

Subject card

Subject name and code	Practical German language learning III, PG_00141620						
Field of study	German Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2026/2027		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study		
Mode of study	part-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		Polish		
Semester of study	3		ECTS credits		9.0		
Learning profile	academic		Assessment form		credit		
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	80.0	0.0	0.0	0.0	80
	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	80		8.0		137.0	225
Subject objectives	Improving proficiency in German language and communication skills at B2 level by enhancing linguistic (lexical, grammatical, semantic, phonological, and orthographic), sociolinguistic, and pragmatic competencies; developing specific language skills: listening comprehension, reading comprehension, understanding audiovisual content, speaking (presentations, conversations), and writing; fostering learning competencies; cultivating linguistic and intercultural sensitivity. 3.5						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGL3_W14] Understands the the complex nature of language, its complexity, the ways in which language functions in different spheres of communication and the historical variability of meanings in German.	The student understands and explains the significance of individual language elements for achieving communication goals, identifies different registers of language use, possesses knowledge about the internal variation of language, comprehensively perceives linguistic phenomena, recognizes and can name language processes occurring in contemporary German language.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW3] text preparation/written work
	[FGL3_U17] Can appropriately plan and determine priorities for the realization of a task defined by him/herself, together with others or by others; can cooperate with other students in team tasks and projects.	The student is able to collaborate with other students within team tasks and projects.	[SU8] observation of student's independent or team work
	[FGL3_W15] Has an advanced knowledge of similarities and differences between the studied German language and the Polish language	The student is aware of the differences between the Polish and German languages, identifies various registers of language use, possesses knowledge about the internal variation of language, and comprehensively perceives linguistic phenomena.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[FGL3_U18] Can individually plan and implement their own lifelong learning.	The student understands the need for continuous development of language skills, applies language correctness control, can analyze errors, and make corrections as needed.	[SU4] test/exam - oral or written [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[FGL3_K06] Participates in cultural and social life using various media and understands the need to encourage others to be in touch with culture and engage with social institutions, initiates such activities.	The student uses media and understands the need to encourage others to engage with the culture of German-speaking countries.	[SK2] presentation/project/paper/ report [SK8] observation of student's independent or team work
	[FGL3_U12] Has the ability to produce a typical written work in German on specific topics, using basic theoretical approaches as well as various sources.	The student is able to write a paper in German on a chosen topic related to professional or academic issues, using appropriate theories and referencing various literary sources. They can also critically analyze and synthesize information, creating coherent and well-justified texts that conform to the stylistic and formal conventions typical for the German language at the B2 level.	[SU3] text preparation/written work [SU4] test/exam - oral or written
	[FGL3_K01] They are aware of their knowledge and skills, and have a critical approach to the received and acquired content.	The student is aware of their language competencies at the B2 level and can assess their strengths and weaknesses in the practical use of the German language. They critically analyze and select information obtained from German-language sources, maintaining a high level of subject matter and cultural awareness.	[SK1] oral statement/conversation/ discussion [SK6] demonstration of practical skills [SK8] observation of student's independent or team work
	[FGL3_U13] Has the ability to prepare oral presentations in German on specific topics, using basic theoretical concepts as well as a variety of sources.	The student is able to prepare and deliver an oral presentation in German on a topic related to professional or academic issues, using appropriate theories and source materials. They can also effectively organize and present information in a logical and coherent manner, adapting the delivery to a diverse audience at the B2 level.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU4] test/exam - oral or written

	Course outcome	Subject outcome	Method of verification
	[FGL3_U11] Is able to use the specialised language and to communicate accurately and coherently in German, using a variety of communication channels and techniques.	The student can use German-language professional terminology, formulating precise and coherent statements in various professional and academic contexts at the B2 level. They can effectively communicate in German through various media, such as presentations, written reports, and discussions, adapting the style and channel of communication to specific audiences.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[FGL3_U10] Has the ability to substantiate their formulated theses, is able to critically use the views of other authors, formulate conclusions and communicate them to various circles of addressees.	The student is able to formulate substantive arguments in German (at the B2 level) based on the analysis of professional literature, critically assess and interpret the views of various authors, and effectively communicate their conclusions both in written and oral forms, adjusting the language and style of expression to different groups of recipients.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU4] test/exam - oral or written
Subject contents	Practical Grammar: The implementation of specific grammatical topics in Semester 3 should build upon the grammar content covered in the textbook during Semester 1. 3rd Semester (20 hours): 1. Articles and pronouns; 2. Declension of nouns; 3. Plural of nouns; 4. Gender of nouns (including nouns with multiple genders); 5. Case government of nouns; 6. Adjective and adverb declension of adjectives, comparison, and case government; 7. Numeral adjectives. Assuming that the above topics can be considered as review content (typically covered in the textbook in Semester 1), it is recommended to potentially start working on sentence structure and introduce certain sentence forms. Conversations: The selection of thematic areas designated for Semester 3 may be modified depending on the topics covered in Semester 1 as part of the textbook course. Recommended thematic areas to be covered in Semester 3: 1. Prejudices 2. Work and unemployment 3. City and countryside, living environment 4. Travel and tourism 5. Environmental protection Forms of work: short oral statements, dialogues, formulating personal opinions, guided discussions. Vocabulary + Writing: The expanded vocabulary range and the ability to correctly use it in various forms of written expression should relate to, among other things, the thematic areas indicated in the Conversations component. Types of written assignments to choose from in Semesters 1-6, depending on the course content and instructor's intentions: description, characterization, summary, commentary, narrative, composition, formal letter, motivational letter, review, report, essay, thesis.		
Prerequisites and co-requisites	It is required to obtain a positive grade in the exams for each of the subjects included in the Practical German Language Course (PNJN) after the second semester. The language competencies achieved after the second semester, as outlined by the study program, are approximately at the B1+/B2 level.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Weighted average of grades from individual modules.	51.0%	100.0%

Recommended reading	Basic literature • Apelt, M., L. 2009. Wortschatz und mehr. Übungen für die Mittel- und Oberstufe. München: Hueber. • Glotz-Kastanis J, Tippmann D. 2012, Sprechen, Schreiben, Mitreden, Athen, Karabatos Verlag. • Buscha A, Friedrich K., 1996, Deutsches Übungsbuch: Übungen zum Wortschatz der deutschen Sprache, Langenscheidt; Verlag Enzyklopädie Berlin, München, Leipzig. • Dinsel, S. 2004. Schwache Verben. Regelmäßige Verben des Deutschen zum Üben & Nachschlagen. Ismaning: Max Hueber Verlag. • Dinsel, S., Geiger, S. 2009. Großes Übungsbuch Grammatik. Ismaning: Hueber Verlag. • Dreyer, H., Schmitt, R. 2012. Lehr- und Übungsbuch der deutschen Grammatik - aktuell. Ismaning: Max Hueber Verlag. • Dzida, S., Peters, F. 1996. Einfacher als gedacht. Warszawa: WSiP. • Ferenbach, M., Schüßler, I. 2007. Wörter zur Wahl. Stuttgart: Klett. • Földeak, H. 2005. Sags besser! Teil 1: Grammatik. Ein Arbeitsbuch für Fortgeschrittene. Ismaning: Max Hueber. • Földeak, H. 2007. Sags besser! Teil 2: Ausdruckserweiterung, Ein Arbeitsbuch für Fortgeschrittene. Ismaning: Max Hueber. • Hall, K., Scheiner B. 2020. Deutsch Übungsbuch für die Oberstufe aktuell. München: Hueber Verlag. • Helbig, G., Buscha, J. 2001. Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht. Leipzig et al.: Langenscheidt. • Hering, A., Matussek, M., Perlmann- Balme, M. 2006. Übungsgrammatik. Ismaning: Max Hueber Verlag. • Jin, F., Voß, U. 2017. Grammatik aktiv. Verstehen - Üben - Sprechen. Berlin: Cornelsen. • Kilian A. 2002. Słownik języka prawniczego i ekonomicznego polsko-niemiecki i polsko-niemiecki. Warszawa: C. H. Beck. • Materiały audiowizualne Instytutu im. Goethego. Inter Nationes. • Reimann, M. 2003. Starke Verben. Unregelmäßige Verben des Deutschen zum Üben & Nachschlagen. Ismaning: Max Hueber Verlag. • Schumann, J. 1997. Schwierige Wörter. Übungen zu Verben, Nomen und Adjektiven. Ismaning: Verlag für Deutsch. • Sick, B. 2011. Wie gut ist Ihr Deutsch? Köln: Verlag Kiepenheuer & Witsch. • Sommerfeldt, K. E., Starke, G. 1993. Deutsche Substantive. Leipzig: Verlag Enzyklopädie. • Strank W., Da fehlen mir die Worte, Leipzig: Schubert-Verlag • inne pozycje z zakresu nauczania języka niemieckiego w ramach nauczanych modułów, wynikające z potrzeb grupy i dostępności na rynku wydawniczym w danym roku akademickim. • wybrane niemieckie czasopisma i gazety codzienne: Spiegel, Stern, Focus, Berliner Morgenpost, Süddeutsche Zeitung, Frankfurter Allgemeine Zeitung i inne. • Materiały audiowizualne dostępne na dw.com • Österreich Spiegel, materiały dydaktyczne dostępne na www.oesterreichinstitut.at Read by the student during self-study: • Czochralski, J., Ludwig, K.-D. 1999. Słownik frazeologiczny niemiecko-polski. Warszawa: Wiedza Powszechna. • Donath, A. 1997. Wybór idiomów niemieckich. Warszawa: Wiedza Powszechna. • Duden. Deutsches Universalwörterbuch. 2006. Mannheim et al.: Dudenverlag. • Duden. Band 1. Die deutsche Rechtschreibung. 2004. Mannheim et al.: Dudenverlag. • Duden. Band 3. Das Bildwörterbuch. 2004. Mannheim et al.: Dudenverlag. • Duden. Band 4. Die Grammatik. 2016. Berlin: Dudenverlag. • Duden. Band 6. Das Aussprachewörterbuch. 2005. Mannheim et al.: Dudenverlag. • Duden. Band 8. Die sinn- und sachverwandten Wörter. Synonymwörterbuch der deutschen Sprache. 2006 Mannheim et al.: Dudenverlag. • Duden. Band 11. 2006. Redewendungen. Mannheim et al.: Dudenverlag. • Mrozowska, T. 2007. Słownik frazeologiczny polsko-niemiecki. Phraseologisches Wörterbuch Polnisch-Deutsch. Warszawa: C. H. Beck • Kienzler, I. 2000. Słownik prawniczo-handlowy niemiecko-polski i polsko-niemiecki. Janki k. Warszawy: AW Morex. • Sick, B. 2004. Der Dativ ist dem Genitiv sein Tod (Folge 1). Ein Wegweiser durch den Irrgarten der deutschen Sprache. Köln: Verlag Kiepenheuer & Witsch. • Sick, B. 2005. Der Dativ ist dem Genitiv sein Tod (Folge 2). Neues aus dem Irrgarten der deutschen Sprache. Köln: Verlag Kiepenheuer & Witsch.
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		- Sick, B. 2006. Der Dativ ist dem Genitiv sein Tod (Folge 3). Noch mehr Neues aus dem Irrgarten der deutschen Sprache. Köln: Verlag Kiepenheuer & Witsch. - Werder, v. L. 1996. Lehrbuch des kreativen Schreibens. Berlin: Schibri Verlag.
	Supplementary literature	- Böttcher, W. 2007. Grammatik verstehen 01. Wortarten und Wortbildung: BD I. Tübingen: Niemeyer. - Böttcher, W. 2009. Grammatik verstehen 02. Satzformen, Satzglieder, Attribute: BD II. Tübingen: Niemeyer. - Böttcher, W. 2009. Grammatik verstehen 03. Erweiterter einfacher Satz, Komplexer Satz, Satzfolgen: BD III. Tübingen: Niemeyer. - Dornseiff, F. 1999. Der deutsche Wortschatz nach Sachgruppen. Berlin/New York: De Gruyter. - Kafka, W., Majakiewicz, A., Ziemska, J., Zubik, K. 2008. Aktuelles zu Wirtschaft und Politik. Warszawa: C. H. Beck. - Rug, W., Tomaszewski, A. 2006. Grammatik mit Sinn und Verstand. Stuttgart: Ernst Klett International.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Described in the subject content section.	
Work placement	Not applicable	

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