

Subject card

Subject name and code	Didactics: Teaching German as a Foreign Language II, PG_00138527						
Field of study	German Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2025/2026		
Education level	Master's studies	Subject group			Obligatory subject group in the field of study Optional subject group Humanistic-social subject group		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	2	Language of instruction			Polish with elements of the German language		
Semester of study	4	ECTS credits			2.0		
Learning profile	academic	Assessment form			exam		
Conducting unit	Division of German Language and Translation Studies -> Institute of German Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Marta Bieszk				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		2.0		18.0	50
Subject objectives	Understanding the specifics of German language, specialized terminology, and glottodidactic research methodology. Familiarity with key concepts of teaching and learning German as a foreign language. Understanding the curriculum basics and conditions of language education in schools. Pedagogical preparation for the role of a German language teacher, including fluency in classroom language and skills in creating lesson plans, documenting student achievements, and conducting effective teaching activities and lessons.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	<p>[FGMU2_W14] Knows the basic principles of creating and development of various forms of entrepreneurship in the field of their chosen specialisation, i.e.: translation studies, or language teaching or business and economy.</p>	<p>understands methods of organizing classroom space, taking into account principles of universal design: instructional materials (textbooks and educational packages), teaching aids - selection and use of educational resources, including electronic and foreign language resources, educational applications of media and information and communication technology; computational thinking in problem-solving related to German language, the need for searching, adapting, and creating electronic educational resources and designing multimedia; understands classroom and group work organization: the need for individualized teaching (including the principle of inclusion), interdisciplinary teaching issues, specific forms of work related to the German language in relation to other subjects; has knowledge of the importance of developing students' personal and socio-emotional skills, and knows how to support the process of developing communication competencies and cultural habits in this regard; understands the creation of calm and safe learning and development conditions for children and youth while adhering to a set of principles related to physical and digital threats.</p>	<p>[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report</p>

	Course outcome	Subject outcome	Method of verification
[FGMU2_U08] Has the basic ability to translate selected types of texts from German into Polish and from Polish into German, or the ability to prepare and carry out teaching tasks, or to function in an enterprise and business.	<ul style="list-style-type: none"> • can identify typical school tasks with educational objectives, particularly aligned with the general requirements of the curriculum and key competencies; analyze the distribution of materials; professionally and diligently evaluate students' work in class and at home; recognize common errors in the subject taught or during activities and utilize them in the teaching process; conduct preliminary assessments of students' skills. • knows how to adjust communication style to students' developmental levels; can design and implement German language teaching programs considering diverse educational needs of students; • is capable of effective collaboration in the teaching process with parents or guardians, school staff, and the community; • can create didactic situations that promote students' activity and development of interests, as well as popularizing knowledge of the German language; • able to select classroom methods and educational resources, including information and communication technology, that activate students and cater to their diverse educational needs; construct assessments to evaluate specific student skills; • knows how to engage students in individual and group learning and enhance their creative creativity; • can activate students with special learning needs in learning German and educational activities; • able to develop competencies in educational activities and teaching German through courses, training, and expert advice. 	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU4] test/exam - oral or written [SU5] implementation of a problem task [SU8] observation of student's independent or team work	
[FGMU2_K05] Is ready to fulfil professional roles taking into account changing social needs, is ready to care for continuous professional development and maintain professional ethos.	<ul style="list-style-type: none"> • is ready to creatively encourage learning of the German language; • understands the importance of teamwork within the teaching team (subject-specific, language-specific), and fulfills various roles within it. 	[SK1] oral statement/conversation/discussion [SK5] implementation of a problem task	
[FGMU2_U04] Correctly applies the known scientific terminology in German, accurately defines the terms of literary and linguistic studies and the phenomena of the chosen specialization, i.e.: translation studies, or language teaching or business and economy.	<ul style="list-style-type: none"> utilizes specialized vocabulary in didactics in speech and writing; • can apply subject knowledge in teaching practice; • is able to improve language skills in both Polish and German; • knows how to develop competencies in educational activities and teaching German (courses, training, expert advice). 	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU4] test/exam - oral or written [SU5] implementation of a problem task [SU8] observation of student's independent or team work	

	Course outcome	Subject outcome	Method of verification
	<p>[FGMU2_K04] Correctly identifies and resolves dilemmas related to professional performance, understands ethical issues related to the responsibility for the accuracy and reliability of the provided knowledge and taken professional actions.</p>	<p>identifies education and upbringing challenges based on personal experiences and current observations;</p> <ul style="list-style-type: none"> • is prepared to build a system of values and develop ethical attitudes among students, shaping their communication competencies and cultural habits; popularizing knowledge among students and within the school and broader community; • adapts teaching methods in German language education to meet the needs and different learning styles of students. 	<p>[SK1] oral statement/conversation/discussion [SK5] implementation of a problem task</p>

	Course outcome	Subject outcome	Method of verification
	<p>[FGMU2_W09] Has well-ordered in-depth and theoretically grounded detailed knowledge in the field of the selected specialisation, i.e.: translation theory or business and economy or didactics.</p>	<ul style="list-style-type: none"> • knows how to gather professional information in German, acquire specialized vocabulary in didactics, and follow foreign-language trade press; • understands the principles of language education in German necessary to obtain teaching qualifications; • knows the place of the German language in curriculum frameworks at various educational stages; the curriculum basis for German language, educational goals, and content in primary school; the structure of knowledge in German language and key competencies and their development within German language education, intra- and interdisciplinary integration; issues related to curriculum development - creation, modification, analysis, evaluation, selection, and approval, as well as principles of designing the educational process and distribution of German language materials; • has substantive and didactic competencies of a teacher, including the need for professional development, also utilizing information and communication technology, and adjusting communication methods to students' developmental levels (for the first foreign language from grades III-VIII and in secondary school as well as in the limited scope of the curriculum for a second foreign language); the role of the teacher as a promoter of knowledge in German language and the importance of cooperation with parents or guardians of students, school staff, and the community outside school; conventional and unconventional teaching methods in German language education, including activating methods and the project method, learning through action, discovery, or scientific inquiry, and student research work; principles for selecting teaching methods typical for German language, methodology for implementing specific educational content within German language - substantive and methodological solutions tailored to the needs and capabilities of students or groups of students with different potential and learning styles, typical for German language (e.g., false cognates), student errors, their role, and ways to utilize them in the didactic process; teaching methods in relation to German language, as well as the importance of fostering a responsible and critical attitude towards the use of digital media and respecting intellectual property rights. 	<p>[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report</p>

Subject contents

Discussion of different learning styles (visual, auditory, kinesthetic) and their impact on the didactic process.
Exercise: adapting teaching methods to the learning style of a specific student or group of students.
Creating educational projects aimed at promoting knowledge about German culture and language in the school and local environment. How to use the project method in foreign language teaching, engaging students in real language activities that develop their communication skills.
Discussion of the teacher's role in shaping ethical attitudes and developing students' communication skills.
Exercise: moderating classroom discussions.
Educating students about safe and responsible internet use and respecting copyright.
Methods and techniques for stimulating students to work independently and develop cognitive curiosity, including asking questions, conducting research, and reading supplementary materials.

Additional or more specific topics (for German Language Teaching II classes):

How to effectively use authentic materials (films, podcasts, press articles) in foreign language learning to develop students' communication and cultural skills.

In reference to:

- D.1/E.1.U5: Creating didactic situations that promote students' activity and interest development, as well as the dissemination of knowledge.
- D.1/E.1.U7: Selecting teaching methods and materials that engage students and consider their diverse educational needs.
- D.1/E.1.K2: Promoting knowledge among students and in both the school and external environments.

How to integrate environmental protection and sustainable development topics into foreign language lessons, developing vocabulary and students' pro-environmental attitudes.

In reference to:

- D.1/E.1.U3: Identifying connections between the subject matter being taught and other educational content.
- D.1/E.1.U5: Creating didactic situations that promote students' activity and interest development.
- D.1/E.1.K7: Developing students' curiosity, activity, independence, and critical thinking.

How to use storytelling as a didactic tool to develop students' narrative skills and their ability to communicate freely in a foreign language.

In reference to:

- D.1/E.1.U5: Creating didactic situations that promote students' activity and interest development.
- D.1/E.1.K5: Developing students' cooperation skills, including problem-solving in groups.
- D.1/E.1.K6: Building a value system, developing ethical attitudes, and enhancing students' communication skills.

How to teach a foreign language in culturally diverse classrooms, while promoting values related to tolerance and openness.

In reference to:

- D.1/E.1.K6: Building a value system, developing ethical attitudes, and enhancing students' communication skills and cultural habits.
- D.1/E.1.K5: Developing students' cooperation skills, including problem-solving in groups.
- D.1/E.1.U4: Adapting communication methods to the developmental level of students.

How to integrate cultural elements (customs, traditions, literary works) from German-speaking countries into the curriculum to increase students' motivation and interest.

In reference to:

- D.1/E.1.U3: Identifying connections between the subject matter being taught and other educational content.
- D.1/E.1.K2: Promoting knowledge among students and in both the school and external environments.
- D.1/E.1.U5: Creating didactic situations that promote students' activity and interest development, as well as the dissemination of knowledge.

Selected pedagogical concepts (e.g., Classroom Management) in teacher training. Teaching in different age groups. Traditional and alternative methods in foreign language teaching and learning - criticism and perspectives.

In reference to:

- D.1/E.1.K1: Adapting teaching methods to the needs and different learning styles of students.
- D.1/E.1.U7: Selecting teaching methods and materials that engage students and consider their diverse educational needs.

Learner autonomy in the learning process: the concept of autonomy, its advantages, and difficulties associated with its implementation.

In reference to:

- D.1/E.1.K9: Encouraging students to lifelong learning through independent work.
- D.1/E.1.K7: Developing students' curiosity, activity, independence, and critical thinking.
- D.1/E.1.K8: Cultivating the habit of systematic learning and using various sources of knowledge.

Art and music in teaching the German language.

	<p>In reference to:</p> <ul style="list-style-type: none"> D.1/E.1.U3: Identifying connections between the subject matter being taught and other educational content. D.1/E.1.U5: Creating didactic situations that promote students' activity and interest development. <p>Student mobility within teacher education programs student mobility projects as a way to expand knowledge, competencies, and skills.</p> <p>In reference to:</p> <ul style="list-style-type: none"> D.1/E.1.K9: Encouraging students to lifelong learning through independent work. D.1/E.1.U5: Creating didactic situations that promote students' activity and interest development, as well as the dissemination of knowledge. <p>Sustainable foreign language teaching: sustainable development of language education.</p> <p>In reference to:</p> <ul style="list-style-type: none"> D.1/E.1.K2: Promoting knowledge among students and in both the school and external environments. D.1/E.1.K8: Cultivating the habit of systematic learning and using various sources of knowledge. <p>Inclusive education: the ability to appropriately select methods, forms, and teaching materials when working with students with special educational needs.</p> <p>In reference to:</p> <ul style="list-style-type: none"> D.1/E.1.K1: Adapting teaching methods to the needs and different learning styles of students. D.1/E.1.U7: Selecting teaching methods and materials that engage students and consider their diverse educational needs. <p>Introduction to the portfolio method, where students collect their work, perform self-assessments of their progress, and reflect on their language development.</p> <p>In reference to:</p> <ul style="list-style-type: none"> D.1/E.1.K9: Encouraging students to lifelong learning through independent work. D.1/E.1.U8: Substantive, professional, and reliable assessment of students' work performed in class and at home. 											
Prerequisites and co-requisites	Specialization choice for teaching. Completion of the subject in the preceding semester.											
Assessment methods and criteria	<table border="1"> <thead> <tr> <th data-bbox="453 1050 796 1081">Subject passing criteria</th> <th data-bbox="799 1050 1142 1081">Passing threshold</th> <th data-bbox="1145 1050 1481 1081">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="453 1086 796 1162">oral and/or written exam on the topics covered in the classes in semester 6</td> <td data-bbox="799 1086 1142 1162">51.0%</td> <td data-bbox="1145 1086 1481 1162">60.0%</td> </tr> <tr> <td data-bbox="453 1167 796 1196">The average of partial grades</td> <td data-bbox="799 1167 1142 1196">51.0%</td> <td data-bbox="1145 1167 1481 1196">40.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	oral and/or written exam on the topics covered in the classes in semester 6	51.0%	60.0%	The average of partial grades	51.0%	40.0%
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Recommended reading	Basic literature	<ul style="list-style-type: none"> Chłopek, Z. Metodyka nauczania języka niemieckiego, Warszawa 2018. Pfeiffer, W.: Dydaktyka języków obcych. Od teorii do praktyki, Poznań 1999. Europejski system opisu kształcenia językowego: uczenie się, nauczanie, ocenianie: https://www.ore.edu.pl/wp-content/uploads/attachments/ESOKJ_Europejski-System-Opisu.pdf / lub Gemeinsamer Europäischer Referenzrahmen für Sprachen: lernen, lehren, beurteilen: http://student.unifr.ch/pluriling/assets/files/Referenzrahmen2001.pdf Europejskie portfolio dla studentów - przyszłych nauczycieli języków (https://www.ore.edu.pl/2015/07/europejskie-portfolio-jezykowe-dla-studentow-przyszlych-nauczycieli) 										

	Supplementary literature	<ul style="list-style-type: none"> • Kleines Fachlexikon der DaF-Didaktik: Theorie und Unterrichtspraxis / Renata Czaplikowska, Artur Dariusz Kubacki. Uniwersytet Pedagogiczny im. Komisji Edukacji Narodowej w Krakowie, 2019. • The series of articles DLL - Goethe Institut (wybrane pozycje, rozdzialy wskazane przez prowadzacego): <ul style="list-style-type: none"> • DLL 01: Lehrkompetenz und Unterrichtsgestaltung (Michael Legutke, Michael Schart), 2012. • DLL 04: Aufgaben, Übungen, Interaktion (Hermann Funk, Christina Kuhn et al.), 2014. • DLL 05: Lernmaterialien und Medien (Dietmar Rösler, Nicola Würffel). • DLL 06: Curriculare Vorgaben und Unterrichtsplanung (Karin Ende, Rüdiger Grotjahn et al.), 2013. • DLL 07: Prüfen, Testen, Evaluieren (Rüdiger Grotjahn, Karin Kleppin), 2015. • DLL 08: DaF für Kinder (Angelika Lundquist-Mog, Beate Widlok), 2015. • DLL 09: Unterrichten mit digitalen Medien (Bärbel Brash, Andrea Pfeil) 2017. • "Neofilolog", "Fremdsprachenlehren und lernen", "Języki obce w szkole". • https://www.ore.edu.pl/2017/11/materialy-wrkk/. • https://cke.gov.pl/egzamin-osmoklasisty/. • Andrzejewska E., Motywacja dzieci do nauki języków obcych, w: Nowe spojrzenie na motywację w dydaktyce języków obcych, Wydawnictwo Wyższej Szkoły Filologicznej we Wrocławiu, Wrocław, 2008, 213-222. • Andrzejewska E., Eigene Stadt in mehreren Sprachen entdecken. Bericht über eine dreisprachige Stadtrallye in Gdańsk im Rahmen des Projekts Früher zweisprachiger Fremdsprachenunterricht, w: Frühes Deutsch 2008 (14), 43-46. • Andrzejewska E., Lekcja języka obcego w wyższych klasach szkoły podstawowej. w: Komorowska H., (red.), 2009: Skuteczna nauka języka obcego. Struktura i przebieg zajęć językowych. Warszawa: CODN, 131-141.
	eResources addresses	
Example issues/ example questions/ tasks being completed	as stated in the subject/course materials	
Work placement	In relation to teaching practices in German language at primary and secondary school levels	

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