

ABSTRACT

This thesis deals with the inclusion and integration of pupils with a different mother tongue in Czech elementary schools and point to the readiness of Czech schools and teachers for the integration of these pupils.

The theoretical part is mainly focused on describing the best practices of integration and inclusion of pupils with a different mother tongue.

In the empirical part are processed data from observations of lessons, interviews with teachers, educational consultant, school principals and interviews and published case studies of students with a different mother tongue. Research case study approach is the inclusion of pupils with a different mother tongue and the questionnaire.

KEYWORDS

Mother tongue, multicultural, inclusion, integration, foreigner, discrimination, migration, seeker, individual study plan.