

## **Abstract**

This thesis deals with the use of the activating teaching approaches and their effectiveness for understanding and mastering the grammatical phenomena of adult students, mainly in the corporate courses for German language. The students of the corporate courses have their specific set of learning aspects, particularly in the field of their learning biography, motivation, and the learning process that distinguishes them from the school-age students. These students, usually at the language level from A1 to B1 (CEFR), require the acquisition of grammatical features to improve their language production. Grammatical phenomena are taught in this method of teaching using classical, complex and activating approaches. The empirical research of this thesis deals specifically with the activating teaching approaches in the corporate courses. It contains the observations of the individual corporate lessons using activating approaches as well as questionnaires filled in by participating students. The thesis concludes and evaluates the contribution of activating teaching approaches to the motivation during the lesson, the effect that they have on the understanding and acquisition of the given grammatical phenomena for the target group of adult students. For the thesis conclusion, there have been formulated five hypotheses that prove that the activating approaches are valid in the corporate courses, that they are preferred by the specific gender and age groups such as men and students under the age of 35, and that they generally improve the understanding of given grammar phenomena in this type of courses. The correlation between the length of preparation the activating approach and the efficiency for the students has not been proved. The appendixes summarize approaches of the grammar phenomenon for tenses and can be used by teachers of the corporate courses as well as by teachers in the public schools.