They take pleasure in using computer programmes, as well as mathematical concepts and their applications in computer-aided design.
- **Bodily-kinaesthetic:** refers to the ability to create things with the hands, like an architect, surgeon, or mechanic, or the gift of using the body to convey thoughts and feelings, like an actor or dancer does. Together with physical skills like balance, strength, flexibility, coordination, and speed, this cognitive capacity also consists of certain kinetic talents that allow these skills to function harmoniously. It is employed in sports and other activities where a player must use their entire body.
- **Interpersonal:** the capacity for effective communication with others. It has to do with a person's ability to relate to and comprehend the intentions and behaviours of others. Interpersonally intelligent people take a keen interest in everyone around them. They frequently possess compassion and empathy, and they are skilled at reading non-verbal cues as well as verbal ones. It is

common to associate intro-personal intelligence, the sister intelligence of interpersonal intelligence, with each other. Additionally, despite their relationship, the two are significantly different.

- **Intra-personal:** a person's relationship with themselves. Intrapersonally intelligent people have a high level of self-awareness. They have no trouble identifying and understanding their own desires, motivations, and behaviours. They are adept at introspection and self-analysis and careers like psychologists and psychologists are ideal for people with intrapersonal intelligence. Such people tend to be reflective and have the ability to apply their insights to personal issues.

### 1.5.3 Testing verbal intelligence

In fact, the verbal intelligence concept has received a lot of support in psychometric studies. Typically, it is measured as part of IQ (McGrew and Woodcock 3). The intelligence quotient (IQ) is a number obtained from standardised examinations that aim to assess intelligence.

In this area, there are two kinds of intelligence: fluid and crystallised. The first, fluid intelligence, represents the capacity to solve new problems without the use of prior knowledge. The second, crystallised intelligence, corresponds to verbal intelligence since it reveals the ability to analyse issues utilising language-based abilities, knowledge, and experience (Sternberg et al. 196). Scales measuring verbal intelligence are typically the most reliable and contribute the most to general intelligence when compared to other measurable aspects of human intellect, such as non-verbal reasoning, information processing speed, and memory (McGrew and Woodcock 3).

There are many tests with similar material to the Woodcock Johnson-III Tests of Cognitive Abilities and Wechsler scales that are designed to evaluate different aspects of verbal intelligence.

Students between the ages of 6 and 16 can take an individual intelligence test such as the Wechsler Intelligence Scale for Children (WISC) (Appendix D). The most recent edition is the Fifth Edition (WISC-V; Wechsler, 2014).

## **The conclusion**

To summarise, it can be concluded that developed verbal intelligence includes the concepts of **capacity**, **sensitivity**, **potential**, and **comprehension**, which, in turn, can be measured by testing. Verbal intelligence plays an important role in human education and professional activity. People with a high level of verbal intelligence usually have excellent reading, writing, and communication skills. They are able to quickly assimilate new information, analyse complex texts, and express their thoughts logically and argumentatively.

## 2. PRACTICAL PART

With regard to practical research, the purpose of this chapter is to describe the methodology and present the results of two surveys conducted at two secondary schools providing extended teaching of foreign languages (Základní škola Fr. Plamínkové, Praha 7, Františka Křížka 2 and Základní škola s rozšířenou výukou jazyků, Praha 4, K Milíčovu 674) in order to describe attitudes towards language giftedness. Following a descriptive research design that incorporates elements of both quantitative and qualitative research, the gathered data is analysed. Finally, further study of the representation of gifted students in the selected schools with advanced study of foreign languages will be presented.

### 2.1 Research hypotheses

Based on recent research, areas of linguistic giftedness and varieties of testing linguistic giftedness will be presented from different perspectives. This survey tests two hypotheses:

**Hypothesis 1:** Teachers are able to recognise and differentiate language skills.

**Hypothesis 2:** Linguistic giftedness as a part of the general giftedness has its own criteria and can be measured.

To test these hypotheses two groups of teachers and two groups of school managers were selected from two language schools providing extended teaching of foreign languages.

### 2.2 Participants

The survey took place in two sections, the first one comprises two groups of language school managers (Questionnaire 1, see below), the second section involves twelve secondary school teachers (Questionnaire 2, see below).

## **2.3 Data collection instrument and procedure**

Two non-standardised questionnaires were used to gather the data for this investigation. The author built them based on the theoretical framework that was introduced in the thesis's first section. The first Questionnaire is fully Czech, whereas the instructions and the questions of the second Questionnaire are written in English.

The first Questionnaire is structured with five questions about language giftedness testing in the concrete schools and the necessity of this kind of testing as seen by the school managers. The second Questionnaire's question order deviated from the general conception of language giftedness to language aptitude and verbal intelligence.

The first Questionnaire was composed of five distinct items with open-ended questions. The survey's qualitative components provided the data (see Appendix A). In May 2024, the school managers were invited to participate in the survey. Using Google Forms, they answered the questions during work at the schools. The managers were provided with detailed instructions to ensure their comprehension of the survey's objectives prior to them filling out the form; the questions were anonymous to get valuable responses.

To maximise differences in teachers' perceptions of linguistic giftedness, twenty statement-based items in the format of a 5-point Likert scale, from strongly agree (5) to strongly disagree (1), were created for structured Questionnaire 2 (Appendix B). Based on the results of recent investigations, the Questionnaire was split into three sections (see chapters 1.1 and 1.2). In May 2024, the teachers received emails inviting them to take part in the survey. The questionnaires were anonymous to ensure that insightful answers were obtained.



## 2.4 Findings and data analysis

The objective of this chapter is to show findings and data analysis on two questionnaires.

### 2.4.1 Questionnaire 1

An expert interview for school managers providing extended teaching of foreign languages was prepared and conducted by the author of this thesis research. This interview was conducted during the period from 05.24.24 to 05.27.24. The main criteria for selecting experts for the interview were competence and work experience in the field of school management.

This interview was mainly aimed at identifying the presence of linguistic giftedness testing in general. For this purpose, it was compiled with the help of Google Forms which included five questions. The survey's additional goal was to clarify the significance of testing and the reasons why it is or is not carried out. The first question was compiled using a scale where managers could choose an appropriate number describing the frequency of testing (1-never, 5-always). With the help of an open answer, the respondents could describe the testing methods typical for their particular school. In case of a negative response, the managers had the opportunity to describe the reason for the lack of testing. The final part of the survey consists of two questions concerning the need for language proficiency testing in the Czech Republic, as well as an opinion on the quality of existing testing methods. In accordance with these goals, an expert interview plan was presented, consisting of five questions written in Czech.

As a result of the survey, the author has found out that one of the two schools (Základní škola s rozšířenou výukou jazyků, Praha 4, K Milíčovu 674) conducts language proficiency testing of students, but rarely (the selected criterion corresponded to the number 3), while the managers of the second school (Základní škola Fr. Plamínkové, Praha 7, Františka Křížka 2) have given a negative answer (the selected criterion corresponded to the number 2).

To describe the ways to identify linguistic giftedness, the first school (Praha 4, K Milíčovu 674) conducts a difference test, which is used when transferring students

from other schools to the 5th or 9th grade. The exam is conducted in the form of a test in a foreign language (English or another foreign language, if the applicant already had one), a further interview in English or another foreign language, followed by a motivational interview in Czech. At the same time, the managers of the second language school (Fr. Plamínkové, Praha 7), who do not conduct language proficiency testing, explained this by saying that their students are divided into language groups depending on their level of knowledge, but no further talent identification is carried out; teachers are not trained in this subject.

Touching upon the importance of language giftedness testing in the Czech Republic as a whole, the managers of the language school (Praha 4, K Milíčovu 674) say that Czech education is mainly focused on students with special educational needs. At the same time, there is only talk about the inclusion of gifted students without active action. As a result, a student with a certain degree of talent receives additional exercises without further developing his or her talents. At the same time, the managers of the second language school (Fr. Plamínkové, Praha 7) argue that the conditions for the admission of children to schools do not allow testing of linguistic giftedness. This is due to the fact that schools are attended not by linguistically gifted children, but by those who are registered at their place of residence. In this regard, at the moment, school leaders do not see the point in conducting language proficiency testing.

The answers to the last question showed that the managers of the first school (Praha 4, K Milíčovu 674) believe that there is not enough information in the country about the availability of sufficient resources and specialists for the successful identification of linguistic giftedness in the Czech Republic. Based on their personal experience, none of the managers personally met a trained specialist capable of conducting high-quality testing and consulting. From the point of view of the managers of the second language school (Fr. Plamínkové, Praha 7), teachers are able to recognise a student's language talent in the first months of study. In addition, difference tests, which are done by future first-graders, can help. For them, this testing may be aimed at learning language skills as well as identifying language talent (due to age, however, not always).

### **2.4.2 Questionnaire 2**

The second hypothesis, which predicted the link between dependent variables (DV) and independent variables (IV) (Maňák and Švec), was the primary goal of Questionnaire 2. When it comes to analysis, the information is shown in tables that include the overall mean scores ( $\bar{x}$ ) and the percentage (%) that represents them. The degree of agreement about teachers' ability to differentiate language abilities in relation to the areas discussed below<sup>1</sup> further represents the total mean.

### 2.4.2.1 Linguistic giftedness and general development

The results in Table 1 discuss the connection between linguistic giftedness and general development.

Table 1: linguistic giftedness and general development – level of agreement

Statements	$\bar{x}$	%	Level of agreement
1. Linguistic giftedness represents a <b>high level</b> of intellectual, language, and communication abilities.	3,58	72	Agree
2. A linguistically gifted student <b>doesn't need help</b> while studying since he or she has a high level of IQ.	2,33	46	Disagree
3. A linguistically gifted student shows <b>stable motivation</b> for language study and <b>creativity</b> in the choice of methods for communication in a foreign language.	2,75	55	Agree to some extent
4. A linguistically gifted student tends to be <b>dependent</b> in their judgement and <b>incurious</b> about aesthetic concepts.	2,50	50	Disagree
5. A linguistically gifted student <b>can be</b> dyslexic/dysgraphic at the same time.	3,91	78	Agree
6. Due to the high level of intelligence, a linguistically gifted student has <b>low</b> communication skills (regular conflicts, ignoring, and so forth).	1,83	37	Disagree
7. A linguistically gifted student is <b>comprehensively developed</b> .	2,75	55	Agree to some extent
8. A linguistically gifted student <b>can</b> recognise distinctive sounds <b>faster</b> , associate them with symbols that represent them, and remember those associations.	4,00	80	Agree to some extent
9. There are only about 10% of exceptionally talented students that have an IQ above 130.	3,83	77	Agree
10. The school curriculum is one of the documents that includes necessary information about gifted students and approaches to working with them.	2,91	58	Agree to some extent
<b>Overall perception</b>	3,03	61	Agree to some extent

This is how the degree of agreement was determined: from 4.21 to 5.00 = strongly agree, from 3.41 to 4.2 = agree, from 2.61 to 3.4 = agree to some extent, from 1.81 to 2.6 = disagree, from 1.00 to 1.8 = strongly disagree.

It can be seen from the table that the largest percentage of teachers agree to some extent that a linguistically gifted student can recognise distinctive sounds faster, associate them with symbols that represent them, and remember those associations. Approximately the same result of agreement is that a linguistically gifted student can be dyslexic or dysgraphic at the same time, and that there are only about 10% of exceptionally talented students that have an IQ above 130. Finally, the results of the Questionnaire show that there is no strong disagreement between the opinions of teachers.

### 2.4.2.2 Language aptitude

The results in Table 2 discuss the manifestations of language aptitude as a part of linguistic giftedness.

Table 2: language aptitude – level of agreement

Statements	$\bar{x}$	%	Level of agreement
11. Language aptitude, as a part of linguistic giftedness, is relatively <b>stable</b> ; it shows a collection of cognitive skills that a student is born with.	3,00	60	Agree to some extent
12. The <b>higher</b> the language aptitude, the <b>faster and easier</b> a student picks up new languages.	4,41	88	Strongly agree
13. Language aptitude is a <b>different talent</b> from ordinary cognitive abilities.	1,83	37	Disagree
14. <b>High</b> language aptitude is one of the most important requirements for learning a second language.	2,91	58	Agree to some extent
<b>Overall perception</b>	3,03	61	Agree to some extent

It follows from the results of the table that teachers agree that the magnitude of language aptitude directly affects the speed and ease with which students learn new languages. On the other hand, the general disagreement is that language aptitude is a different talent from ordinary cognitive abilities.

### 2.4.2.3 Verbal intelligence

The findings in Table 3 address verbal intelligence.

Table 3: verbal intelligence – level of agreement

Statements	$\bar{x}$	%	Level of agreement
15. Verbal intelligence is the <b>capacity</b> for and <b>sensitivity</b> to spoken and written language.	3,67	73	Agree
16. Verbal intelligence, as a part of linguistic giftedness, includes <b>lexical knowledge</b> and <b>speech memory</b> .	4,25	85	Strongly agree
17. Verbal intelligence <b>cannot</b> go along with other intelligences, namely musical, spatial, naturalistic, etc.	1,83	37	Disagree
18. Verbal intelligence is displayed through writing and speaking skills, which require the ability to <b>select the appropriate vocabulary</b> .	3,75	75	Agree
19. Verbal intelligence <b>doesn't</b> include comprehension of language and the capacity to gain from language experience.	2,00	40	Disagree
20. Language aptitude and verbal intelligence are concepts that <b>cannot</b> be measured.	2,33	47	Disagree
<b>Overall perception</b>	3,00	60	Agree to some extent

Summing up the results from the third table, it is seen that the teachers absolutely agree that lexical knowledge and speech memory are parts of verbal intelligence. Approximately the same percentage of agreement is that verbal intelligence is displayed through capacity for writing and speaking language and that it requires the ability to select the appropriate vocabulary.

The final conclusion can be drawn that in all three areas of the survey, teachers adhere to a single agreement to some extent. Absolute agreement applies to two of the ten areas related to language aptitude and verbal intelligence. It is noteworthy that none of the three areas contains the absolute disagreement of teachers, despite the fact that in each of them there are statements with which teachers partially disagree.

As a result of two Questionnaires, the data reveal that linguistic giftedness has its own criteria, namely language aptitude and verbal intelligence that are measurable. In addition to this, school teachers are able to recognise and differentiate language skills. Obviously, the results reflect the incomplete confidence of the respondents, but despite this, it can be concluded that both hypotheses are confirmed.

## **2.5 Further study of the representation of gifted students**

The objective of this chapter is to show theoretical findings from the use of two tests, the Modern Language Aptitude Test and the Wechsler Intelligence Scale for Children (V), that can be used while working further with linguistically gifted students in the selected schools with advanced study of foreign languages. The author built them based on the theoretical framework (chapters 1.4 and 1.5) that was introduced in the thesis's first section. In the end, the strengths and drawbacks of each type of testing will be presented.

### **2.5.1 Administrating the test MLAT**

The Modern Language Aptitude Test includes five parts, each evaluating distinct abilities (Appendix C):

#### **Part 1**

**Learning numbers** that assess the subject's memory as well as an "auditory alertness" element that could influence the subject's ability to understand a foreign language through auditory comprehension (Carroll and Sapon 2002). There are 20 potential points in the first part of the MLAT, which assesses memory and auditory skills related to links between sound and meaning. Students will learn the number names in a new language in this section of the MLAT. The next step will involve students hearing the names of numbers said out loud and being asked to write them down. For instance, pupils would write down 20 if they heard someone utter the Czech number "twenty." This is how it works; a few instructions will be read out to students in the Czech language. Next, the speaker will go over some numbers with them (which will not exactly match these samples).

In this test section, the candidate learns a numerical system consisting of the numerals 1 through 3, the "tens," and the "hundreds" through the use of a fictional language. Next, he or she is required to identify numerical combinations of the recently learned objects, such as 132, 42, and 12, that are presented to him aurally. The exercise involves the use of phonetic coding skills to create a connection between

the numbers that are supplied as sounds and their graphemic representations (Carroll and Sapon 2002). The text in italics is one that students will hear.

## **Part 2**

**Phonetic writing** that evaluates the subject's capacity for learning correlations between speech sounds and written symbols (Carroll and Sapon 2002). The capacity to master a system for writing English sounds phonetically is tested in Part 2 of the MLAT. This section contains a total of 15 possible points. Students will first study the phonetic symbols for a few typical English sounds, then see a set of four distinct syllables for every question. Phonetically, each syllable is spelled. Each of the four syllables in a set will be pronounced by a speaker to simulate the sounds for students. The speaker will next simulate the sounds in the following set.

Students will be prompted to review the first set of sounds after the speaker has modelled them for five sets. The speaker will go through each group once more, but only one of the four syllables in each set will be said this time. It is the students' task to choose the syllable whose phonetic spelling corresponds to the sound they heard.

## **Part 3**

**Vocabulary hints** measuring the subject's English vocabulary knowledge as well as the ability for sound-symbol connection (Carroll and Sapon 2002). The third part consists of 30 questions. This portion of the MLAT hinges in part on vocabulary knowledge in English and calls for the ability to link sounds with symbols. Each of the following questions has a word group. The word at the head of the group is spelled differently than normal. Rather, it is spelled roughly according to how it is pronounced. The task is to identify the hidden word from the spelling. Students choose the word from the list below that most closely matches the disguised term in meaning. This will demonstrate their recognition of the disguised word. Once students locate this word or phrase, they select the letter that best fits their decision and write it down.

## **Part 4**

**Sentences with words** that help assess the subject's sensitivity to grammatical structure without applying any grammatical terms (Carroll and Sapon 2002). The fourth part consists of 25 questions that assess recognition, analogy, and



comprehension of a significantly wider variety of syntactic structures. We will refer to the first statement in each of the following questions as the key sentence. The crucial sentence will include one word that is bolded and printed in capital letters. The objective is to identify the letter of the word in the second sentence that functions in the same way as the highlighted word in the main sentence.

### **Part 5**

**Dual associates** assess the subject's rote memorisation skills that include some links to something in L1 and different connections with the same thing in L2 (Carroll and Sapon 2002). According to Kuczyński (2015), these links are called associative and represent a common part of learning a foreign language. The capacity to establish a new link between a stimulus and a response is assessed using dual-associative tasks. The cognitive processes that underlie paired-associate learning tasks are reflective of the process of learning to read itself, which involves creating new connections between letters (and letter strings) and phonological voice output. Students choose one of three methods to complete the task: applying a spatial rule, memorising the proper responses, or learning the stimulus combinations by their overall visual appearance, as the task's authors intended (Clayton et al. 47).

This last part is focused on the rote memory aspect of learning languages. Students will have 2 minutes to memorise 15 words. After that, they have a practice exercise. Throughout the performance, students are allowed to look back at the vocabulary; however, they are not allowed to refer to the vocabulary sheet while completing the fifth part of the test. The words listed below in a new language must be memorised.

#### **2.5.1.1 Strengths and drawbacks**

It has been discovered that the MLAT is a reliable indicator of foreign language learning success and can differentiate between good and poor language learners. Understanding and preparing for this test can have a significant impact on one's achievement, whether in education and learning or in the workplace.

However, it is not easy to measure to identify learners with learning disabilities and students unable to pass foreign language courses or acquire proficiency in a foreign language. For this reason, it is problematic to use it with at-

risk and learning-disabled students. Four specific psychometric and theoretical issues with the MLAT's usage are listed below (Sparks et al. 2003):

- Misinterpreting the idea of foreign language aptitude.
- Misusing the MLAT to classify students as having a "disability" for learning foreign languages or to diagnose learning disabilities.
- Diagnosing disabilities or suggesting course substitutions based solely on test results.
- Making use of out-of-date test norms.

## **2.5.2 Administering the test WISC-V**

It takes up to 65 minutes to administer the WISC-V (Appendix D). This produces a full-scale IQ measures a child's whole intellectual capacity. Individual tests cost more to administer than group tests, but they offer higher validity (i.e., the tests assess what they are intended to measure) and reliability (i.e., the same response is returned on successive occasions) (Duchesne et al. 376).

### **2.5.2.1 Test components**

Below is the list of test components that serve as the foundation for the verbal intelligence index (Wechsler 2014):

- **Similarities** questions for determining how words are similar. Completing this task requires a certain level of development of abstract-logical verbal thinking associated with the type and characteristics of the subject's thinking; however, the assessment must also consider the life experience of the subject since completing the tasks of the subtest requires a certain educational minimum.
- **Vocabulary** questions ask the examinee to define a word. The subtest reveals vocabulary, culture of speech, and thinking. Since the answer must be complete enough, completing this task requires the subject to have a special discipline of thinking.
- General knowledge questions that are connected with **information**. The results of this subtest give an idea of the volume and level of knowledge and the

ability to preserve them in long-term memory, the selective orientation of interests, and the general education of the subject.

- Questions about common concepts or social situations test **comprehension**. The ability to model one's behaviour in social situations is being investigated. The practicality of the subject's thinking and judgements concerning his every day and social experiences are noted. A decrease in results indicates a disregard for social conformity or a weakening of interest in social participation. High scores reflect excessive conformity, passivity, or the demonstration of socially acceptable character traits.

Additionally, it includes verbal intelligence, visual spatial, fluid reasoning, working memory, and processing speed index scores, in addition to five other primary index scores. These indices show how well a student performs across many cognitive domains (Raiford et al. 6). The verbal intelligence index, which is impacted by semantic knowledge, is a general indicator of verbal concept formation (a child's capacity for verbal reasoning).

### **2.5.2.2 Strengths and drawbacks**

The strengths and drawbacks of Wechsler Intelligence Scale for Children should be considered, just as they were for the intelligence models discussed earlier in the theoretical part (chapter 1.5.3). The WISC-V is helpful in identifying students who could have trouble learning due to an intellectual disability and in developing educational plans that are suitable for them. This type of assessment pinpoints certain advantages and disadvantages in the different skills that make up the test's sub-scales, which enable educators to identify how best to educate students based on their unique pattern of strengths and weaknesses.

However, there are certain limitations. When tests are administered to groups other than the ones for which they were intended, validity concerns arise. Because the test only measures a limited range of talents, its utility may be limited. Usually, only cognitive processes are tested. Additionally, there is a chance that knowledge of a specific student's intelligence test results will raise expectations for that student's future performance, which could be detrimental to achievement and self-esteem (Raiford et al. 378).

## Conclusion

The aim of this project was to check how Czech schools with advanced study of foreign languages relate to the problem of identifying linguistically gifted children. In the course of the study, the author analysed theoretical and methodological materials in the field of pedagogy, child psychology, psychology of gifted children, children's linguistic giftedness. Following a definition of the major terms and concepts used in the theoretical part, the work included relevant studies looking into the subject from a variety of national and worldwide researchers.

The following practical part presented the survey conducted at two schools providing extended teaching of foreign languages (Základní škola Fr. Plamínkové, Praha 7, Františka Křížka 2 and Základní škola s rozšířenou výukou jazyků, Praha 4, K Milíčovu 674) in order to determine school managers and teachers position to linguistic giftedness. The qualitative data analysis revealed that the managers of one school find it more important to identify linguistically gifted students which does not occur regularly. For this, a testing method is used, accompanied by an interview. On the contrary, the second school managers choose a simple division of students based on their intellectual level.

When discussing the problems of testing linguistic giftedness at Czech schools, the school managers stated that there is a real need to expand the focus on talented students and make active decisions on their motivation which is probably an issue of further study. In addition to this, there is also potential for renewing the admission conditions which could create new opportunities for testing linguistic giftedness. Finally, some managers came to the conclusion that the Czech Republic needs more information enrichment concerning the resources so that Czech school specialists could be more competent in this area. Conversely, other managers believe this is unnecessary because teachers can identify linguistically gifted students.

The data analysis reflecting quantitative aspects of the descriptive study revealed that the teachers are mostly able to recognise linguistic giftedness as independence in students' judgements and curiosity about aesthetic aspects; in addition to this, they are sure that linguistically, students, as others, need help while studying despite a high level of IQ and can be dyslexic or dysgraphic at the same

time. Finally, they have come to an agreement that there are only 10% of exceptionally talented students that have an IQ above 130.

As for language aptitude manifestation, the teachers easily identify it as a fast and easy way for students to pick up new languages. However, they do not recognise language aptitude as a different talent from ordinary cognitive abilities which contradicts the theoretical concept.

Despite this fact, the educators are also confident about verbal intelligence as a capacity for sensitivity to spoken and written language which has to do with deep lexical knowledge and speech memory. It is obvious that they are able to identify verbal intelligence as the capacity to gain from language experience. Moreover, they agree that other intelligences (musical, spatial, and naturalistic) can go along with the verbal one. Finally, the teachers agree that language aptitude and verbal intelligence are measurable. These results confidently confirm the findings in previous studies (Chapters 1.4 and 1.5).

In conclusion, this survey has shown that linguistic giftedness is a wide concept that can be studied from various perspectives. First of all, its criteria are identifiable and can be measured. Secondly, Czech school teachers and managers are able to recognise and differentiate language skills which was proved by the results of qualitative and quantitative research. From all the things described above, Hypothesis 1 and Hypothesis 2 are confirmed.

There is no doubt that this issue could be analysed deeply. Still, the research was held only in two language schools within a short period of time, which obviously creates some limitations in presenting the research results. Despite the amount of research presented in the field of studying linguistic giftedness, this thesis will hopefully be a part of the growing body of information that is needed to move the methodology forward. There are definitely further opportunities for research in the field of linguistic giftedness; there are a number of questions that can be considered appropriate for future discussion:

- What are the best methods of working with linguistically gifted children?
- Is the foreign language teaching complex equipped enough to work with linguistically gifted students?
- Is special teacher training required?
- How to keep the motivation of linguistically gifted children at a high level?

- What opportunities does the Czech Republic provide for the further development of linguistically gifted children?

In conclusion, such students should not be ignored, and greater development of language skills should be encouraged, which will contribute to the linguistic development of future generations.

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## Appendix A: Online questionnaire for school managers

1. Provádíte testování k identifikaci jazykově nadaných dětí (abyste mohli zjistit jazykové vlohy, verbální intelekt apod.) u svých studentů? Prosím vyberte číslo od 1 do 5, kde 1 - nikdy a 5 - vždy.
2. Pokud alespoň v některých případech provádíte testování jazykového nadání, mohli byste prosím stručně popsat postup testování (fáze/ komponenty atd.)?
3. Pokud jste na první otázku odpověděli "nikdy", mohli byste prosím vysvětlit proč?
4. Považujete za nutné provádět testování, aby se v České republice identifikovaly jazykově nadané děti? Proč?
5. Myslíte si, že na českých školách s rozšířenou výukou cizích jazyků je dostatek potřebných zdrojů a kompetentních odborníků schopných identifikovat jazykově nadané děti? Proč?

## Appendix B: The scale for identification of linguistic giftedness (5-1)

Please mark the number for each statement that most accurately reflects your opinion by using the scale below: 5 = strongly agree, 4 = agree, 3 = agree to some extent, 2 = disagree, 1 = strongly disagree

Linguistic giftedness and general development	
1. Linguistic giftedness represents a <b>high level</b> of intellectual, language, and communication abilities.	5 4 3 2 1
2. A linguistically gifted student <b>doesn't need help</b> while studying since he or she has a high level of IQ.	5 4 3 2 1
3. A linguistically gifted student shows <b>stable motivation</b> for language study and <b>creativity</b> in the choice of methods for communication in a foreign language.	5 4 3 2 1
4. A linguistically gifted student tends to be <b>dependent</b> in their judgement and <b>incurious</b> about aesthetic concepts.	5 4 3 2 1
5. A linguistically gifted student <b>can be</b> dyslexic/dysgraphic at the same time.	5 4 3 2 1
6. Due to the high level of intelligence, a linguistically gifted student has <b>low</b> communication skills (regular conflicts, ignoring, and so forth).	5 4 3 2 1
7. A linguistically gifted student is <b>comprehensively developed</b> .	5 4 3 2 1
8. A linguistically gifted student <b>can</b> recognise distinctive sounds <b>faster</b> , associate them with symbols that represent them, and remember those associations.	5 4 3 2 1
9. There are only about 10% of exceptionally talented students that have an IQ above 130.	5 4 3 2 1
10. The school curriculum is one of the documents that includes necessary information about gifted students and approaches to working with them.	5 4 3 2 1
Language aptitude	
11. Language aptitude, as a part of linguistic giftedness, is relatively <b>stable</b> ; it shows a collection of cognitive skills that a student is born with.	5 4 3 2 1
12. The <b>higher</b> the language aptitude, the <b>faster and easier</b> a student picks up new languages.	5 4 3 2 1
13. Language aptitude is a <b>different talent</b> from ordinary cognitive abilities.	5 4 3 2 1
14. <b>High</b> language aptitude is one of the most important requirements for learning a second language.	5 4 3 2 1
Verbal intelligence	
15. Verbal intelligence is the <b>capacity</b> for and <b>sensitivity</b> to spoken and written language.	5 4 3 2 1
16. Verbal intelligence, as a part of linguistic giftedness, includes <b>lexical knowledge</b> and <b>speech memory</b> .	5 4 3 2 1
17. Verbal intelligence <b>cannot</b> go along with other intelligences, namely musical, spatial, naturalistic, etc.	5 4 3 2 1
18. Verbal intelligence is displayed through writing and speaking skills, which require the ability to <b>select the appropriate vocabulary</b> .	5 4 3 2 1
19. Verbal intelligence <b>doesn't include</b> comprehension of language and the capacity to gain from language experience.	5 4 3 2 1
20. Language aptitude and verbal intelligence are concepts that <b>cannot</b> be measured.	5 4 3 2 1

## The scale for identification of linguistic giftedness (5-1)

Základní škola s rozšířenou výukou jazyků, Praha 4, K Miličovu 674

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4. A linguistically gifted student tends to be <b>dependent</b> in their judgement and <b>incurious</b> about aesthetic concepts.	5 4 3 2 1
5. A linguistically gifted student <b>can be</b> dyslexic/dysgraphic at the same time.	5 4 3 2 1
6. Due to the high level of intelligence, a linguistically gifted student has <b>low</b> communication skills (regular conflicts, ignoring, and so forth).	5 4 3 2 1
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8. A linguistically gifted student <b>can</b> recognise distinctive sounds <b>faster</b> , associate them with symbols that represent them, and remember those associations.	5 4 3 2 1
9. There are only about 10% of exceptionally talented students that have an IQ above 130.	5 4 3 2 1
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## The scale for identification of linguistic giftedness (5-1)

Základní škola s rozšířenou výukou jazyků, Praha 4, K Miličovu 674

Linguistic giftedness and general development	
1. Linguistic giftedness represents a <b>high level</b> of intellectual, language, and communication abilities.	5 4 <b>3</b> 2 1
2. A linguistically gifted student <b>doesn't need help</b> while studying since he or she has a high level of IQ.	5 4 3 <b>2</b> 1
3. A linguistically gifted student shows <b>stable motivation</b> for language study and <b>creativity</b> in the choice of methods for communication in a foreign language.	5 4 3 <b>2</b> 1
4. A linguistically gifted student tends to be <b>dependent</b> in their judgement and <b>incurious</b> about aesthetic concepts.	5 4 3 2 <b>1</b>
5. A linguistically gifted student <b>can be</b> dyslexic/dysgraphic at the same time.	5 <b>4</b> 3 2 1
6. Due to the high level of intelligence, a linguistically gifted student has <b>low</b> communication skills (regular conflicts, ignoring, and so forth).	5 4 <b>3</b> 2 1
7. A linguistically gifted student is <b>comprehensively developed</b> .	5 4 3 <b>2</b> 1
8. A linguistically gifted student <b>can</b> recognise distinctive sounds <b>faster</b> , associate them with symbols that represent them, and remember those associations.	5 <b>4</b> 3 2 1
9. There are only about 10% of exceptionally talented students that have an IQ above 130.	5 4 <b>3</b> 2 1
10. The school curriculum is one of the documents that includes necessary information about gifted students and approaches to working with them.	5 4 3 <b>2</b> 1
Language aptitude	
11. Language aptitude, as a part of linguistic giftedness, is relatively <b>stable</b> ; it shows a collection of cognitive skills that a student is born with.	5 <b>4</b> 3 2 1
12. The <b>higher</b> the language aptitude, the <b>faster and easier</b> a student picks up new languages.	5 <b>4</b> 3 2 1
13. Language aptitude is a <b>different talent</b> from ordinary cognitive abilities.	5 <b>4</b> 3 2 1
14. <b>High</b> language aptitude is one of the most important requirements for learning a second language.	5 4 3 <b>2</b> 1
Verbal intelligence	
15. Verbal intelligence is the <b>capacity</b> for and <b>sensitivity</b> to spoken and written language.	<b>5</b> 4 3 2 1
16. Verbal intelligence, as a part of linguistic giftedness, includes <b>lexical knowledge</b> and <b>speech memory</b> .	5 4 <b>3</b> 2 1
17. Verbal intelligence <b>cannot</b> go along with other intelligences, namely musical, spatial, naturalistic, etc.	5 4 3 2 <b>1</b>
18. Verbal intelligence is displayed through writing and speaking skills, which require the ability to <b>select the appropriate vocabulary</b> .	5 <b>4</b> 3 2 1
19. Verbal intelligence <b>doesn't include</b> comprehension of language and the capacity to gain from language experience.	5 4 3 2 <b>1</b>
20. Language aptitude and verbal intelligence are concepts that <b>cannot</b> be measured.	5 4 3 <b>2</b> 1

## The scale for identification of linguistic giftedness (5-1)

Základní škola s rozšířenou výukou jazyků, Praha 4, K Milíčovu 674

Linguistic giftedness and general development	
1. Linguistic giftedness represents a <b>high level</b> of intellectual, language, and communication abilities.	5 4 3 2 1
2. A linguistically gifted student <b>doesn't need help</b> while studying since he or she has a high level of IQ.	5 4 3 2 1
3. A linguistically gifted student shows <b>stable motivation</b> for language study and <b>creativity</b> in the choice of methods for communication in a foreign language.	5 4 3 2 1
4. A linguistically gifted student tends to be <b>dependent</b> in their judgement and <b>incurious</b> about aesthetic concepts.	5 4 3 2 1
5. A linguistically gifted student <b>can be</b> dyslexic/dysgraphic at the same time.	5 4 3 2 1
6. Due to the high level of intelligence, a linguistically gifted student has <b>low</b> communication skills (regular conflicts, ignoring, and so forth).	5 4 3 2 1
7. A linguistically gifted student is <b>comprehensively developed</b> .	5 4 3 2 1
8. A linguistically gifted student <b>can</b> recognise distinctive sounds <b>faster</b> , associate them with symbols that represent them, and remember those associations.	5 4 3 2 1
9. There are only about 10% of exceptionally talented students that have an IQ above 130.	5 4 3 2 1
10. The school curriculum is one of the documents that includes necessary information about gifted students and approaches to working with them.	5 4 3 2 1
Language aptitude	
11. Language aptitude, as a part of linguistic giftedness, is relatively <b>stable</b> ; it shows a collection of cognitive skills that a student is born with.	5 4 3 2 1
12. The <b>higher</b> the language aptitude, the <b>faster and easier</b> a student picks up new languages.	5 4 3 2 1
13. Language aptitude is a <b>different talent</b> from ordinary cognitive abilities.	5 4 3 2 1
14. <b>High</b> language aptitude is one of the most important requirements for learning a second language.	5 4 3 2 1
Verbal intelligence	
15. Verbal intelligence is the <b>capacity</b> for and <b>sensitivity</b> to spoken and written language.	5 4 3 2 1
16. Verbal intelligence, as a part of linguistic giftedness, includes <b>lexical knowledge</b> and <b>speech memory</b> .	5 4 3 2 1
17. Verbal intelligence <b>cannot</b> go along with other intelligences, namely musical, spatial, naturalistic, etc.	5 4 3 2 1
18. Verbal intelligence is displayed through writing and speaking skills, which require the ability to <b>select the appropriate vocabulary</b> .	5 4 3 2 1
19. Verbal intelligence <b>doesn't include</b> comprehension of language and the capacity to gain from language experience.	5 4 3 2 1
20. Language aptitude and verbal intelligence are concepts that <b>cannot</b> be measured.	5 4 3 2 1

## The scale for identification of linguistic giftedness (5-1)

Základní škola s rozšířenou výukou jazyků, Praha 4, K Miličovu 674

Linguistic giftedness and general development	
1. Linguistic giftedness represents a <b>high level</b> of intellectual, language, and communication abilities.	5 4 3 2 1
2. A linguistically gifted student <b>doesn't need help</b> while studying since he or she has a high level of IQ.	5 4 3 2 1
3. A linguistically gifted student shows <b>stable motivation</b> for language study and <b>creativity</b> in the choice of methods for communication in a foreign language.	5 4 3 2 1
4. A linguistically gifted student tends to be <b>dependent</b> in their judgement and <b>incurious</b> about aesthetic concepts.	5 4 3 2 1
5. A linguistically gifted student <b>can be</b> dyslexic/dysgraphic at the same time.	5 4 3 2 1
6. Due to the high level of intelligence, a linguistically gifted student has <b>low</b> communication skills (regular conflicts, ignoring, and so forth).	5 4 3 2 1
7. A linguistically gifted student is <b>comprehensively developed</b> .	5 4 3 2 1
8. A linguistically gifted student <b>can</b> recognise distinctive sounds <b>faster</b> , associate them with symbols that represent them, and remember those associations.	5 4 3 2 1
9. There are only about 10% of exceptionally talented students that have an IQ above 130.	5 4 3 2 1
10. The school curriculum is one of the documents that includes necessary information about gifted students and approaches to working with them.	5 4 3 2 1
Language aptitude	
11. Language aptitude, as a part of linguistic giftedness, is relatively <b>stable</b> ; it shows a collection of cognitive skills that a student is born with.	5 4 3 2 1
12. The <b>higher</b> the language aptitude, the <b>faster and easier</b> a student picks up new languages.	5 4 3 2 1
13. Language aptitude is a <b>different talent</b> from ordinary cognitive abilities.	5 4 3 2 1
14. <b>High</b> language aptitude is one of the most important requirements for learning a second language.	5 4 3 2 1
Verbal intelligence	
15. Verbal intelligence is the <b>capacity</b> for and <b>sensitivity</b> to spoken and written language.	5 4 3 2 1
16. Verbal intelligence, as a part of linguistic giftedness, includes <b>lexical knowledge</b> and <b>speech memory</b> .	5 4 3 2 1
17. Verbal intelligence <b>cannot</b> go along with other intelligences, namely musical, spatial, naturalistic, etc.	5 4 3 2 1
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## The scale for identification of linguistic giftedness (5-1)

Základní škola s rozšířenou výukou jazyků, Praha 4, K Miličovu 674

Linguistic giftedness and general development	
1. Linguistic giftedness represents a <b>high level</b> of intellectual, language, and communication abilities.	5 4 3 2 1
2. A linguistically gifted student <b>doesn't need help</b> while studying since he or she has a high level of IQ.	5 4 3 2 1
3. A linguistically gifted student shows <b>stable motivation</b> for language study and <b>creativity</b> in the choice of methods for communication in a foreign language.	5 4 3 2 1
4. A linguistically gifted student tends to be <b>dependent</b> in their judgement and <b>incurious</b> about aesthetic concepts.	5 4 3 2 1
5. A linguistically gifted student <b>can be</b> dyslexic/dysgraphic at the same time.	5 4 3 2 1
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19. Verbal intelligence <b>doesn't include</b> comprehension of language and the capacity to gain from language experience.	5 4 3 2 1
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## The scale for identification of linguistic giftedness (5-1)

Základní škola s rozšířenou výukou jazyků, Praha 4, K Miličovu 674

Linguistic giftedness and general development	
1. Linguistic giftedness represents a <b>high level</b> of intellectual, language, and communication abilities.	5 4 <b>3</b> 2 1
2. A linguistically gifted student <b>doesn't need help</b> while studying since he or she has a high level of IQ.	5 4 <b>3</b> 2 1
3. A linguistically gifted student shows <b>stable motivation</b> for language study and <b>creativity</b> in the choice of methods for communication in a foreign language.	5 4 <b>3</b> 2 1
4. A linguistically gifted student tends to be <b>dependent</b> in their judgement and <b>incurious</b> about aesthetic concepts.	5 4 <b>3</b> 2 1
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Language aptitude	
11. Language aptitude, as a part of linguistic giftedness, is relatively <b>stable</b> ; it shows a collection of cognitive skills that a student is born with.	5 4 <b>3</b> 2 1
12. The <b>higher</b> the language aptitude, the <b>faster and easier</b> a student picks up new languages.	5 4 <b>3</b> 2 1
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14. <b>High</b> language aptitude is one of the most important requirements for learning a second language.	5 4 <b>3</b> 2 1
Verbal intelligence	
15. Verbal intelligence is the <b>capacity</b> for and <b>sensitivity</b> to spoken and written language.	5 4 <b>3</b> 2 1
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17. Verbal intelligence <b>cannot</b> go along with other intelligences, namely musical, spatial, naturalistic, etc.	5 4 3 <b>2</b> 1
18. Verbal intelligence is displayed through writing and speaking skills, which require the ability to <b>select the appropriate vocabulary</b> .	5 4 <b>3</b> 2 1
19. Verbal intelligence <b>doesn't include</b> comprehension of language and the capacity to gain from language experience.	5 4 <b>3</b> 2 1
20. Language aptitude and verbal intelligence are concepts that <b>cannot</b> be measured.	5 4 3 <b>2</b> 1

## The scale for identification of linguistic giftedness (5-1)

Základní škola Fr. Plamínkové, Praha 7, Františka Křížka 2

Linguistic giftedness and general development	
1. Linguistic giftedness represents a <b>high level</b> of intellectual, language, and communication abilities.	5 4 <b>3</b> 2 1
2. A linguistically gifted student <b>doesn't need help</b> while studying since he or she has a high level of IQ.	5 4 3 2 <b>1</b>
3. A linguistically gifted student shows <b>stable motivation</b> for language study and <b>creativity</b> in the choice of methods for communication in a foreign language.	5 4 3 <b>2</b> 1
4. A linguistically gifted student tends to be <b>dependent</b> in their judgement and <b>incurious</b> about aesthetic concepts.	5 4 3 <b>2</b> 1
5. A linguistically gifted student <b>can be</b> dyslexic/dysgraphic at the same time.	<b>5</b> 4 3 2 1
6. Due to the high level of intelligence, a linguistically gifted student has <b>low</b> communication skills (regular conflicts, ignoring, and so forth).	5 4 3 2 <b>1</b>
7. A linguistically gifted student is <b>comprehensively developed</b> .	5 4 <b>3</b> 2 1
8. A linguistically gifted student <b>can</b> recognise distinctive sounds <b>faster</b> , associate them with symbols that represent them, and remember those associations.	5 4 3 <b>2</b> 1
9. There are only about 10% of exceptionally talented students that have an IQ above 130.	<b>5</b> 4 3 2 1
10. The school curriculum is one of the documents that includes necessary information about gifted students and approaches to working with them.	5 4 3 <b>2</b> 1
Language aptitude	
11. Language aptitude, as a part of linguistic giftedness, is relatively <b>stable</b> ; it shows a collection of cognitive skills that a student is born with.	5 4 3 <b>2</b> 1
12. The <b>higher</b> the language aptitude, the <b>faster and easier</b> a student picks up new languages.	5 <b>4</b> 3 2 1
13. Language aptitude is a <b>different talent</b> from ordinary cognitive abilities.	<b>5</b> 4 3 2 1
14. <b>High</b> language aptitude is one of the most important requirements for learning a second language.	5 4 <b>3</b> 2 1
Verbal intelligence	
15. Verbal intelligence is the <b>capacity</b> for and <b>sensitivity</b> to spoken and written language.	5 <b>4</b> 3 2 1
16. Verbal intelligence, as a part of linguistic giftedness, includes <b>lexical knowledge</b> and <b>speech memory</b> .	5 4 <b>3</b> 2 1
17. Verbal intelligence <b>cannot</b> go along with other intelligences, namely musical, spatial, naturalistic, etc.	5 4 3 2 <b>1</b>
18. Verbal intelligence is displayed through writing and speaking skills, which require the ability to <b>select the appropriate vocabulary</b> .	5 <b>4</b> 3 2 1
19. Verbal intelligence <b>doesn't include</b> comprehension of language and the capacity to gain from language experience.	5 4 3 <b>2</b> 1
20. Language aptitude and verbal intelligence are concepts that <b>cannot</b> be measured.	5 <b>4</b> 3 2 1

## The scale for identification of linguistic giftedness (5-1)

Základní škola Fr. Plamínkové, Praha 7, Františka Křížka 2

Linguistic giftedness and general development	
1. Linguistic giftedness represents a <b>high level</b> of intellectual, language, and communication abilities.	5 4 <b>3</b> 2 1
2. A linguistically gifted student <b>doesn't need help</b> while studying since he or she has a high level of IQ.	5 4 3 2 <b>1</b>
3. A linguistically gifted student shows <b>stable motivation</b> for language study and <b>creativity</b> in the choice of methods for communication in a foreign language.	5 4 3 <b>2</b> 1
4. A linguistically gifted student tends to be <b>dependent</b> in their judgement and <b>incurious</b> about aesthetic concepts.	5 4 <b>3</b> 2 1
5. A linguistically gifted student <b>can be</b> dyslexic/dysgraphic at the same time.	5 <b>4</b> 3 2 1
6. Due to the high level of intelligence, a linguistically gifted student has <b>low</b> communication skills (regular conflicts, ignoring, and so forth).	5 4 3 2 <b>1</b>
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8. A linguistically gifted student <b>can</b> recognise distinctive sounds <b>faster</b> , associate them with symbols that represent them, and remember those associations.	5 <b>4</b> 3 2 1
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Language aptitude	
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14. <b>High</b> language aptitude is one of the most important requirements for learning a second language.	5 4 <b>3</b> 2 1
Verbal intelligence	
15. Verbal intelligence is the <b>capacity</b> for and <b>sensitivity</b> to spoken and written language.	5 4 <b>3</b> 2 1
16. Verbal intelligence, as a part of linguistic giftedness, includes <b>lexical knowledge</b> and <b>speech memory</b> .	5 4 <b>3</b> 2 1
17. Verbal intelligence <b>cannot</b> go along with other intelligences, namely musical, spatial, naturalistic, etc.	5 4 3 2 <b>1</b>
18. Verbal intelligence is displayed through writing and speaking skills, which require the ability to <b>select the appropriate vocabulary</b> .	5 4 <b>3</b> 2 1
19. Verbal intelligence <b>doesn't include</b> comprehension of language and the capacity to gain from language experience.	5 4 3 <b>2</b> 1
20. Language aptitude and verbal intelligence are concepts that <b>cannot</b> be measured.	5 <b>4</b> 3 2 1

## The scale for identification of linguistic giftedness (5-1)

Základní škola Fr. Plamínkové, Praha 7, Františka Křížka 2

Linguistic giftedness and general development	
1. Linguistic giftedness represents a <b>high level</b> of intellectual, language, and communication abilities.	5 4 <b>3</b> 2 1
2. A linguistically gifted student <b>doesn't need help</b> while studying since he or she has a high level of IQ.	5 4 3 <b>2</b> 1
3. A linguistically gifted student shows <b>stable motivation</b> for language study and <b>creativity</b> in the choice of methods for communication in a foreign language.	5 4 <b>3</b> 2 1
4. A linguistically gifted student tends to be <b>dependent</b> in their judgement and <b>incurious</b> about aesthetic concepts.	5 4 <b>3</b> 2 1
5. A linguistically gifted student <b>can be</b> dyslexic/dysgraphic at the same time.	5 <b>4</b> 3 2 1
6. Due to the high level of intelligence, a linguistically gifted student has <b>low</b> communication skills (regular conflicts, ignoring, and so forth).	5 4 3 2 <b>1</b>
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8. A linguistically gifted student <b>can</b> recognise distinctive sounds <b>faster</b> , associate them with symbols that represent them, and remember those associations.	5 <b>4</b> 3 2 1
9. There are only about 10% of exceptionally talented students that have an IQ above 130.	5 <b>4</b> 3 2 1
10. The school curriculum is one of the documents that includes necessary information about gifted students and approaches to working with them.	<b>5</b> 4 3 2 1
Language aptitude	
11. Language aptitude, as a part of linguistic giftedness, is relatively <b>stable</b> ; it shows a collection of cognitive skills that a student is born with.	5 4 3 <b>2</b> 1
12. The <b>higher</b> the language aptitude, the <b>faster and easier</b> a student picks up new languages.	5 <b>4</b> 3 2 1
13. Language aptitude is a <b>different talent</b> from ordinary cognitive abilities.	5 4 <b>3</b> 2 1
14. <b>High</b> language aptitude is one of the most important requirements for learning a second language.	5 <b>4</b> 3 2 1
Verbal intelligence	
15. Verbal intelligence is the <b>capacity</b> for and <b>sensitivity</b> to spoken and written language.	5 4 <b>3</b> 2 1
16. Verbal intelligence, as a part of linguistic giftedness, includes <b>lexical knowledge</b> and <b>speech memory</b> .	5 <b>4</b> 3 2 1
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19. Verbal intelligence <b>doesn't include</b> comprehension of language and the capacity to gain from language experience.	5 4 3 2 <b>1</b>
20. Language aptitude and verbal intelligence are concepts that <b>cannot</b> be measured.	5 4 3 <b>2</b> 1



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Linguistic giftedness and general development	
1. Linguistic giftedness represents a <b>high level</b> of intellectual, language, and communication abilities.	5 4 3 2 1
2. A linguistically gifted student <b>doesn't need help</b> while studying since he or she has a high level of IQ.	5 4 3 2 1
3. A linguistically gifted student shows <b>stable motivation</b> for language study and <b>creativity</b> in the choice of methods for communication in a foreign language.	5 4 3 2 1
4. A linguistically gifted student tends to be <b>dependent</b> in their judgement and <b>incurious</b> about aesthetic concepts.	5 4 3 2 1
5. A linguistically gifted student <b>can be</b> dyslexic/dysgraphic at the same time.	5 4 3 2 1
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Základní škola Fr. Plamínkové, Praha 7, Františka Křížka 2

Linguistic giftedness and general development	
1. Linguistic giftedness represents a <b>high level</b> of intellectual, language, and communication abilities.	5 4 3 <b>2</b> 1
2. A linguistically gifted student <b>doesn't need help</b> while studying since he or she has a high level of IQ.	5 4 3 <b>2</b> 1
3. A linguistically gifted student shows <b>stable motivation</b> for language study and <b>creativity</b> in the choice of methods for communication in a foreign language.	5 4 <b>3</b> 2 1
4. A linguistically gifted student tends to be <b>dependent</b> in their judgement and <b>incurious</b> about aesthetic concepts.	5 4 3 2 1
5. A linguistically gifted student <b>can be</b> dyslexic/dysgraphic at the same time.	<b>5</b> 4 3 2 1
6. Due to the high level of intelligence, a linguistically gifted student has <b>low</b> communication skills (regular conflicts, ignoring, and so forth).	5 4 3 2 <b>1</b>
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Language aptitude	
11. Language aptitude, as a part of linguistic giftedness, is relatively <b>stable</b> ; it shows a collection of cognitive skills that a student is born with.	5 <b>4</b> 3 2 1
12. The <b>higher</b> the language aptitude, the <b>faster and easier</b> a student picks up new languages.	<b>5</b> 4 3 2 1
13. Language aptitude is a <b>different talent</b> from ordinary cognitive abilities.	5 <b>4</b> 3 2 1
14. <b>High</b> language aptitude is one of the most important requirements for learning a second language.	5 4 <b>3</b> 2 1
Verbal intelligence	
15. Verbal intelligence is the <b>capacity</b> for and <b>sensitivity</b> to spoken and written language.	5 <b>4</b> 3 2 1
16. Verbal intelligence, as a part of linguistic giftedness, includes <b>lexical knowledge</b> and <b>speech memory</b> .	5 4 <b>3</b> 2 1
17. Verbal intelligence <b>cannot</b> go along with other intelligences, namely musical, spatial, naturalistic, etc.	<b>5</b> 4 3 2 1
18. Verbal intelligence is displayed through writing and speaking skills, which require the ability to <b>select the appropriate vocabulary</b> .	5 <b>4</b> 3 2 1
19. Verbal intelligence <b>doesn't include</b> comprehension of language and the capacity to gain from language experience.	5 4 3 2 <b>1</b>
20. Language aptitude and verbal intelligence are concepts that <b>cannot</b> be measured.	5 4 3 2 <b>1</b>

## The scale for identification of linguistic giftedness (5-1)

Základní škola Fr. Plamínkové, Praha 7, Františka Křížka 2

Linguistic giftedness and general development	
1. Linguistic giftedness represents a <b>high level</b> of intellectual, language, and communication abilities.	5 4 3 2 1
2. A linguistically gifted student <b>doesn't need help</b> while studying since he or she has a high level of IQ.	5 4 3 2 1
3. A linguistically gifted student shows <b>stable motivation</b> for language study and <b>creativity</b> in the choice of methods for communication in a foreign language.	5 4 3 2 1
4. A linguistically gifted student tends to be <b>dependent</b> in their judgement and <b>incurious</b> about aesthetic concepts.	5 4 3 2 1
5. A linguistically gifted student <b>can be</b> dyslexic/dysgraphic at the same time.	5 4 3 2 1
6. Due to the high level of intelligence, a linguistically gifted student has <b>low</b> communication skills (regular conflicts, ignoring, and so forth).	5 4 3 2 1
7. A linguistically gifted student is <b>comprehensively developed</b> .	5 4 3 2 1
8. A linguistically gifted student <b>can</b> recognise distinctive sounds <b>faster</b> , associate them with symbols that represent them, and remember those associations.	5 4 3 2 1
9. There are only about 10% of exceptionally talented students that have an IQ above 130.	5 4 3 2 1
10. The school curriculum is one of the documents that includes necessary information about gifted students and approaches to working with them.	5 4 3 2 1
Language aptitude	
11. Language aptitude, as a part of linguistic giftedness, is relatively <b>stable</b> ; it shows a collection of cognitive skills that a student is born with.	5 4 3 2 1
12. The <b>higher</b> the language aptitude, the <b>faster and easier</b> a student picks up new languages.	5 4 3 2 1
13. Language aptitude is a <b>different talent</b> from ordinary cognitive abilities.	5 4 3 2 1
14. <b>High</b> language aptitude is one of the most important requirements for learning a second language.	5 4 3 2 1
Verbal intelligence	
15. Verbal intelligence is the <b>capacity</b> for and <b>sensitivity</b> to spoken and written language.	5 4 3 2 1
16. Verbal intelligence, as a part of linguistic giftedness, includes <b>lexical knowledge</b> and <b>speech memory</b> .	5 4 3 2 1
17. Verbal intelligence <b>cannot</b> go along with other intelligences, namely musical, spatial, naturalistic, etc.	5 4 3 2 1
18. Verbal intelligence is displayed through writing and speaking skills, which require the ability to <b>select the appropriate vocabulary</b> .	5 4 3 2 1
19. Verbal intelligence <b>doesn't include</b> comprehension of language and the capacity to gain from language experience.	5 4 3 2 1
20. Language aptitude and verbal intelligence are concepts that <b>cannot</b> be measured.	5 4 3 2 1

## Appendix C: The Modern Language Aptitude Test (MLAT)

### Part 1 (Learning numbers)

The text in italics is one that students will hear.

*Ted' vás začnu učit některá čísla v novém jazyce. Nejprve budeme studovat jednociferná čísla:*

“So” je “jedna”

“Soso” je “dva”

“See” je “tři”

“Ree” je “čtyři”

*Nyní řeknu jméno čísla v novém jazyce, musíte si ho zapsat. Než vám dám odpověď, zkuste to udělat:*

“So” – to bylo “jedna”

“See” – to bylo “tři”

“Soso” – to bylo “dva”

*Nyní se naučíte dvoumístná čísla:*

“Zet” je “dvacet”

“Fet” je “třicet”

“Ret” je “čtyřicet”

“Zet so” je “dvacet jedna” v tomto jazyce protože “Zet” je “dvacet” a “so” je “one”.

“Fet so” je “třicet jedna” pokud “Fet” je “třicet” a “so” je “one”.

*Nyní řeknu jméno čísla v novém jazyce a musíte si ho zapsat. Než vám dám odpověď, zkuste to udělat:*

“Ret soso” – to bylo “čtyřicet dva”

“Fet ree” – to bylo “třicet čtyři”

“Zet so” – to bylo “dvacet jedna”

*Nyní se naučíte třímístná čísla:*

“To” je “sto”

“Tote” je “dvě stě”

“Toto” je “tři sta”

“Tora” je “čtyři sta”

*Nyní řeknu jméno čísla v novém jazyce a musíte si ho zapsat. Než vám dám odpověď, zkuste to udělat:*

“Tote ret soso” – to bylo “dvě stě čtyřicet dva”

“To fet” – to bylo “sto třicet”

“Tora zet see” – to bylo “čtyři sta dvacet tři”

Nyní jsme připraveni začít. Zapište si čísla, která slyšíte. Budete jen **pět sekund** zapsat odpověď.

a) Zet	f) Fet see	k) Zet ree	p) Tote ret soso
b) See	g) To ret	l) Tora fet see	q) Zet so
c) To fet so	h) Ree	m) So	r) Soso
d) Ret ree	i) Tote fet soso	n) Toto ree	s) Fet
e) Toto soso	j) Zet so	o) Ret so	t) To ret

### Part 2 (Phonetic writing)

Students would look at the first five sets.

1. Žíš, žeš, víš, veš
2. Víš, veš, bíš, píš
3. Žěf, běš, žeš, beš
4. Věš, běš, žeš, beš
5. Šěf, žěf, reš, žeš

The text in italics is one that students will hear.

After that the speaker will pronounce each of the syllables in every set. Students will follow along.

1. *Žíš, žeš, víš, veš*
2. *Víš, veš, bíš, píš*
3. *Žěf, běš, žeš, beš*
4. *Věš, běš, žeš, beš*
5. *Šěf, žěf, reš, žeš*

Then the speaker will go back to number 1 and pronounce just one syllable from the set of four. So, you might hear:

1. “*Víš*”

Students will be asked to darken the corresponding space on the answer sheet to indicate which syllable they heard during the actual test. Then they hear the next word and choose from the second set:

2. “Píš”

Students listen to the third set and choose their response:

3. “Žěf”

Students listen to the fourth set and choose their response:

4. “Věš”

Students listen to the fifth set and choose their response:

5. “Žeš”

The following five sets of four syllables introduce new phonetic symbols. After answering those questions, students are presented with the second and last set. While some of the symbols appear to be written in standard Czech, others do not. The majority of the syllables are nonsense sounds that just so happen to contain Czech sounds, despite the fact that a small number of them may sound like Czech words.

1) Šat, šet, sat, set	6) Tob, tub, kob, kub	11) Ruř, rûř, čuř, čûř
2) Sat, set, žat, zat	7) Kob, kub, vob, fob	12) Čuř, Čur, nuř, muř
3) Šád, šed, šát, šed	8) Tég, tug, téb, tub	13) Roc, rúc, roř, rûř
4) Sát, žát, šet, žet	9) Kéb, véb, tub, vub	14) Čoř, noř, rûř, nûř
5) Tád, šád, zet, šed	10) Bég, tég, fub, tub	15) Řoc, roc, mûř, ruř

### Part 3 (Vocabulary hints)

1) Dprva a) vpravo b) jídlo c) nepravda d) pták e) vlak	2) Wonjvk a) kritika b) parfém c) návyk d) skoro e) vařený	3) Kitwez a) cvičení b) vítězství c) ryba d) kníže e) radost
4) Ssb a) procento b) část c) hudba d) bajka e) sázení	5) Deesht a) šustění b) trest c) vedle d) počasí e) šest	6) Baasň a) verse b) fáze c) bazar d) originál e) znalost
7) Mloon a) mouka b) spánek c) ovoce d) minulý rok e) blízký	8) Pnjz a) talíř b) benzín c) skromnost d) lék e) banka	9) Klboug a) hora b) aktivní c) hora d) oblečení e) překvapení
10) Psm a) úsměv b) velký c) strom d) slovo e) dva	11) Pržtlstvii a) potom b) důvěra c) barva d) porce e) vagón	12) Lakta a) tužka b) chamtivost c) oblíbený d) sbor e) voda
13) Slatkst a) materiál b) výběh c) čokoláda d) noha e) daněk	14) Varvnii a) dvacet b) kožený c) armáda d) kolo e) pozor	15) Woszdl a) druh b) benzín c) dole d) kočka e) auto
16) Utzbnce a) byt b) verš c) vzdělání d) zima e) držák	17) Sprpitee a) restaurace b) brýle c) pití d) les e) stuha	18) Rda a) konzultace b) skupina c) věc d) vlevo e) hrdina

<p>19) Rdna</p> <p>a) sešit</p> <p>b) příbuzný</p> <p>c) vedení</p> <p>d) osoba</p> <p>e) sto</p>	<p>20) Mškaa</p> <p>a) rovně</p> <p>b) květina</p> <p>c) zvuk</p> <p>d) chléb</p> <p>e) noc</p>	<p>21) Škla</p> <p>a) vesnice</p> <p>b) bída</p> <p>c) životopis</p> <p>d) rámeček</p> <p>e) velký</p>
<p>22) Naald</p> <p>a) trest</p> <p>b) věk</p> <p>c) růst</p> <p>d) ulice</p> <p>e) emoce</p>	<p>23) Spnk</p> <p>a) kříž</p> <p>b) papír</p> <p>c) osm</p> <p>d) odpočinek</p> <p>e) mráz</p>	<p>24) Trs</p> <p>a) český</p> <p>b) rukáv</p> <p>c) motor</p> <p>d) cestování</p> <p>e) touha</p>
<p>25) Tjšervst</p> <p>a) svěžest</p> <p>b) nuda</p> <p>c) stůl</p> <p>d) nahoře</p> <p>e) zájem</p>	<p>26) Kwten</p> <p>a) oheň</p> <p>b) představivost</p> <p>c) jaro</p> <p>d) hudba</p> <p>e) výuka</p>	<p>27) Ptkrv</p> <p>a) dům</p> <p>b) naděje</p> <p>c) zezadu</p> <p>d) pracoviště</p> <p>e) svoboda</p>
<p>28) Zaask</p> <p>a) padesát</p> <p>b) rozbor</p> <p>c) autorka</p> <p>d) opět</p> <p>e) pošta</p>	<p>29) Fntase</p> <p>a) letadlo</p> <p>b) uživatel</p> <p>c) soda</p> <p>d) informace</p> <p>e) myšlenka</p>	<p>30) Umnii</p> <p>a) cesta</p> <p>b) tvoření</p> <p>c) rovnice</p> <p>d) svačina</p> <p>e) zelenina</p>



#### Part 4 (Sentences with words)

There is a sample question:

TOMÁŠ se vydal na cestu.

Děti v modrých džínách zpívaly a tančily v parku.

A                      B              C              D              E

Protože v prvním řádku je uvedeno "Tomáš" a ve druhém "dětí", zvolili byste možnost "A".

<p>1) ŘEKNĚTE mi prosím, kolik je hodin?</p> <p>Při studiu cizího jazyka je důležité nejen umět naslouchat, ale také kompetentně mluvit a správně číst.</p> <p>A                      B              C              D              E</p>
<p>2) UČITEL vysvětlil pravidlo ve třídě.</p> <p>Hudebníci předvedli klasickou kompozici ve výstavní síni plné hostů všech věkových kategorií.</p> <p>A                      B              C              D              E</p>
<p>3) Vy VŽDYCKY sportujete?</p> <p>Naštěstí v tomto článku autor nejen podrobně popisuje strukturu kosti, ale často odkazuje na celý organismus.</p> <p>A                      B              C              D              E</p>
<p>4) Na tomto místě velmi rád sedím, protože je tu TICHŮ.</p> <p>Možná se někomu může moje rozhodnutí zdát příliš unáhlené, ale rychle reagovat považuji za velmi důležité.</p> <p>A                      B              C              D              E</p>
<p>5) V našem městě žije mnoho ZAJÍMAVÝCH lidí.</p> <p>Rodiče byli spokojeni, že jsem mohl absolvovat náročný pohovor u jedné obchodní společnosti, která se zabývá prodejem zahraničního vybavení.</p> <p>A                      B              C              D              E</p>
<p>6) Maminka přinesla polní květiny a dala je do VÁZY.</p> <p>Já věřím, že práce každého člověka má být slušně placena, ať už je to vědec nebo pouliční uklízeč.</p> <p>A                      B              C              D              E</p>
<p>7) TAKY bych chtěl jet s vámi, ale nemám čas.</p> <p>Rovněž na chodbě stejně jako v kuchyni nebylo dost světla, a proto jsme přivolali elektrikáře.</p> <p>A                      B              C              D              E</p>

<p>8) Petr si byl TĚMĚŘ jistý, že zavřel dveře.</p> <p>Možná by pro jejich syna bylo velmi zajímavé sledovat, jak chemické prvky tvoří sloučeniny, protože se z toho může naučit mnoho nového.</p> <p>A B C D E</p>
<p>9) Náš soused NEMÁ RÁD ranní běhání.</p> <p>Buďte připraveni udělat spoustu chyb, pokud se chcete naučit uvařit jídlo.</p> <p>A B C D E</p>
<p>10) PROTOŽE Greta neuměla plavat, rozhodla se zůstat na břehu.</p> <p>Než se rozhodnete, je důležité zvážit všechna pro a proti, protože budeme mít málo času.</p> <p>A B C D E</p>
<p>11) Pozor, ta řeka je HLUBOKÁ.</p> <p>Pro jednotlivé zájemce o exotické země je důležité připravit potřebné dokumenty a být připraveni na dlouhou cestu.</p> <p>A B C D E</p>
<p>12) Dominik oznámil, že NĚKDE ztratil telefon.</p> <p>I když bylo dost zamračené, podařilo se mi nějak brzy dojít na adresu uvedenou na mapě.</p> <p>A B C D E</p>
<p>13) Jako dítě jsem často JEZDIL k moři.</p> <p>Pan Starý rád chodí do kina, protože raději sleduje filmy, než čte nebo poslouchá audioknihy.</p> <p>A B C D E</p>
<p>14) Když byla Marie mladší, často poslouchala NĚMECKOU hudbu.</p> <p>V této historické knize se mi líbilo, jak autor podrobně popisuje nelehký život australských uprchlíků, jejich zdravotní a emocionální problémy.</p> <p>A B C D E</p>
<p>15) Mohla bys to prosím zopakovat znovu, ale HLASITĚJI?</p> <p>Ted' mohou jeho rodiče trávit více času venku, proto upřednostňují léto před zimou.</p> <p>A B C D E</p>
<p>16) Podepište dokument černou PROPISKOU.</p> <p>Když otec s matkou přijeli za synem a dcerou, nenašli volné parkovací místo.</p> <p>A B C D E</p>

<p>17) BOHUŽEL se mi nepodařilo získat zpětnou vazbu.</p> <p>Proces vyřizování žádosti bude pravděpodobně trvat asi měsíc, což je běžné pro ty,  A B C  kteří dopis poslali poštou fyzicky a neelektronicky.  D E</p>
<p>18) Možná bychom měli najít LEPŠÍ místo k odpočinku.</p> <p>Můj kamarád obvykle raději čte články psané stručněji, protože má  A B C D málo volného času.  E</p>
<p>19) Na dovolenou si Lenka koupila čerstvé POTRAVINY: chléb, maso, ryby a dezert.</p> <p>Vitamin skupiny B přispívá k růstu vlasů u žen.  A B C D E</p>
<p>20) Otec si myslí, že je to kvalitní kabát, ALE drahý.</p> <p>Fronta do muzea byla poměrně dlouhá, díky čemuž jsme byli velmi unavení, nicméně  A B C D  bylo jasné že výstava stála za to čekání.  E</p>
<p>21) SLYŠEL jsi hluk ve vedlejší místnosti?</p> <p>Doufám, že se vám líbila městská exkurze, kterou organizovala a sponzorovala  A B C D  organizace "Cestujeme společně".  E</p>
<p>22) Opera byla opravdu HODNÁ pozornosti.</p> <p>Bohužel jsme přišli pozdě na náš první noční let na mezinárodní letiště a nemohli jsme  A B C  si koupit novou letenku, protože byla velmi drahá.  D E</p>
<p>23) Její kolega s ní NAPROSTO souhlasí.</p> <p>Když budete na silnici buďte velmi opatrní, prosím, protože se někdy můžete setkat s  A B C D  nezkušenými řidiči, kteří se neumí rychle reagovat.  E</p>
<p>24) Líbila se mi HEREČKA, která hrála hlavní roli.</p> <p>Někdo nemá rád zvířata, ale moje kamarádka si myslí, že psi jsou nejlepší přátelé.  A B C D E</p>
<p>25) Do programu BUDE ZAPSÁNO vaše jméno.</p> <p>Pokud chcete napsat a publikovat práci, použijte výsledky výzkumu, který  A B C D  byl proveden nejpozději před deseti lety.  E</p>

Part 5 (Dual associates)

Vocabulary

<b>A new language</b>	<b>Czech</b>
sh%	čárka
g(os	syn
+tip	zbraně
(fto)	dráha
wit	okno
zola	strom
mov	zelenina
y%is	mošt
pun	ráno
tab	skvrna
jat	býk
san	železo
q)re	ruka
li+s	pokoj
z++z	voda

<p>1. y%is</p> <p>a) ruka b) mošt c) ráno d) čárka e) zelenina</p>	<p>2. zola</p> <p>a) strom b) skvrna c) zbraně d) okno e) syn</p>	<p>3. z++z</p> <p>a) zelenina b) býk c) ráno d) voda e) železo</p>
<p>4. tab</p> <p>a) pokoj b) okno c) ruka d) čárka e) skvrna</p>	<p>5. +tip</p> <p>a) mošt b) ráno c) voda d) zbraně e) strom</p>	<p>6. li+s</p> <p>a) okno b) dráha c) pokoj d) železo e) býk</p>
<p>7. (fto)</p> <p>a) voda b) dráha c) syn d) zelenina e) mošt</p>	<p>8. san</p> <p>a) ruka b) zbraně c) ráno d) železo e) skvrna</p>	<p>9. g(os)</p> <p>a) syn b) pokoj c) mošt d) býk e) ráno</p>
<p>10. q)re</p> <p>a) ruka b) železo c) dráha d) strom e) čárka</p>	<p>11. wit</p> <p>a) mošt b) syn c) pokoj d) okno e) voda</p>	<p>12. sh%</p> <p>a) skvrna b) ruka c) čárka d) dráha e) strom</p>
<p>13. mov</p> <p>a) okno b) zelenina c) ruka d) ráno e) železo</p>	<p>14. pun</p> <p>a) pokoj b) ráno c) strom d) voda e) skvrna</p>	<p>15. jat</p> <p>a) býk b) syn c) čárka d) zbraně e) ruka</p>

## Appendix D: The Wechsler Intelligence Scale for Children Similarities

During the instructions, the teacher names two subjects and asks the student to explain what they have in common. The student's task is to try to talk as much as possible until he (she) finishes or is stopped. In cases of failure, the student should be given small hints, but the answers where help was offered should not be included in the assessment. If a student fails to answer three questions in a row, the test must be stopped. General assessment criteria for tasks No. 1 –12: 2 points if a generalising word is given (classification is carried out); 1 point if individual signs are listed.

№	Úkoly a kontrolní odpovědi	Známka
1	<p><b>Švestka-broskev (nebo třešeň)</b></p> <p>2: Ovoce. Ovocný strom. Plody</p> <p>1: Jídlo. Jedí je. (jakékoli dva znaky z následujících: pecka, kůže, kulaté, tvar, šťáva, sladké)</p> <p>0: Vynikající. Chut'. Malá. Líbí se. Bobule</p>	
2	<p><b>Kočka-myš</b></p> <p>2: Zvířata. Savci. Živočich. Čtyřnohý</p> <p>1: Čtyři nohy. (Jakékoli dva znaky z následujících: oči, ocas, tlapky, uši, fousky, vlna)</p> <p>0: Jíst. Rychle utíkají. Obratný</p>	
3	<p><b>Víno-pivo</b> (Odpověď "nevím" často znamená "nepil, nezkoušel". Je zapotřebí následující forma otázky: "co myslíte, že mají společného?») )</p> <p>2: Alkoholické (nebo alkoholické) nápoje. Opojně látky</p> <p>1: Nápoje. Pijí se, jsou tekuté. Kapalina. Točí se mi hlava. Silné. Vzrušující nápoje. Hořké. Je v nich alkohol</p> <p>0: V lahvích. Stejná barva (nebo chuť)</p>	
4	<p><b>Klavír-housle</b></p> <p>2: Hudební (strunné) nástroje. Nástroje, na které se hraje</p> <p>1: Struna. Mají melodii (zvuky). Hudební předměty. Předměty, na které se hraje</p> <p>0: Hrají stejně. Ze dřeva</p>	
5	<p><b>Papír-uhlí</b></p> <p>2: Organický (nebo rostlinný) původ. Obsahují uhlík. Obsahuje uhlík. Přírodní látka</p> <p>1: Hoří. Vyrábí se ze dřeva</p> <p>0: Palivo</p>	
6	<p><b>Kilogram-metr</b></p> <p>2: Jednotky měření. Měřicí veličiny</p> <p>1: Měří se. Oba hovoří o velikosti</p> <p>0: Oba mluví o délce a / nebo hmotnosti. V kilogramu 1000 gramů a v metru 1000 mm</p>	
7	<p><b>Nůžky-měděná pánev</b></p> <p>2: Domácí potřeby. Vyrobeno z kovu</p> <p>1: Používá se v domácnosti (nebo v domácnosti nebo doma). Z oceli. Mají kovový lesk</p> <p>0: Lesknou se. Kovový</p>	
8	<p><b>Hora-jezero</b></p> <p>2: Zlomky zemské kůry. Topografické pojmy (názvy). Zeměpisné názvy. Přírodopisné vzdělání. Reliéf krajiny. Prvky (nebo součásti) reliéfu</p> <p>1: Nerovnosti povrchu země. Prvky (nebo jevy) přírody. Prvky krajiny. Mají užitečné látky</p>	

	0: Mají vodu a půdu. Vždy v terénu. Zemský povrch	
9	<b>Sůl-voda</b>	
	2: Chemické (nebo organické) látky (nebo sloučeniny). Látky nezbytné pro život. Jsou součástí potravin	
	1: Konzumujete s jídlem. Jedí je. Potravin (nebo potraviny). Látky obsažené v přírodě. Skládá se z molekul	
	0: Oba v oceánu. Sůl se získává z mořské vody. Chemický prvek	
10	<b>Svoboda-spravedlnost</b>	
	2: Filozofické (humánistické / ideologické / právní) pojmy. Filozofické kategorie. Sociální myšlenky (nebo hodnoty). Demokratická práva	
	1: Slogany bojujících za nezávislost národů (progresivních / humanistických). Principy, za které bojují národy světa. Je to přání každého národa. Bez nich člověk nemůže šťastně žít	
	0: Rovnost. Zákony. Blízké pojmy. Civilní právo. Bez spravedlnosti není svoboda	
11	<b>První-poslední</b>	
	2: Extrémní členové (nebo konce) řady. Uzavírací. Uzavírají konce (nebo řadu) fázi jakékoli akce	
	1: Jsou na okrajích. Extrémní. Extrémní body. Ukončení. Označuje místo (nebo pořadí). Něco omezuje. Opačný	
	0: 1-začátek, poslední konec. Pokud existuje první, existuje i poslední. Dva konce. Začátek a konec. Účet. Číslo. Množství. Konečná čísla. Řádové číslovky. Opatření účtu	
12	<b>Číslo 49-číslo 121</b>	
	2: Čtverce prvočísel (původní nebo lichá)	
	1: Liché. Nerozdělují se na dvě. Přírodní (nebo celá) čísla. Čtverce čísel 7 a 11	
	0: Jejich kořeny jsou čísla 7 a 11. Dělí se pouze na sebe a jednotku (nebo na stejné číslo). Číslovka. Množství. Číslo. Skládá se z čísel	

## Vocabulary

Grades for assignments 1–30: 2–1–0.

It is recommended to evaluate the responses in the following stages:

Stage 1. To find out whether it is possible to evaluate the subject's response as (+), i.e., the task word is familiar to him, or as (-), i.e., the task word is not familiar to him. If this is not obvious from the answer, the subject is asked an additional question so that the answer can be evaluated either as (+) or as (-).

Stage 2. If the student's answer is rated as (-), he (she) gets 0 points. If the answer is rated as (+), then 2 points are displayed for tasks 1–30. At the same time, answers that give an accurate, detailed definition ("chorus" is a part of the song that repeats after each verse) are evaluated at 2 points, or a close synonym is given ("brave" – "brave"). Answers are rated 1 point if they contain either an incomplete but correct definition ("chorus"—words in a song repeated several times), a description of individual signs ("gambling"—in which it is difficult to stop), or the subject shows understanding by example "brave"—who was not afraid to rush into cold water to save another).

№	Úkoly a kontrolní odpovědi	Známka
1	<b>Diamant</b>	
	2: Drahokam. Nejtvrdší krystal. Minerál je velmi odolný (nebo vzácný). Modifikace čistého uhlíku. Nástroj pro řezání skla	
	1: Kámen je velmi tvrdý (buď krásný, nebo drahý, nebo v prstenech, nebo v brožích nebo na ozdobu). Jak řezat sklo	
	0: Šperky	
2	<b>Spojit</b>	
	2: Vytvořit z několika jeden celek. Dát dohromady. Sloučit. Spojit dohromady. Spojit. Nastavit zprávu nebo (komunikaci)	
	1: Dělat něco společně (nebo celé). Svařovat. Spojovat. Lepit. Spojovat. Scelovat	
	0: Sblížit. Přiblížit	
3	<b>Ostří</b>	
	2: Ostrý okraj (nebo část) řezného (nebo sekacího) předmětu (nebo zbraně nebo nože nebo jiné). Řezací předmět na holení. Ocelová (nebo tenká) naostřená deska na holení. Vytesaná hrana nože (nebo šavle nebo jiné)	
	1: To, co se řezá u nože (nebo jiné), je ostrá část nože. Ostrý, tenký (nebo kovový) předmět na holení. Špičatý konec u žiletky. To, co se holí. Břitva	
	0: Konec ostrého předmětu. Ostrý konec nože. Akutní. Chladná zbraň. Tenký kov. Nástroj	
4	<b>Meč</b>	
	2: Chladná zbraň s oboustrannou čepelí (nebo Starověká nebo sečná). Starověké (nebo staré) zbraně s oboustrannou čepelí (nebo sekáním). Zbraně oboustranné (nebo sekání)	
	1: Zbraně studené (nebo starověké nebo staré nebo sečné). Z rukojeti a dlouhé čepele. Než bojovali dřívě (rytíři). Jako dlouhý nůž	
	0: boj s meči. Bodnou zbraň. Těžký. Železný. Čím se brání. Kulatý, čím se brání	



5	<b>Nepříjemnost</b>	
	2: Skutečnost (nebo zpráva nebo případ), která způsobila špatnou náladu (nebo frustraci nebo nespokojenost nebo poruchu)	
	1: Když má člověk (nebo když něco dělá člověku) špatnou náladu (nebo smutek nebo nespokojenost nebo poruchu). Když má člověk smůlu. Špatná zpráva. Když je člověk uražen	
	0: Pocit nenávisli (nebo pohrdání). Neštěstí. Hoře. Neštěstí	
6	<b>Statečný</b>	
	2: Odvážný. Nebojácný. Odvážný. Mužný. Člověk beze strachu	
	1: Osoba, která nevěnuje pozornost nebezpečí (nebo se nebojí ničeho, obtíží, nebezpečí, atd.). Nebojácný. Rezolutní	
	0: Silný. Dělá dobro (nebo užitečné). Ostatní se ho bojí. Který řídí rozum. Který vykonal čin	
7	<b>Nesmysl</b>	
	2: Nepodstatné. Nepodstatný. Bezvýznamný. Maličkost. Kravina. Nesmysl. Nesmysl. Maličkost, které byste neměli věnovat pozornost	
	1: Něco se snadno dělá. Něco nepochopitelného. To není ono. Nedává to smysl. Nesmysl. Soubor nesmyslných slov. Nepravděpodobný. Nepravda. Blbost	
	0: Někdo to špatně vyřešil	
8	<b>Hrdina</b>	
	2: Člověk, který vykonal čin (nebo vynikající čin). Hlavní aktér literárního díla (nebo hry nebo jiné)	
	1: Někdo udělal něco užitečného, co ostatní nemohou. Kdo porazil nepřítele. Kdo udělal odvážný (nebo odvážný) čin	
	0: Někdo, kdo udělal dobrou věc (nebo může udělat všechno). Statečný. Odvážný. Silný. Který má medaile	
9	<b>Hazardní hra</b>	
	2: Hra, ve které výhra závisí na příležitosti. Hra o peníze (nebo věci, atd.)	
	1: Hra, která je vzrušující (nebo vášnivá, nebo zadumaná, nebo vzrušující, nebo na něco, nebo ve které je těžké se zastavit nebo ve které čím více hrajete, tím zajímavější). Když člověk hraje a všechno zapomíná (nebo se nemůže odtrhnout nebo neovládá své činy). Hraní karet	
	0: Hra zakázaná (buď zábavná, nebo zajímavá nebo rychlá). Prázdna zábava	
10	<b>Nitroglycerin</b>	
	2: Olejová, těžká, výbušná kapalina. Látka (nebo chemická látka) je výbušná (nebo může explodovat nebo se používá jako lék). Léčivý (nebo lékařský) lék (nebo lék)	
	1: Chemická (nebo organická) látka. Výbušnina. Používá se k výbuchům. Pilulka	
	0: Tekutina (nebo lék nebo prostředek) ke změkčení pokožky	
11	<b>Mikroskop</b>	
	2: Přístroj s lupou pro zobrazení (nebo zvětšení) předmětů neviditelných pouhým okem, jako jsou mikroby (nebo buňky, nebo hmyz, atd.)	
	1: Přístroj (nebo předmět), aby viděl malé částice (nebo pro zkoumání mikrobů nebo buněk, nebo atd.)	
	0: Úplná definice je uvedena v příkladu hvězdy, obrázky na zdi, na mořském povrchu- "u ponorky"	
12	<b>Dolar</b>	
	2: Měnová jednotka v USA (nebo Kanadě nebo Austrálii). Peníze v Americe. Americká mince se skládá ze 100 centů. Měna	
	1: Americká koruna. Americká mince. Peníze. Zahraniční peníze	
	0: Peníze v Anglii. Koruna	
13	<b>Bajka</b>	
	2: Literární dílo (nebo báseň nebo próza nebo kol.) S převyprávěným (nebo alegorickým) a morálním významem, kde se pod rouškou zvířat (věcí, nebo jiných) rozumí lidé. Fikce. Výmysl. Báchorka	
	1: Literární dílo (nebo báseň nebo kol.) nevyslovitelné (nebo alegorické nebo morálně poučné nebo poučné, nebo s morálkou, nebo s poučením, nebo	

	kde jsou lidé zesměšňováni pod rouškou zvířat nebo kde jsou zesměšňováni lidské nečesti)	
	0: Vysmívají se zvířatům nebo lidem	
14	<b>Kopule</b>	
	2: Střecha ve tvaru polokoule (nebo kulovitěho tvaru). Vrchol něčeho v podobě polokoule. Konvexní horní část budovy	
	1: Střecha v cirkuse (nebo u kostela). V katedrálách verhotura zaobleného tvaru	
	0: Dům. Kulatý. Koule. Cirkus (nebo kostel). Vrchol. Půlkruhový vršek čehokoli. Kulatá střecha	
15	<b>Špionáž</b>	
	2: Zločinná činnost (nebo činnost nepřítele) za účelem vyvedení (nebo shromáždování nebo únosu) tajných informací (nebo tajných informací nebo vojenských (průmyslových nebo politických) tajemství. Průzkum nepřítele	
	1: Když se druhá strana dozví tajemství. Zpravodajci získávají informace v jiné zemi pro svou vlastní. Chcete-li znát tajemství (nebo tajemství). Špehování	
	0: Zrada. Machinace. Nečestný. Shromáždování jakýchkoli informací o úkolu. Průzkum. Zločin. Pronikání do jiné země	
16	<b>Refrén</b>	
	2: Část písně, která se opakuje po každé sloce	
	1: Část písně (nebo slova v písni) opakovaná několikrát. Píseň se několikrát opakuje. Krátká píseň, která jde za každým veršem. Opakování po každé po každé sloce	
	0: V písni je motiv (nebo další verš nebo verš, který se opakuje). Když se zpívá. Jeden zpívá a druhý zpívá	
17	<b>Odloučit se</b>	
	2: Chraňte se (nebo se vzdalujte nebo skrývejte) před vnějším světem (nebo prostředím). Nekomunikovat (nebo nemít vztah s nikým)	
	1: Oddělte se od lidí. Žít sám (nebo zůstat, nebo být). Žít sám. Nemít přátele. Utěšnit	
	0: Někam utéct (nebo odejít, nebo se schovat, nebo se schovat, nebo odejít, abyste nebyli viděni, nebo se stěhovat). Odpojit se. Pryč od sebe. Být uzavřený. Když se všichni zřeknou	
18	<b>Lesk</b>	
	2: vlastnost hladkého povrchu odrážet světlo (nebo paprsky). Odraz světla hladkým předmětem (nebo hladkým povrchem). Krátkodobý záblesk světla jako blesk. Záře. Světlo. Třpyt. Nádherný. Jasný projev něčeho	
	1: Odraz dopadajícího světla (nebo světelných nebo slunečních paprsků) od povrchu. Vlastnosti lomu paprsků (odrážet světlo). Vlastnosti kovu. Když světlo dopadá na sklo a odráží se. Skvělý. Dobrý	
	0: Něco svítí. Látka vyzařuje paprsky. Předmět, který odráží paprsky. Když se něco leskne na slunci (nebo hladký předmět nebo povrch nebo něco). Kovový lesk	
19	<b>Seppuku</b>	
	2: Sebevražda řezáním zapařením břicha (nebo u japonských samurajů – rituální sebevražda). Zapařování řezání břicha japonskými samurajy	
	1: Druh sebevraždy. Způsob, jak se zabít nožem. Japonci, aby se nevzdali do zajetí, tak se ubodali. Když si rozpárali břicho. Bodnutí nožem do břicha. Japonce páli břicho	
	0: Je to poprava Japonců. Rána do břicha. Způsob vraždy. Sebevražda v Číně. Druh operace. Druh boje. Sportovní hra	
20	<b>Retir</b>	
	2: Ustupit. Poodstoupit. Uniknout	
	1: Ustupit ve sporu. Jít (nebo se vrátit) zpět. Fňukat. Opustit cokoliv. Vypadni odsud. Uprchnout	
	0: Vzdát se. Jít do sebe. Vyhnout se nepřijemnostem. To není dobré. Zneklidňovat. Uhasit. Chystá se odejít. V šachu přeskupování figurek	

21	<b>Trápení</b>	
	2: Stav člověka v (nebo po) těžkém smutku. Pocit lidí spojený se ztrátou blízkých. Extrémní smutek. Zármutek. Utrpení	
	1: Když má člověk velký smutek (nebo ztrátu). Je to silnější než smutek. Velký smutek. Těžký zážitek. Strach o mrtvého. Když někdo truchlí. Smutek	
	0: Zklamání. Lítost. Smutek. Touha. Neštěstí. Ztráta. Neštěstí. Slzy. Když pláčou	
22	<b>Zátěž</b>	
	2: Speciální náklad pro zajištění správné srážky (nebo stability) lodi (nebo ponorky). Pytle s pískem pro regulaci výšky letu balónu. Suť (nebo písek) pod pražci. Něco, co zatěžuje (nebo táhne dozadu). Tahání zpět	
	1: Shazujte z balónu, abyste se vyhnuli sestupu. Prostředek pro stabilitu lodi (nebo ponorky)	
	0: V cirkuse, čím člověk balancuje. Aby se člověk udržel v rovnováze. Aby předmět stál rovně. Bezpečnost	
23	<b>Katakomby</b>	
	2: Podzemní galerie (nebo bludiště nebo chodníky nebo jeskyně) vytvořené uměle (nebo v opuštěných kamenolomech nebo opuštěných dolech nebo zbývající při vývoji hornin). Galerie (nebo labyrinty nebo jiné) vytvořené uměle (nebo v opuštěných kamenolomech nebo v opuštěných dolech nebo zbývající při vývoji hornin)	
	1: Podzemní galerie (nebo bludiště nebo chodníky nebo jiné), kde se dříve (nebo doly) těžily nerosty (nebo horniny)	
	0: Útočiště pro lidi. Díra	
24	<b>Neodvratný</b>	
	2: Neodvratný. Nevyhnutelný. Čemu nelze zabránit	
	1: To, před čím se nikam neschováte (nebo neodejdete, nebo neutíkáte). To, co se nutně stane (nebo musí být, nebo se stane). Nemůžeš se zachránit. Tedy žádná cesta ven	
	0: Když se něčemu nevyhnete	
25	<b>Termít</b>	
	2: Řád (nebo rodina). Hmyz blízký švábům a kudlankám (nebo Druh nebo podobný nebo podobný jako mravenci) nebo žije v tropech (nebo horkých zemích, Africe nebo Americe)	
	1: Hmyz. Hmyz je veřejný. Mravenec. Mravenci jsou tak velcí (nebo staví termitníky, nebo žijí v tropech (nebo Africe nebo Americe). Druh (nebo podobné nebo podobné) mravence	
	0: Mouchy. Zvířata. Pavouci v tropech. Larva. Hořící látka	
26	<b>Aurora</b>	
	2: Bohyně ranního úsvitu (nebo úsvit starověkých Římanů). U starověkých Řeků jí odpovídá bohyně EOS	
	1: Bohyně úsvitu (nebo ráno u starověkých, starověkých Římanů nebo starověkých)	
	0: Bohyně krásy (buď slunce, nebo úsvit, nebo vítězství, nebo řecká). Úsvit. Východ. Ranní hvězda. Slunce. Jméno dívky	
27	<b>Sterilní</b>	
	2: Dezinfikovaný. Očištěný od (nebo zbavený) mikroorganismů (nebo bakterií nebo bakterií). Neplodný	
	1: Když jsou zabity všechny mikroby. Něco (nebo čisté) bez bakterií nebo bakterií. Superčistý. To se dělá, aby se zabránilo infekci. Velmi čisté pro operaci obvazy (atd.)	
	0: Čistý. Očištěný od špíny. Zbaven škodlivých nečistot (nebo nečistot). Prášek na praní	
28	<b>Kontejner</b>	
	2: Druh balení (nebo nádoba, nebo nádoba, nebo nádrž nebo přijímač) pro přepravu zboží (nebo předmětů nebo kapalin nebo věcí)	
	1: Předmět (nebo zásuvka nebo kovová nádrž), ve které se přepravují různé věci (nebo náklad nebo předměty)	
	0: Pro skladování benzínu (nebo ropy, atd.). Převážejí po něm náklad.	

	Pohyblivá páska. Pro zvedání nákladu. Vůz (nebo stroj) pro přepravu nákladu	
29	<b>Pasivní</b>	
	2: Neúčast. Bez iniciativy. Nečinný. Ne-(málo -) aktivní. Nevykazuje žádnou činnost (nebo iniciativu nebo aktivitu). Neúprosně vztahující se k čemukoliv. Závislý. Bez samostatnosti	
	1: Není zájem. Nemá zájem o nic. Nezapojuje se do kolektivního života (nebo veřejného života). inertní. Pomalý. Líný. Flegmatický. Lhostejný. Lhostejný	
	0: Snaží se zůstat stranou. Vyhýbá se jakékoli činnosti. Pesimista. Loudavý. Pomalý. Pomalý. Uzavřený. Klidný. Zasmušilý. Pozorovatel. Bezstarostný. Nic nevyčnává. Nic mě nenapadá. Nemá svůj názor	
30	<b>Ironie</b>	
	2: Výsměch jemný, vyjádřený ve skryté podobě	
	1: Výsměch. Podvrh. Něco je implicitně zesměšňováno. Zlý (nebo špatný) vtip	
	0: Vtip. Když se smějí. Úsměv. Opovrženímhodný výsměch. Neseriózní postoj	

## Information

The results of this subtest give an idea of the volume and level of knowledge and the ability to preserve them in long-term memory, the selective orientation of interests, and the general education of the subject.

Stop with 5 failures in a row.

Scores: 1-0.

№	Úkoly a kontrolní odpovědi	Známka
1	<b>Od jakého zvířete získáváme mléko?</b> 1: Z krávy (nebo Kozy nebo velblouda)	
2	<b>Co je třeba udělat, aby se voda vařila?</b> 1: Umístíte na oheň (nebo plyn nebo sporák). Ohřát	
3	<b>Ve kterém obchodě prodávají cukr?</b> 1: V potravinách (nebo jinde, kde mohou prodávat cukr)	
4	<b>Kolik haléřů má 1 koruna?</b> 1: Sto	
5	<b>Kolik je dní v týdnu?</b> 1: Sedm	
6	<b>Kdo založil Karlovu univerzitu?</b> 1: Karel IV	
7	<b>Co je pár?</b> 1: Dva, dva lidé (nebo předměty)	
8	<b>Vyjmenuj čtyři roční období?</b> 1: Zima, léto, podzim, jaro (v jakémkoli pořadí)	
9	<b>Jakou barvu má rubín?</b> 1: Červená (cokoli od světle růžové po tmavě červenou)	
10	<b>Kde zapadá slunce?</b> 1: Na západě. (Při ukazování rukou na západ nebo při odpovědi "za horizontem": "To je pravda, ale jaký je tento směr?")	
11	<b>K čemu je žaludek?</b> 1: Tráví jídlo. Zpracovává jídlo svou šťávou. Recykluje potraviny	
12	<b>Proč ropa nebo olej plavou na vodě?</b> 1: Protože hustota vody je větší (nebo nižší u ropy). Lehčí	
13	<b>Kdo napsal "Osudy dobrého vojáka Švejka"?</b> Jaroslav Hašek	
14	<b>Co se slaví 17. listopadu?</b> Den boje za svobodu a demokracii	
15	<b>Co je SOS?</b> 1: Nouzový signál. Volání (nebo signál) o katastrofě. Signál, když se loď potopí. "Zachraňte naše duše"	
16	<b>Jaká je zhruba výška průměrného člověka?</b> 1: 150-180 cm	
17	<b>Kde se nachází Itálie?</b> 1: Na jihu Evropy. Na Apeninském poloostrově. U Středozemního moře 0: V Evropě. Na jihozápadě Evropy. Na Balkánském poloostrově. Kolem Francie. Na ostrově	
18	<b>Kolik kilogramů má cent?</b> 1: 100 kg	
19	<b>Jak se jmenuje hlavní město Řecka?</b> 1: Atény	

20	<b>Z čeho se získává terpentýn?</b>	
	1: Z jehličnatých stromů (nebo dřeva, borovice nebo smrku nebo pryskyřice) 0: Z lihu, benzínu nebo ropy	
21	<b>Kolik kilometrů je od Ašeda až do Ostravy?</b>	
	1: 440	
22	<b>Kdy je 29. února?</b>	
	1: Každé 4 roky. V přestupném roce 0: Zimou. V únoru	
23	<b>Kdo jako první dosáhl jižního pólu?</b>	
	1: Amundsen	
24	<b>Co je barometr?</b>	
	1: Přístroj pro měření atmosférického tlaku. Přístroj předpovídající počasí 0: Měří teplotu	
25	<b>Co jsou hieroglyfy?</b>	
	1: Písemné znaky některých zemí (Egypt, Čína, Japonsko atd.) nebo u starověkých. Znamení písemnosti. Písmena v Číně (nebo jinde) 0: Klínovec. Něco je namalované. Znamení. Písmeno	
26	<b>Kdo je Alexandr Makedonský?</b>	
	1: Velký vojevůdce starověku. Starověký řecký vojevůdce. Dobytel, žil před naším letopočtem. Dobytel Persie (nebo Egypta). Hlava Řecko-Makedonsko-perské mocnosti 0: Vojevůdce. Vůdce Makedonců. Velitel Makedonie	
27	<b>Co je to konfiskace?</b>	
	1: Nucené (nebo bezúplatné) zabavení majetku státu podle verdiktu soudu (nebo ve správním řízení nebo podle zákona). Odebrání majetku podle zákona 0: Odebrání (nebo zabavení) majetku. Násilné (nebo nucené) zabavení majetku	

## Comprehension

Testing is needed to start with task number 1. Stop with three failures in a row.  
The scores are 2-1-0.

- General assessment criteria for tasks 1–5:

2 points if the student shows his (her) own activity, i.e., he (she) makes a decision or tries to correct the proposed situation himself (herself);

1 point if the student offers to fix the situation asks for help.

For tasks 1–5, it is necessary to achieve a positive answer; there should be no "I don't know" answer.

- General criteria for grades for assignments 6–14:

2 points if at least two reasons are indicated,

1 point if 1 reason is indicated.

№	Úkoly a kontrolní odpovědi	Známka
1	<b>Co uděláš, když si řízneš do prstu?</b> 2: Pomažu jodem. Zalepím to náplastí. Umyjte vodou a mýdlem 1: Řeknu to mámě. Půjdu k doktorovi 0: Plakat. Půjdu domů. Nic	
2	<b>Co budeš dělat, když ztratíš věc, kterou ti půjčili ke hraní? (panenka, kniha - podle věku, pohlaví)</b> 2: Koupím nový. Dám vám Svůj (nebo stejný nebo jiný). Zaplatím 1: Omlouvím se. Řeknu to mámě 0: Plakat. Řeknu mu (jí), co jsem ztratil (a)	
3	<b>Co budeš dělat, když přijdeš do obchodu pro chleba a nemají ho?</b> 2: Půjdu do jiného obchodu. Koupím si housku 1: Zeptám se mámy, co mám dělat 0: Půjdu domů. Dám peníze	
4	<b>Co bys dělal (a), kdyby se s tebou malý kluk, menší než ty, chtěl prát? (pro dívky - "holka")</b> 2: Uklidním ho (nebo si něco půjčím, nebo zastavím, nebo uklidním). Vysvětlím mu (nebo mu vstípím), že to tak nemůže být. Přeložím do vtipu 1: Požádám někoho, aby ho zastavil. Řeknu to mámě 0: Budu držet. Odstrčit. Vzdám se	
5	<b>Co bys udělal, kdybys viděl, že se vlak blíží k poškozeným kolejím?</b> 2: Zkusím zastavit vlak. Postavím se vedle kolejí a udělám cedule. Budu mávat něčím (nebo červeným šátkem) 1: Řeknu dospělému (nebo někomu) 0: Odstupuji. Uprchnout. Podívat se	
6	<b>Proč je lepší postavit dům z cihel než ze dřeva?</b> 2: Silnější (nebo silnější). Nehnije (nebo je odolnější nebo méně náchylný ke korozi). Cihla nehoří. Z cihel lze stavět vícepodlažní domy 0: Je pohodlnější (nebo jednodušší) stavět. Lepší izolace. Krásný. Teplo. Levnější. Do stromu zasáhne blesk, do kamene ne	

7	<b>Proč jsou zločinci uvězněni?</b>	
	2: Pro izolaci od společnosti (nebo může spáchat jiný zločin). K nápravě (nebo nápravě). Za trest 1: Aby neutekli. Pro ostatní lekce. Aby si odpykal trest. Zákony se nesmí porušovat 0: Jsou to zločinci (nebo spáchali zločin). («Správně. Tak proč jsou uvězněni?»)	
8	<b>Proč při ztroskotání lodi se zachraňují nejdříve ženy a děti?</b>	
	2: Ženy jsou slabé (nebo muži silnější než ženy). Ženy jsou pro péči o děti potřebnější. Děti budou žít déle 0: Neumí plavat. Tak je to zvykem. Aby nebyla panika	
9	<b>Proč je výhodnější mít peníze ve spořitelně než doma?</b>	
	2: Vyhnout se pokušení prohrát. Bezpečnější (nebo domy mohou být ukradeny nebo spáleny při požáru). Jde o úroky. Výhodné pro stát, využívá tyto peníze 0: Doma je možné ztratit	
10	<b>Proč a kdy jsou výhodné půjčovny?</b>	
	2: Pokud věc potřebuje jen na krátkou dobu (nebo jednou nebo na sezónu). Ne každou věc si člověk může koupit	
11	<b>Proč je pro přijetí na střední školu nutné skládat zkoušky?</b>	
	2: Vybrat (nebo identifikovat) znalé (nebo připravené nebo nejsilnější). Bez znalosti (nebo nepřípravené). Vybrat (nebo identifikovat) talentované (nebo schopné). Ověřte si schopnost studovat v ústavu (nebo vyřadit nestudijní typy). Aby pro všechny byly rovné podmínky (nebo aby se nedělaly nečestnou cestou). Soutěž (nebo zájemců je hodně a míst málo) 0: Zjistit, zda to všichni dobře vědí. Doplňte (nebo si zapamatujte) své znalosti	
12	<b>Proč se k výrobě dětských hraček používá častěji plasty než dřevo?</b>	
	2: Je lehčí. Snadno se vyrábí (nebo zpracovává). Hygienický. Žádné třísky. Levnější. Úspora dřeva. Snadné razítko 0: Pevně. Krásné (nebo estetické)	
13	<b>Proč volíme poslance parlamentu?</b>	
	2: Výběr těch slušných (nebo těch nejlepších). Ne každý může vládnout. Protože každý z nás má právo volit (nebo volit). V tom je projev demokracie (nebo lidové moci). U nás je moc vykonávána prostřednictvím zástupců lidu (nebo poslanců – zástupců lidu). Moc je založena na volitelnosti 0: Máme demokracii (nebo lidovou moc). Poslanci odrážejí (hájí nebo hájí) zájmy lidu	
14	<b>Proč je třeba plnit sliby?</b>	
	2: Zklameš toho druhého. Nebudou ti věřit (nebo budou považováni za lháře). Pro dobro věci 0: Tak je to zvykem. To je dobré. To je fér.	