

ABSTRACT

The aim of the bachelor thesis is to define the possibilities of education and support for pupils with a different mother tongue (DMT). The theoretical part of the thesis was prepared using available Czech and foreign professional literature. The first chapter includes the background of inclusive education, the definition of the legislative framework of support for pupils with DMT in education and placing the issue of pupils with DMT in the context of the Czech education system. The second chapter describes the specifics of pupils with DMT and the possibilities of supporting them in education. The empirical part of the thesis focuses on the specifics of education of pupils with DMT at the second level of primary school. In order to achieve the stated goal, qualitative research was conducted in a selected smaller primary school in Central Bohemia. As the research methods are used semi-structured interviews with a pupil with DMT, with his class teacher and with a teaching assistant of a pupil with DMT, as well as a questionnaire survey among second-grade teachers at the same primary school. Based on the data obtained from the research investigation, general recommendations for the education of pupils with DMT were suggested at the end of the paper.