

ABSTRACT

This diploma thesis deals with the possibilities of using graphic novel in German language teaching (teaching German as a foreign language). The main premise of this thesis is that graphic novel, as a multimodal medium and a phenomenon of current literature, has a wide potential for the German (and other foreign languages) classroom. The goal of the thesis is to design a didactic material respecting the specific qualities of graphic novel and drawing upon its potential. The first chapter serves as an introduction, exploring graphic novel as a medium, as a phenomenon of current literature and as a pedagogical tool. The term is defined and put into context. In the second chapter, the method of a review study is employed to explore how graphic novel is used in the foreign language classroom. The systematic review has shown that it is possible to use graphic novel as a tool for achieving the objectives of foreign language teaching and learning – the language aims (through vocabulary acquisition, reading skills development and creative writing) as well as the cognitive and formative aims (through the development of literacies, cultural and historical awareness, intercultural competence and citizenship). Moreover, graphic novel proved to be positive influence on motivation. The third chapter uses the knowledge gained in the previous chapters to design an educational project dealing with the graphic novel *Sophie Scholl* by Ingrid Sabisch and Heiner Lünstedt. The project is comprised of eleven units. In these units, the acquisition of the German language is interconnected with the development of multiliteracies, which are essential for successful functioning in the present-day society.

KEYWORDS

graphic novel, comics, context of literary theory and history, teaching German as a foreign language, didactic adaption, graphic novel *Sophie Scholl* by Ingrid Sabisch and Heiner Lünstedt