

ABSTRACT

This Diploma thesis deals with the project teaching and with the options of implementation of this method into second language teaching in the first level of elementary schools. Theoretical part of the thesis focuses on history, characteristics, classification, phases, advantages and disadvantages of the project teaching. In the second part, the thesis is based on a five-hour long project called “*Berlin entdecken*” created by the author and realized in the fifth year of elementary school with the extended second language teaching specialization. The thesis aims to find out students’ attitude towards the project teaching. Also, based on a case study, it tries to find out whether the integration of this teaching method is applicable to teaching process among students with different education expectations. The research draws on both quantitative and qualitative methods (i.e. questionnaire, observation, and structured interview). Based on the carried out research, the thesis find out that the project teaching is an appropriate method for second language teaching in the first level of elementary schools. Similarly to other methods, however, the project teaching also has its constraints which need to be taken into consideration.

KEYWORDS

hands-on teaching perspective, project teaching, second language teaching, German as a second language, teaching culture, lower school age