

ABSTRACT

The diploma thesis focuses on how it is suitable for pupils with different mother tongue to learn selected orthographic phenomena. The aim of the thesis is to find out which activities or methods the teacher can use to achieve the highest memorability of orthographic phenomena by pupils with a different mother tongue with respect to their teaching types and styles. High attention is paid to the method of working with visual aids. This diploma thesis focuses on problematic orthographic phenomena taught from the third to the fifth year of elementary school, which are difficult to justify for pupils with a different mother tongue.

To achieve the highest quality of research several qualitative methods were used, namely observation, testing and semi-structured interviews with pupils and class teachers.

The knowledge presented in the theoretical part of the thesis is an important basis for the processing of the empirical part itself. Within the empirical part, I elaborated a case study of nine pupils with a different mother tongue.

The results of the survey show that the ready-made visual aids helped most pupils. During preparation of three lessons, I took into account all the learning types and styles, which proved to be effective. On the other hand, the dominance of type or style has not always been shown to be decisive in pupils.

In addition to information acquired by data collection and analysis, the work also includes three lesson preparations. The first preparation focuses on repeating the course of specified words, the second one on the words containing BĚ / BJE / VĚ / VJE and the third on words with S / Z prefixes. The work also includes 24 visual aids (8 aids for each of the three mentioned problems), which can serve as an inspiration or as a direct aid to teaching or tutoring orthographic phenomena.

KEYWORDS

pupil with different mother tongue, visual aids, learning styles, learning types, Czech orthography