

This thesis engages in the language acquisition of the mother tongue (czech) and the second language (English) in preschool age and describes the development of child language competence in both languages based on available theories, results of illustrative research and one-year observation in kindergarten with bilingual education program.

In the beginning, there are defined theories which engaged in past and engage today (from 20th century till the present day) in study of language acquisition. In addition of these theories we focus factors which influence on the language development of children and consideration even theory of children's linguistic picture of the world.

We compare the development of language competence (phonetic-phonological, semantic, grammatical, communication, pragmatic and vocabulary) in first language (czech) which are defined in agreement with available theories with empirical discoveries which indicate the development of those competence in second language (English) and we describe partial methodological processes.