

Abstract

This Bachelor thesis entitled "*Education of pupils with different mother tongue*" aims to describe and characterize how pupils with different mother tongues receive support and what families are facing in terms of their education and inclusion.

This work is divided into two parts: the theoretical part presents technical knowledge addressing this issue, by defining basic terms, reviewing current legislation and rights of pupils with different mother tongue and it clarifies the current view of their support. This part deals also with aspects that influence the integration and the success at school of these pupils. Among other things, it deals with the principles of working with pupils with a different mother tongue and introduces to readers the organizations that offer support to pupils and their families.

The empirical part of this thesis, on the other hand, is performed based on four studied cases, which map the issue of education of pupils with different mother tongue from the perspective of the whole family. The research was carried out using basic qualitative techniques - semi-structured interviews. Based on theoretical and practical knowledge, the author summarizes her view of the issue.

One of the main findings of the research is that a pupil with a different mother tongue often struggles at school because of a language barrier with ridicule and inability to establish relationships. The success of the pupil is greatly influenced by the attitude of the class teacher towards the child and parents, the level of support he receives and, last but not least, the consistency of the family.

Key words

pupil with a different mother tongue, integration, pupil-foreigner, inclusion, bilingualism, language barriers, family, education, Czech language as a second language