

ABSTRACT

This (bachelor's) thesis deals with the subject of child language acquisition and also presents own partial research in this area.

The first part describes the theoretical and historical background of findings about this issue and describes the various conceptions and factors that influence or determine the acquisition of child speech. It introduces the ontogenetic development of speech and also all the consequential phases of the child speech acquisition. It mentions contemporary approaches that are more and more complex and it follows the results of previous researches in the Czech and Slovak environment. It also mentions the importance of pre-school education which is focused on the acquisition of the (key) communication competencies.

The second part of this study is based on the research. This research is focused on the process of acquisition of noun grammatical categories by a particular Czech speaking child. It describes an oral production of the child between the ages of 2.9 to 3.2. It includes a detailed description of the methodology and data obtaining within observation of the dialogue between the child and his mother. The research operates with the authentic material (authentic audio recordings of the dialogues) and provides detailed quantitative analysis which monitors gradual acquisition of particular grammatical categories of nouns (number, grammatical gender and seven cases) in the child oral production in the selected period. It attempts to find out the sequences of acquisition of these grammatical categories and further trends in their development while comparing the results of the previous studies done in other researches. The child (in this case a boy) differentiates all the nominal categories in the given age, but in all of them he makes mistakes resulting from the overgeneralization. The boy prefers using singular forms to plural forms. In the child speech, the neutrum gender is the least frequent gender. Vocative in plural was the only grammatical case that he did not use during the whole period. Miniparadigms were also one of the observed categories. It was confirmed that the acquisition of nominal categories is very creative and highly individual process for a child.

KEYWORDS

Developmental psycholinguistics, child language, first language acquisition, acquisition of nominal categories, child speech, morphology, acquisition of Czech.