

Abstract

This master thesis deals with certain aspects of Czech as foreign language. It comprises of 2 parts. The first one is theoretical background and explains key concepts as e.g. migration, foreign pupil in czech school, teaching of foreign pupils, reading comprehension, characteristic of level A1 according to the Common European Framework of Reference for Languages. It introduces European language portfolio and vocabulary for level A1.

The second part is focused on field research that was realised at primary school in Prague. For this qualitative research were chosen 10 pupils from Slavic and Non-Slavic countries. The aim of this research was gaining of compact information about chosen pupils by analysing their individual educational plan, interviews with pupils, teachers and headmaster, analysing their tests and observation.

The research was concentrated on reading comprehension. 3 different texts were made. One from them was made according to vocabulary for level A1. The other texts were text from textbook and its simplified version. Each text had a few questions that pupils had to answer. The results of two texts were compared and commented.

We cannot say that if pupil is longer time in Czech environment, he or she has better command of Czech language. Comparison of two types of texts did not bring expected difference in results. Hypothesis that Slavic pupils will have less problems with grammar in comparison with „Non-Slavic“ was not fully proven.

Keywords

foreign pupil, czech language as foreign language, reading comprehension, level A1, Evropské language portfolio, vocabulary, quantitative research, interviews with pupils, observation, individual plan of education, text from textbook, simplified text