

The thesis reports on specific language impairment (SLI). First part of the thesis summarizes first the current theoretical knowledge about this issue. It reviews terminology, classification, etiology, symptoms, diagnostic, therapy and association SLI with developmental dyslexia.

The thesis then refers about search for diagnostic markers of SLI in pre-school age. The empirical part of the thesis summarizes the research conducted. Three groups of children were compared– 19 children with SLI, 19 peers without SLI (AC) and 19 younger language-matched children (LC). Four diagnostic methods were used – picture vocabulary test, number recall, sentence repetition and non-word recall. In all tests children with SLI performed poorly than AC-group and in some of them also poorly than LC-group. Limitation in sentence repetition and non-word recall, omission of prepositions and clitics and also omission of verbs or using of incomplete infinitive forms in sentences were detected as possible relevant diagnostic markers.