

**Subject card**

<b>Subject name and code</b>	Didactics: Teaching German as a Foreign Language II, PG_00139539						
<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 with elements of the German language		
<b>Semester of study</b>	6	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			exam		
<b>Conducting unit</b>							
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Marta Bieszk				
	Teachers						
<b>Lesson types</b>	<b>Lesson type</b>	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						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	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
<b>Subject objectives</b>	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>[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>understands the need to engage in school life, various institutions related to language education, considers shaping the school community important, characterized by pro-educational attitudes and a sense of responsibility, identifies and resolves dilemmas related to the profession of foreign language teacher and educator, adheres to universal principles and ethical norms in professional activities, guided by respect for every individual,</p> <p>is ready to engage effectively with the professional practice supervisor and teachers to broaden pedagogical knowledge and develop skills, is prepared to work in a team, fulfill various roles within it, and collaborate with teachers, educators, specialists, parents or guardians of students, and other members of the school and local community,</p> <p>is prepared to build a system of values and develop ethical attitudes among students, as well as shape their communication competencies and cultural habits; promote knowledge among students and within the school and non-school environment;</p> <p>encourage students to undertake research attempts, engage in responsible and critical use of digital media, respect intellectual property rights, develop students' cooperation skills, including group problem-solving, foster curiosity and independence, logical and critical thinking, and a habit of systematic learning using various sources of knowledge, including the Internet,</p> <p>is prepared to adapt teaching methods in German language education to the needs and different learning styles of students; is prepared to stimulate both oneself and students to lifelong learning through independent work,</p> <p>is prepared to appreciate teamwork within the teaching team (subject-specific, language-specific), and assumes various roles within it.</p>	<p>[SK1] oral statement/conversation/discussion</p> <p>[SK8] observation of student's independent or team work</p>

	Course outcome	Subject outcome	Method of verification
	<p>[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.</p>	<p>can identify typical school tasks with educational goals, especially with general curriculum requirements and key competencies; analyze the distribution of material; assess students' work in class and at home substantively, professionally, and conscientiously; recognize typical errors in the subject being taught or in conducted activities and use them in the didactic process; conduct preliminary diagnosis of student skills  can adjust communication style to students' developmental level  can design and implement German language teaching programs considering diverse educational needs of students  can effectively collaborate in the didactic process with parents or guardians of students, school staff, and the non-school environment  can create didactic situations to stimulate students' activities and development of interests, and popularize knowledge in the field of German language; e.g., construct an exam serving both assessment purposes and stimulating further work and development of interests in German language  can select classroom work methods and teaching aids, including information and communication technology, to activate students and accommodate their diverse needs  can work to activate students for individual and group learning and enhance creative creativity  can activate students with special needs in learning German language and educational activities  can improve language skills in Polish and German  can develop competencies in educational and German language teaching activities (courses, training, expert advice)</p>	<p>[SU1] oral statement/conversation/discussion  [SU2] presentation/project/paper/report  [SU4] test/exam - oral or written  [SU8] observation of student's independent or team work</p>
	<p>[FGL3_W04] Knows and understands German terminology in their chosen specialisation, i.e.: translation theory, didactics or business and economy.</p>	<p>Understands and is familiar with German terminology in the field of German language didactics.</p>	<p>[SW4] test/exam - oral or written  [SW1] oral statement/conversation/discussion</p>

	Course outcome	Subject outcome	Method of verification
	<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>understands ways of organizing classroom space, considering principles of universal design: educational resources (textbooks and educational packages), teaching aids – selection and utilization of educational resources, including electronic and foreign-language ones, educational applications of media and information-communication technology; computational thinking in solving problems in the field of German language, the need for searching, adapting, and creating electronic educational resources and designing multimedia; knows the workshop of the teacher, understands the proper use of lesson time, issues related to checking and assessing the quality of education and evaluation;</p> <p>understands the need to shape a positive attitude towards learning German (and other languages) in persons with disabilities, developing curiosity, cognitive activity and independence, logical and critical thinking, shaping motivation to learn a given subject and habits of systematic learning, using various sources of knowledge, including the Internet, and preparing students for lifelong learning by stimulating them to work independently. organizing work in the school class and groups: the need for individualization of education (including the principle of inclusion), interdisciplinary teaching, specific forms of work for the German language in relation to other subjects; understands the importance of developing personal and socio-emotional skills of students, and knows how to support the process of developing communication skills and cultural habits in this area;</p> <p>knows what it means to create calm and safe conditions for learning and development of children and young people, maintaining a set of principles related to physical and digital threats;</p> <p>knows the place of the German language in the framework curriculum at various educational stages; the curriculum basis of the German language, educational goals and content in primary school;</p> <p>has professional and didactic competences of a teacher, including the need for professional development, also using information and communication technology, and adjusting the way of communication to the development level of students (for the first foreign language IV-VIII and in the limited scope of the basic curriculum for a second foreign language) the role of the teacher as a popularizer of knowledge in the field of German language and the importance of teacher cooperation in the didactic process with parents or guardians of students, school staff and the</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
		<p>non-school environment, conventional and unconventional methods of teaching German, including activating methods and the project method, the process of learning through action, discovery or scientific inquiry and student research work, as well as principles for selecting teaching methods typical for the German language, methodology for implementing individual educational content within the German language – substantive and methodological solutions to the needs and capabilities of students or groups of students with different potential and learning styles, typical for the German language (e.g., false friends) classes student errors, their role and ways of using them in the didactic process; methods of education in relation to the German language, as well as the importance of shaping a responsible and critical attitude towards the use of digital media and respect for intellectual property; knows and understands intra- and interdisciplinary integration, issues related to the curriculum, knows the role of diagnosis, control, and assessment in didactic work, assessment and its types, assessment functions in German language, knows end-of-stage exams and methods of constructing tests, examinations, and other tools in the assessment process of the German language, has knowledge of how to conduct initial diagnosis of a group and student in the field of German language and methods to support the cognitive development of students, the need to shape concepts, attitudes, and practical skills.</p>	

<b>Subject contents</b>	<ul style="list-style-type: none"> <li>• Discussion of different learning styles (visual, auditory, kinesthetic) and their impact on the educational process. Exercise: adapting teaching methods to the learning style of a particular student or group of students.</li> <li>• Creating educational projects aimed at popularizing knowledge about German culture and language in the school and local community. How to use project-based learning in foreign language teaching, engaging students in real language activities that develop their communication skills.</li> <li>• Discussion of the teachers role in shaping ethical attitudes and developing students communication skills. Exercise: moderating a classroom discussion.</li> <li>• Educating students about safe and responsible use of the internet and respecting copyright laws.</li> <li>• Methods and techniques for stimulating students independent work and fostering intellectual curiosity, including asking questions, conducting research, and reading additional materials.</li> </ul> <p>Additional or more detailed topics:</p> <ul style="list-style-type: none"> <li>• How to effectively use authentic materials (films, podcasts, newspaper articles) in foreign language learning to develop students communication and cultural skills.</li> <li>• How to integrate environmental protection and sustainability issues into foreign language lessons, developing vocabulary and promoting pro-ecological attitudes among students.</li> <li>• How to use storytelling as an educational tool to develop students narrative skills and their ability to communicate freely in a foreign language.</li> <li>• How to teach a foreign language in culturally diverse classrooms, while promoting values related to tolerance and openness.</li> <li>• How to integrate cultural elements (customs, traditions, literary works) from German-speaking countries into the curriculum to increase student motivation and interest.</li> <li>• 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.</li> <li>• Learner autonomy in the learning process: the concept of autonomy, advantages of autonomy, difficulties associated with implementing autonomy.</li> <li>• Art and music in teaching the German language.</li> <li>• Student mobility in teacher education student mobility projects as a way to expand knowledge, competencies, and skills.</li> <li>• Sustainable teaching of foreign languages: sustainable development of language education.</li> </ul>									
<b>Prerequisites and co-requisites</b>	<p>The selection of a teaching specialization and passing the subject in the 5th semester.</p>									
<b>Assessment methods and criteria</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Subject passing criteria</th> <th style="width: 30%;">Passing threshold</th> <th style="width: 30%;">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td>oral and/or written exam on the topics covered in the classes in semester 6</td> <td>51.0%</td> <td>60.0%</td> </tr> <tr> <td>The average of partial grades</td> <td>0.0%</td> <td>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	0.0%	40.0%
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Recommended reading	Basic literature	<ul style="list-style-type: none"> <li>• Chłopek, Z. Metodyka nauczania języka niemieckiego, Warszawa 2018.</li> <li>• Pfeiffer, W.: Dydaktyka języków obcych. Od teorii do praktyki, Poznań 1999.</li> <li>• Europejski system opisu kształcenia językowego: uczenie się, nauczanie, ocenianie: <a href="https://www.ore.edu.pl/wp-content/uploads/attachments/ESOKJ_Europejski-System-Opisu.pdf">https://www.ore.edu.pl/wp-content/uploads/attachments/ESOKJ_Europejski-System-Opisu.pdf</a> / lub 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>• Europejskie portfolio dla studentów - przyszłych nauczycieli języków (<a href="https://www.ore.edu.pl/2015/07/europejskie-portfolio-jezykowe-dla-studentow-przyszlych-nauczycieli">https://www.ore.edu.pl/2015/07/europejskie-portfolio-jezykowe-dla-studentow-przyszlych-nauczycieli</a>)</li> </ul>
	Supplementary literature	<ul style="list-style-type: none"> <li>• Kleines Fachlexikon der DaF-Didaktik: Theorie und Unterrichtspraxis / Renata Czaplukowska, Artur Dariusz Kubacki. Uniwersytet Pedagogiczny im. Komisji Edukacji Narodowej w Krakowie, 2019.</li> <li>• The series of articles DLL - Goethe Institut (wybrane pozycje, rozdziały wskazane przez prowadzącego): <ul style="list-style-type: none"> <li>• DLL 01: Lehrkompetenz und Unterrichtsgestaltung (Michael Legutke, Michael Schart), 2012.</li> <li>• DLL 04: Aufgaben, Übungen, Interaktion (Hermann Funk, Christina Kuhn et al.), 2014.</li> <li>• DLL 05: Lernmaterialien und Medien (Dietmar Rösler, Nicola Würffel).</li> <li>• DLL 06: Curriculare Vorgaben und Unterrichtsplanung (Karin Ende, Rüdiger Grotjahn et al.), 2013.</li> <li>• DLL 07: Prüfen, Testen, Evaluieren (Rüdiger Grotjahn, Karin Kleppin), 2015.</li> <li>• DLL 08: DaF für Kinder (Angelika Lundquist-Mog, Beate Widlok), 2015.</li> <li>• DLL 09: Unterrichten mit digitalen Medien (Bärbel Brash, Andrea Pfeil) 2017.</li> </ul> </li> <li>• "Neofilolog", "Fremdsprachenlehren und lernen", "Języki obce w szkole".  <a href="https://www.ore.edu.pl/2017/11/materialy-wrkk/">https://www.ore.edu.pl/2017/11/materialy-wrkk/</a>  <a href="https://cke.gov.pl/egzamin-osmoklasisty/">https://cke.gov.pl/egzamin-osmoklasisty/</a></li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
	eResources addresses	
Example issues/ example questions/ tasks being completed	as stated in the subject/course materials	
Work placement	Not applicable	

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