

ABSTRACT

This diploma thesis deals with the integration of pupils with another mother tongue into the Czech elementary school. The thesis has a theoretical-empirical character. The theoretical part is based on professional literature and provides basic information on the number of foreigners in the Czech Republic, migration, categories of foreigners and legislation related to the stay of foreigners in the Czech Republic. It also deals with the term of a pupil with another mother tongue, as well as the legislation related to the education of these pupils in the Czech Republic. It describes in detail how to integrate a pupil with another mother tongue into school. At the end of the theoretical part of the thesis are described barriers that prevent inclusion of pupils and activities that would facilitate integration.

The aim of the empirical part of the thesis is to find out how the integration of pupils with a different mother tongue into the Czech elementary school from the point of view of pedagogues and teachers assistants is taking place. The research survey is of good quality. Data are obtained through semi-structured interviews with 4 teachers and 4 teacher assistants. Among the main findings of the research is that a key factor in integrating the pupil is his family, which can help with inclusion and support for education. The biggest barrier to integration is lack of language skills. It was also found that educators and assistants in integration choose different methods and tools. On the basis of the research findings, recommendations were made for further work with pupils with another mother tongue.

KEY WORDS

Pupil with another mother tongue, foreigner, integration, primary school, mother tongue, inclusion, multicultural education, migration