

ABSTRACT

The topic of this work is reading workshops as a means of learning German as a foreign language. The aim of the thesis is to find out whether, and if so, what is the organizational and methodically inventive form of didactic potential in teaching German as a foreign language. The work is divided into theoretical and practical part. It focuses on the literary text and its role in teaching, as well as the representation of literature in the Common European Framework of Reference (CEFR) and in the Supplement to the CEFR. Attention is paid to reading skills with an emphasis on literary reading, which is crucial for working with literary texts. The concept of reading workshops represents a bridge between the theoretical and practical part and brings four different adaptations of literary texts targeting literary, communicative, intercultural, and linguistic competence. The empirical survey contained in the fourth chapter presents the results of a questionnaire survey, which was conducted among German language teachers at the elementary faculty schools of PedF UK. The research was based on the confirmed hypothesis that teachers rarely work with literary texts, even though they consider working with literary texts to be beneficial.

KEYWORDS

Reading, literary reading, reading workshops, didactic adaptation of literary texts for children and youth, teaching German as a foreign language at elementary school.