

## **ABSTRACT**

The diploma thesis compares learning conditions in bilingual and regular classrooms in two primary schools from the perspective of educational equity. The first chapter summarizes available information on bilingual classes in the Czech public school system (their prevalence, licensing conditions, and financing). The second chapter describes tracking in the Czech basic school system and its implications for educational inequity. The final chapter of the theoretical part describes the main school factors influencing student achievement in the Czech Republic and abroad. The empirical part presents case studies of two public schools that run a CLIL class. The schools differ in terms of the administrator of the bilingual class, target language, location, and financing of the class. The research compares regular and CLIL classes at each school with regards to admission procedures, pupil characteristics, learning conditions, teacher expectations, teaching methods, and other aspects influencing student achievement. The results reveal that bilingual and regular classes at both schools differ most in terms of socioeconomic composition and student achievement, giving the pupils of bilingual classes an unfair advantage. However, the classes also differ in other aspects, of which the significance to parents should be verified in future studies (e.g. class size, formality of pupil-teacher relationship, focus on key competencies).

## **KEYWORDS**

CLIL, selective classes, tracking, educational inequalities, primary education, student achievement, case study