

ABSTRACT

The thesis is devoted to the problem of providing language support to children with a different mother tongue in preschool age.

The theoretical part discusses the child with a different mother tongue, the framework conditions for providing language support to children with a different mother tongue at preschool age in the Czech Republic, methodical and educational materials suitable language support for children with a different mother tongue in preschool age and the method Kikus.

Empirical part is prepared on the basis of action research conducted under the support of a language course by Kikus methods for children with a different mother tongue in preschool age. The artist in the empirical part of the main objective, secondary objectives and the main research question of action research, as well as the methodology of this research. Characterizes children's group, which conducted action research and its transformation. Presents selected case reports of children with a different mother tongue preschoolers attending a language course. The conclusion considers the specifics of the application method Kikus in support of the Czech language as a second language in children with a different mother tongue in preschool age and summarizes the course of action research.

The finding is that Kikus method can be applied to support the Czech language as a second language in children with a different mother tongue preschoolers with regard mainly to the specificities of grammar in the Czech language, which are compared to these phenomena in German language significantly different.

KEYWORDS

Children with a different mother tongue, language support, language course, lesson, method KIKUS, second language acquisition, preschool age, preschool education, Action Research.