

## **ABSTRACT**

The main focus of this bachelor thesis is to present the issue of bilingualism and early multilingualism. The aim is to examine early second language acquisition whilst implementing teaching methods and strategies of the CLIL (Content and Language Integrated Learning) method into pre-primary education. The theoretical part focuses on language development of preschool children and related issues, which are based on intentionally acquired successive bilingualism. It also provides important information on the CLIL method, the basic principles and implementation into pre-primary education, as well as teaching methods and strategies to support early multilingualism.

The empirical part presents results of the research survey examining bilingual education and teaching English in pre-primary education in Prague. The data was gained from an analysis of informative documents a questionnaire survey and semi-structured interviews. Not only had the research examined the form of early second language education in Prague, but also the use of methods and strategies based on the CLIL method and the conditions important for successful early second language teaching and learning formulated by the respondents. The basic findings include that the most common form of teaching English in pre-primary classes in Prague are presented in extracurricular activities. The CLIL method is currently implemented only in two Czech-English kindergartens in Prague. In terms of successful early second language teaching respondents emphasized mainly the importance of quantity and quality of the exposed language, as well as the need of regularity and separation of the two language inputs.

## **KEYWORDS**

CLIL method; pre-primary education; bilingual education; kindergarten; early multilingualism