ABSTRACT

The topic of the thesis is communication between the school and families of pupils from ethnic minorities. Theoretical part deals with communication in general first, explains the concept of communication, describes social and pedagogical communication and basis of communication. It is also focusing on communicants, communication situations, types of communication and effective communication. The next part focuses on intercultural communication, intercultural competences and intercultural relations. It also describes basic terms such as group, culture, ethnicity, ethnic identity, ethnic consciousness, nation, nationality, national and ethnic minority, describes pupils who live in different living conditions and different cultural environment, pupil foreigner, pupil with different native language and legislative. Last part deals with the cultural specifics of national minorities and closer introduces Vietnamese, Russian, Ukrainian and Roma national minorities. The aim of the thesis was research how the school communicates with families of pupils from ethnic minorities. All data were obtained through semi-structured interviews with primary school's teachers who communicate with families of pupils from ethnic minorities. Questions in questionnaire were focused on teachers' experiences of language skills with families of pupils from ethnic minorities, the barriers which are involved in communication between school and parents, methods and procedures school uses to communicate with these families. The empirical part has been realized in five different elementary schools in Děčín, Liberec and Prague. The qualitative method was used with the help of semi-structured interview. Interviews were conducted with teachers who are working in these schools and who communicate with families of pupils from ethnic minorities. Research shows that teachers's skills in communicating with parents of students from ethnic minorities widely varies. Although some respondents had experience with the same ethnic minority, the answers to the questions were not the same, even though respondents were working in the same school. Therefore, it is the individual characteristics of a particular family, parents and child who play an important role in communicating with the school, and it is these factors that whole communication needs to be based on. The conclusion of the thesis summarizes some recommendations for teachers resulting from the theoretical and research part.

KEYWORDS
Communication, intercultural communication, intercultural barriers, ethnic minority, families of pupils from ethnic minorities