

## **ABSTRACT**

This master's thesis deals with specific features of teaching German as the second language in language heterogeneous classes. The aim is to analyse the situation both theoretically and practically. The findings can serve as principles that the teachers can stick to when they teach German as the second language in language heterogeneous classes in Germany. Nevertheless, they can also be applied in classes in other countries where German is taught as a foreign language. The theoretical part of this thesis characterises the issue of teaching German as the second language and concentrates on the differences between teaching German as the second language and teaching German as a foreign language. Further, this part provides definitions to terms such as multilingualism, intercultural competence, differentiation, learning style, organisational forms, methods, teaching aims and others. The second part observes the impact of these features on teaching German as the second language in language heterogeneous classes in a German preparatory class. The situation was captured by means of a case study from three sides: observer, pupils and the teacher. As a result, two lesson plans were created and carried out which are in accordance with the pupils' needs and preferences.

## **KEYWORDS**

Teaching German as the second language, teaching German as a foreign language, preparatory classes, migration, multilingualism, case study, intercultural competence, differentiation