

ABSTRACT

The thesis deals with possible progress in writing in German of students at secondary schools by the use of didactic games.

The theoretical part sets writing in context of language didactics and describes its significant aspects such as development, functions, and contribution to teaching a foreign language. It also focuses on conception of writing in the school educational plan of secondary school, at which the research was done. Then, it introduces games as a possible activating teaching method aimed at development of writing and describes their evaluation, roles of teacher, purpose, and classification.

The practical part is devoted to the actual research. Firstly, it depicts writing games that are divided into three parts – preparing, building, and structuring, and designed to gradually develop writing of students. From these writing games, six were chosen to be practically verified at the secondary school. For this verification, two methods were selected, an experiment and a questionnaire.

The aim of the thesis was to find out whether the selected writing games contributed to the development of writing of students at the secondary school.

The results show clearly that the writing games contributed to the development of writing of the students at selected school.

KEY WORDS

German as second foreign language, language skills, writing, didactic game, writing games, activating teaching method