

**Subject card**

<b>Subject name and code</b>	Didactics: Teaching German as a Foreign Language I, PG_00132579						
<b>Field of study</b>	German Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2026/2027		
<b>Education level</b>	Bachelor's studies	<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group Humanistic-social subject group		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	3	<b>Language of instruction</b>			Polish - German at a rate of 70.00% - Polish at a rate of 30.00%		
<b>Semester of study</b>	5	<b>ECTS credits</b>			4.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Division of German Language and Translation Studies -> Institute of German Philology -> Faculty of Languages -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr hab. Magdalena Rozenberg				
	Teachers						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	60.0	0.0	0.0	0.0	60
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	<b>Participation in didactic classes included in study plan</b>		<b>Participation in consultation hours</b>		<b>Self-study</b>	<b>SUM</b>
	Number of study hours	60		4.0		36.0	100
<b>Subject objectives</b>	<ul style="list-style-type: none"> <li>To learn about the main concepts of teaching and learning German as a foreign language.</li> <li>To become familiar with the key standards in language education</li> <li>Learning about the essential didactic competences for the profession of a German teacher</li> <li>To be prepared didactically for the profession of a German language teacher.</li> <li>To acquire the ability to plan, realise and evaluate individual teaching activities and lesson units</li> </ul>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGL3_W04] Knows and understands German terminology in their chosen specialisation, i.e.: translation theory, didactics or business and economy.	[K_W04; CKN_W04] Students will learn and understand German terminology in the didactics of the German language; is familiar with the German core curriculum, the learning objectives and the content of the German language course; Knows teaching and working methods and understands the principles of what it takes to teach German effectively; Knows content-related, didactic and educational competences, including the need for professional development and the importance of cooperation with parents or guardians of students, school staff and the extra-curricular environment; Understands the need for good practice to meet the needs and abilities of students with different potential and learning styles; Knows how to organise the classroom space for effective German language teaching, including the selection and use of educational resources, information and communication technology, computer thinking in solving problems in German language teaching; Understands the role of diagnosis, control and evaluation in teaching work; understands the need for proper work technique, the use of lesson time by the student and the need to develop in the student a positive attitude towards learning German.	[SW1] oral statement/ conversation/discussion
	[FGL3_U04] Is able to use methods and tools typical of their chosen specialization, i.e.: translation, foreign language teaching methodology or business and economy.	[K_U04; CKN_U04] The student will be able to play the role of teacher educator and didacticist of the German language subject according to the Teacher Training Standards; is able to identify the content of the German language teaching; adapt the way of communication to the developmental and linguistic level of the students; create didactic situations supporting the process of German language acquisition and activating students taking into account their different learning needs (appropriate selection of didactic aids, good planning of lesson phases); is able to construct a test to assess pupils' language knowledge and skills; make a sound analysis of the test results, observing the aspects of good culture of correcting linguistic errors; evaluate pupils' language skills.	[SU5] implementation of a problem task

	Course outcome	Subject outcome	Method of verification
	<p>[FGL3_K04] Identifies and resolves dilemmas related to the profession, its vheritance and tradition; understand ethical issues related to there sponsibility for the accuracy of actions and reliability of information provided.</p>	<p>[K_K04; CKN_K04] Students understand the need to be involved in the life of the school, various institutions related to language education, consider it important to shape the school community, are characterised by pro-student attitudes and a sense of responsibility, identify and resolve dilemmas related to the profession of a foreign language teacher and educator, use universal principles and ethical norms in their professional activity, guided by respect for every human being; is ready to undertake effective cooperation with the internship supervisor and teachers in order to broaden his/her didactic knowledge and develop skills; is ready to work in a team, to play different roles in it and to cooperate with teachers, pedagogues, specialists, parents or guardians of students and other members of the school and local community; is ready to adapt working methods of teaching German to the needs and different learning styles of students; is ready to stimulate himself/herself and students to lifelong learning through independent work.</p>	<p>[SK1] oral statement/conversation/discussion</p>
	<p>[FGL3_W07] Has structured and advanced specific knowledge in the field of the chosen specialisation, i.e. translation theory, didactics and methodology and pedagogical activity or business and economy.</p>	<p>[K_W07] The student knows and understands the challenges and issues of German language education in a teaching institution.</p>	<p>[SW2] presentation/project/paper/report</p>

<p>Subject contents</p>	<p>Analysis of the German Language Curriculum in Terms of Educational Goals and Key Competencies. Practical Assignment of Educational Tasks to Curriculum Guidelines. The European Language Framework, Language Policy.</p> <p>Discussion of methods for planning the distribution of material into individual lesson units. Practical exercise: developing a semester-long material distribution plan for a selected class, considering the students' proficiency level.</p> <p>Identifying connections between the German language and other subjects, such as history, literature, geography. Development of sample interdisciplinary projects. Discussion of how to effectively implement the CLIL (Content and Language Integrated Learning) method in practice, combining foreign language learning with other school subjects (e.g., history, mathematics).</p> <p>Forms of work in foreign language classes (Frontalunterricht, individual work, group work, team work, cooperative learning).</p> <p>Characteristics of language skills and matching types of exercises to them. Techniques for working with vocabulary, teaching phonetics, teaching speaking, teaching writing, teaching listening comprehension, teaching reading; teaching grammar; language mediation.</p> <p>Techniques to ensure natural communication in foreign language teaching. Tasks, exercises - typology. Educational games. Teaching materials: analysis, evaluation, textbook selection, working with textbooks, supplementary materials, authentic materials.</p> <p>Lesson objectives, phases of the lesson (introduction, presentation, semanticization, exercises-transfer), lesson conclusion, homework; correlation of lesson phases. Interactions (teacher-student, student-student) during the lesson. Classroom language.</p> <p>Exercise in adapting language and educational materials to different age groups and proficiency levels. Practical tasks: writing instructions for students at various levels.</p> <p>Discussion of student-activating methods, such as language games, simulations, debates. Practice: creating lesson plans with activating elements.</p> <p>Discussion of effective methods of cooperation with parents and engaging the local community in education. Exercise: preparing a communication plan with parents and the local community as part of teaching German. Forms of collaboration with the surrounding environment (parents, teaching staff, educational support organizations) in the context of subject-specific matters.</p> <p>Selection and adaptation of teaching materials and modern technologies, such as educational apps or e-learning platforms, to different student groups.</p> <p>Analysis of criteria for assessing student work and discussion of different assessment methods (e.g., formative vs. summative assessment). Practice: creating assessment criteria for a selected task.</p> <p>Construction of tests and assessments evaluating different language skills, including reading comprehension, writing, listening, and speaking.</p> <p>The role of student errors in foreign language teaching how to use them in the educational process. Practice: analysis of sample errors and development of appropriate educational strategies.</p>
<p>Prerequisites and co-requisites</p>	<ul style="list-style-type: none"> <li>• Choice of teaching specialisation</li> <li>• Completion of all required courses and completion of the second year of German studies, attainment of level B2 in German according to the ESKJO.</li> </ul>

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Active participation in discussions	51.0%	20.0%
	Language skills	51.0%	20.0%
	Presentation on a selected topic	51.0%	20.0%
	Oral statement	51.0%	20.0%
	Worksheets	51.0%	20.0%
Recommended reading	Basic literature	<ul style="list-style-type: none"> <li>• Chłopek, Z. Metodyka nauczania języka niemieckiego, Warsaw 2018.</li> <li>• Gębał, P.E. Didactics of foreign languages. An introduction. Warsaw, 2020.</li> <li>• European Common European Framework of Reference for Languages: learning, teaching, assessment: <a href="https://www.ore.edu.pl/wpcontent/uploads/attachments/ESOKJ_Europejski-System-Opisu.pdf">https://www.ore.edu.pl/wpcontent/uploads/attachments/ESOKJ_Europejski-System-Opisu.pdf</a> / or Gemeinsamer Europäischer Referenzrahmen für Sprachen: lernen, lehren, beurteilen: <a href="http://student.unifr.ch/pluriling/assets/files/Referenzrahmen2001.pdf">http://student.unifr.ch/pluriling/assets/files/Referenzrahmen2001.pdf</a>.</li> <li>• European portfolio for students - future language teachers (<a href="https://www.ore.edu.pl/2015/07/europejskie-portfolio-jezykowe-dlastudentow-przyszlych-nauczycieli">https://www.ore.edu.pl/2015/07/europejskie-portfolio-jezykowe-dlastudentow-przyszlych-nauczycieli</a>).</li> </ul>	
	Supplementary literature	Articles, book chapters recommended by the academic teacher	
	eResources addresses		
Example issues/ example questions/ tasks being completed	The questions and tasks carried out are derived from the subject content.		
Work placement	Not applicable		

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