

## **ABSTRACT**

This thesis deals with the issue of first lessons of teaching French as a foreign language which are important to stimulate children's interest in learning a new language, they are often called “lessons zero”. The aim of this thesis is to describe and to compare lessons zero in different French textbooks and then assess them and show the possibilities for the teaching of first lessons. In the first part, the thesis deals with the psychological terms associated with lessons zero: preconception and motivation and their use in the first lessons of language teaching, then the thesis focuses on the lesson zero itself (its characteristics, goals, preparation, problematic points). The practical part is an analysis of ten chosen French textbooks, which are divided according to applied methods, audience age and the country of origin. During the analysis, the thesis works at first with lessons zero in concrete textbook and then it deals in more details with several specific criteria: name, number of pages, content, position of writing, use or non-use of mother language, activities on preconceptions, games, civilizations and visual aspect of lesson zero in chosen textbooks, which then compares. Based on the textbooks analysis of lesson zero in various textbooks that proved that they are heterogeneous in many aspects, the work shows a great number of options and approaches that the teacher has during the preparation and realization of the lesson zero to motivate students to study the French language.

## **KEYWORDS**

lesson zero, French, textbook, age, methods, preconception, motivation