

Abstract

This master's thesis outlines possibilities for incorporating authentic videos from the YouTube, primarily intended for a Frenchspeaking audience, into the teaching of French as a foreign language (FLE). The thesis presents the advantages and disadvantages of using such material and proposes a suitable methodology for its processing to fulfill didactic purposes, especially focusing on the development of key competencies according to the Framework Educational Program for Grammar Schools (RVP G). The practical part consists of a case study. A teaching unit for language level B1 based on video work is tested by five teachers. Based on semistructured interviews with these teachers and the method of participant observation during the instruction using the tested material, an analysis of the functionality of this material is conducted, particularly with regard to whether it contributed to the development of key competencies. This analysis should also capture whether there has been a shift in perception of working with authentic audiovisual documents in teaching among the selected teachers and whether they would use similar materials in their instruction.