

Abstract

The thesis followed up language of preschool children, that come from socially and culturally disadvantaged environment. The aim of thesis was to describe language of socially and culturally handicapped preschoolers, specially the aspects of syntax, morphology, vocabulary, and pronunciation. Further to describe language of preschool children without the handicap. Thesis is divided into theoretical and practical part.

Theoretical part researched children language development. It describes some of linguistic and sociolinguistic theories, follows up the development of specific linguistic aspects in preschool age and characterizes speech disorders.

Thesis is also contains a description of social and cultural handicap, characterizes groups of social and cultural handicapped children and reviews of legislative documents about social and cultural handicap.

Third chapter focuses on Roman minority language specifics. There is description of Roman language, Romany ethnolect of Czech language and some of communication specifics which are based on cultural differences.

Practical part is description of qualitative research on language of preschool children. It is a multiple case study, which specifically describes language and speech of six socially and culturally handicapped children and six preschool children without the disadvantage. The description follows up language of these preschoolers - the aspect of syntax, morphology, vocabulary, and pronunciation. It also reviews the family background of these children.