Summary

The aim of this study is to explore the concept of multimodality in the context of foreign language research and to evaluate the prerequisites and potentials of multimodal texts in teaching German as a Foreign Language (DaF) instruction. The first chapter is dedicated to defining the terms “multimodality” and “multimodal texts”, which serve a foundation for further considerations within the context of the study. The second chapter focuses on multimodal texts in the educational environment, specifically in foreign language teaching, including DaF instruction. This chapter discusses both the theoretical foundation of logovisual didactics and development of linguistic and non-linguistic competencies among learners. The third chapter addresses the cognitive-affective dimension of the learning and teaching process in foreign language instruction.

The empirical section focuses on the perspective of students regarding working with multimodal texts. This chapter details both the methodological foundations and the implementation of the research conducted. It starts with a description of the research design, followed by the presentation and the analysis of the collected data. The empirical part concludes with a discussion of the findings and an outlook on future research directions. The conducted research indicates that students are keen to work with multimodal texts in foreign language instruction. Raised in the digital age, they have a strong interest in incorporating multimedia and the internet at least partially into their learning environment. This approach motivates them to take action and better focus on the content discussed in class. However, students are seldom encouraged to analyze multimodal texts in detail during foreign language instruction. They recognize the necessity of improving their analytical skills.

Keywords: multimodality, multimodal texts, foreign language learning and teaching, German as a foreign language, students’ perspective