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# LETNÍ ŠKOLA SLOVANSKÝCH STUDIÍ V PRAZE

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## How L1 Chinese learn the Czech language:

### The case of Czech instrumental

This study investigates the significant challenges faced by native Chinese speakers in acquiring Czech, focusing on the case-marking system, particularly the instrumental case. Contrastive linguistics (Whorf, 1941; Lado, 1957; James, 1980; Johansson, 2008) suggests that second language acquisition difficulties stem from differences between L1 and L2. Analyzing grammatical categories in Czech and Chinese can illuminate potential acquisition problems for Chinese learners of Czech, elucidate the influence of L1 on understanding specific grammatical categories, and highlight differing cognitive models and the cultural significance conveyed by these languages.

Chinese and Czech represent morphologically opposite languages (Greenberg, 1974; Croft, 1990; Bongartz, 2002). Czech uses morphological cases to denote syntactic positions and grammatical relations (Uhlířová & Kučerová, 2017), in sharp contrast to Chinese, which lacks these morphological cases and instead relies on strict word order to convey syntactic roles (Li, 2022). This fundamental difference often confuses Chinese learners, particularly in understanding the case categories (Lin, 2021).

This study aims to provide insights into these challenges by examining the instrumental case in Czech. By doing so, it seeks to deepen our understanding of the interplay between L1 and L2 during language acquisition and to highlight the cognitive and cultural nuances between Chinese and Czech.



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