

## ABSTRACT

This dissertation concentrates on the development of writing skills in learners of Czech as a foreign/second language at A2–B2 levels. It aims to determine whether creative writing has positive influence on linguistic and discursive competence in acquiring Czech, as opposed to classic approaches. For these purposes, a probe was conducted in form of a one-semester qualitative action research. The sample consisted of 30 non-native University respondents. They were divided into two experimental and two control groups – with upmost regard to their comparability in terms of language levels, socio-linguistic parameters, the genres and topics assigned, as well as the number of lessons taught. In experimental groups, the writing skills was developed by the method of creative writing while the control groups were taught by means of traditional approach.

After the semester, in case of experimental group I and control group I (at levels B1/B2), comparable increase in competences took place, therefore it can be concluded that the creative writing method may influence the development of the writing skills positively. In case of experimental group II and control group II (at levels A2/B1), the results are ambiguous. Nevertheless, the experimental groups' respondents had higher sureness in drafting.