ABSTRACT

Diploma thesis responds to the current topic of education of pupils-foreigners at the Czech primary schools. It mainly focuses on the problem of pupils-foreigners’ integration into regular learning process and identification of effective ways of learning support in teaching of these pupils.

The theoretical part summarizes knowledge related to the mentioned problems. Emphasis is placed on defining the main communication barrier in pupils-foreigners’ learning. Further are presented methodological recommendations and inspiration available from expert literature, which relate to the pupils-foreigners’ inclusion into regular lessons.

The practical part is aimed at helping teachers-beginners. It is based on qualitative research consisting of research methods of interview, expert questionnaire and reflective analysis of its own experience. Therefore, it brings and evaluates the way in which the communication between teachers and pupils-foreigners takes place in the common practice of several Prague’s primary schools.

The outcomes include examples of good teaching experience, methodological strategies and other recommendations that help pupils-foreigners to overcome the communication barrier.