

ABSTRAKT

The diploma thesis deals with CLIL teaching at primary school with a focus on pupils with special educational needs, specifically pupils with learning disabilities and pupils from socially disadvantaged backgrounds. The work aims to compare the work of ordinary pupils in CLIL classes with the work of pupils with special educational needs and to find out whether it is suitable for pupils with special educational needs.

The theoretical part deals with CLIL teaching in general with a focus on teaching primary school pupils and briefly characterises some special educational needs. The practical part contains preparations for lessons and their reflections, an analysis of student work and evaluation of the pupils' satisfaction with content and language integrated learning questionnaire. At the end of the thesis, proposals for the modification of educational materials for pupils with special educational needs are attached.

The research showed that CLIL teaching has no negative impact on the sample of pupils from socially disadvantaged backgrounds, but at the same time did not confirm, but also refute, the possibility of applying CLIL teaching to students with specific learning disabilities.