

ABSTRACT

This diploma thesis deals with the school climate in the context of pupils with different mother tongues and the process of integrating pupils with different mother tongues into the school. The practical research examines a specific Prague primary school, which is attended by a large number of pupils with different mother tongues, and the school has therefore long-term been involved in the integration and education of pupils with different mother tongues.

The aim of the thesis is to describe the process of integration and to monitor the support in education and adaptation of pupils with different mother tongues. The aim of the thesis is to find out what help is beneficial for these pupils and also to find out what is the view of teachers, parents and pupils of a specific school on the presence of pupils with different mother tongues in the school.

The empirical part of the work uses methods of quantitative and qualitative research. The research was conducted using the interview method with the coordinator of pupils with different mother tongues and selected pupils with different mother tongues. A questionnaire survey was conducted among teachers, pupils and parents at the school. The questionnaire was distributed to parents in Czech, Chinese and Vietnamese.

Based on the research results, specific proposals for the school were recommended, ie. how to properly support pupils with different mother tongues in their adaptation and the design of a plan for one classroom class, which focuses on improving the school climate in the context of a large number of foreigners in the school.

KEYWORDS

school climate, foreigners, a pupil with a different mother tongue, integration, education, classroom class