

ABSTRACT

The thesis deals with a topical and at the same time controversial issue in the pre-school education – the very early foreign language learning. The aim of the thesis is to outline the conditions of English language learning in pre-school facilities in the Czech Republic (more precisely in Prague) and analyse and compare selected methods used for teaching English. The thesis consists of the theoretical and the practical part. The theoretical part focuses on early language learning in the Czech and European context, on curriculum conditions and teachers' qualification in the Czech Republic and on the individual particularities of a pre-school child in relation to the early language acquisition. The summary will offer various opinions and results of researches in the field of early foreign language learning in the pre-school age.

The aim of the practical part is to compare two methods for teaching English and survey the present conditions of English learning in selected pre-school facilities in Prague. The research will focus on the methods and their evaluation, on the pre-school facilities' experience with teaching English and on the contributions and disputable questions rising from the early English language learning from the point of view of the directors, parents and specialist in the field of early language learning.

The practical part will consist of three main parts: analysis and comparison of two selected methods (KIKUS and Playtime), research conducted among directors of selected pre-school facilities in Prague and parents of children attending English courses and semi-structured interviews with specialists (psychologists, linguists etc.)

KEY WORDS

English language, early language learning, pre-school education, pre-school age, early language learning method KIKUS, Playtime, pre-school facility