

Subject card

Subject name and code	Didactics: Teaching German as a Foreign Language I, PG_00138528						
Field of study	German Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2026/2027		
Education level	Master's studies		Subject group		Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		German		
Semester of study	3		ECTS credits		4.0		
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 hab. Magdalena Rozenberg				
	Teachers						
Lesson types	Lesson type	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						
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	60		4.0		36.0	100
Subject objectives	• Interdisciplinary aspects of glottodidactics • Social trends, language policy and language education • Teaching competences in professional German language teaching • Standards for language education and language teachers • Psychoeducation in professional language teacher training • Citizenship education in language teaching and learning • Didactics of literature in glottodidactics • Media didactics in glottodidactics • In-service training: training, workshops, teacher mobility as aspects of professional school performance.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGMU2_W09] Has structured in-depth and theoretically grounded detailed knowledge of the chosen specialisation, i.e.: translation theory or communication in business and economy or didactics.	[CKN_W09] The student knows what it takes to create a calm and safe environment for children and young people's learning and development with a range of principles, related to physical and digital risks.	[SW2] presentation/project/paper/report
	[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 communicate in an enterprise and business.	[CKN_U08] Students are able to work in such a way as to activate students in individual and group and enhance creative creativity.	[SU1] oral statement/conversation/discussion

	Course outcome	Subject outcome	Method of verification
	[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 communication in business and economy.	[K_U04 CKN_U02, CKN_U03, CKN_U04, CKN_U05, CKN_U06, CKN_U07, CKN_U08, CKN_U09, CKN_U12, CKN_U15, CKN_U18] Student: - knows how to fulfil the role of teacher educator and didactician of the subject of language German language in accordance with the principles set out in the Standard for Teacher Education Principles; Skills outcomes from the Teacher Education Annex: - knows how to identify typical school tasks with the learning objectives, in particular with the general requirements of the core curriculum, in particular, and with the Identify typical school assignments, in particular the general requirements of the core curriculum and the key competencies; analyse the timetable; assess student work in a professional and reliable manner in the classroom and at home; recognise student errors typical of the subject taught or classes and use them in the teaching process; carry out an initial diagnosis of student skills. conduct an initial diagnosis of pupils' skills; - knows how to adapt communication to the developmental level of the pupils; - is able to design and implement a German language curriculum taking into consideration the different learning needs of pupils. take into account the differentiated learning needs of pupils; - Can effectively cooperate in the didactic process with parents or guardians of students, school staff and teachers. or guardians of students, school staff and the community; - is able to create teaching situations which foster activity and the development of pupils' interests and promote knowledge of the German language. - be able to create teaching situations which serve the purpose of developing pupils' interests and interests in German. - be able to create situations which are both assessing and stimulating for the further development of pupils' interest in the German language. - is able to select classroom methods and didactic aids including - Select teaching methods and resources, including ICT, that activate pupils and take into account their different needs. take into account their different needs; - is able to work in a way that activates pupils to learn individually and work in such a way as to activate pupils' individual and group learning and foster their creativity; - Knows how to work in such a	[SU2] presentation/project/paper/report [SU3] text preparation/written work

	Course outcome	Subject outcome	Method of verification
		way as to activate pupils in effective individual and group learning and group learning; - is able to activate pupils with special needs in terms of German language learning and educational activities; - is able to improve his/her language skills in Polish and German; - is able to develop his/her competences in the field of education and teaching (courses, training, expert advice.	

	Course outcome	Subject outcome	Method of verification
	[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.	[K_W04, K_W07 CKN_W04, CKN_W05, CKN_W06 , CKN_W09, CKN_W14, CKN_W15] Student: - knows and understands the basic issues in German language didactics; - knows and understands the challenges and issues in teaching German German language teaching in a teaching institution. - knows and understands the issues of didactics of literature and media in German language teaching Knowledge outcomes from the teacher education annex: - knows ways of organising the classroom space, taking into account principles of universal design: didactic means (textbooks and educational packages), teaching aids educational packages), teaching aids - selection and use of educational resources, including electronic and foreign language educational resources, including electronic and foreign language resources, educational applications of the media and information and communication technology; computer thinking in solving problems in the field of German language the need to search, adapt and create electronic educational resources and design multimedia; knows the teacher's workbench, understands what constitutes the proper use of lesson time, issues related to checking and assessing the quality of education and evaluation; - on the need to develop in students a positive attitude towards learning German German (and other languages) for people with disabilities, to develop curiosity, cognitive activity and independence, logical and critical develop curiosity, activity and independence of cognition, logical and critical thinking, motivation to learn a subject and the habit of systematic learning, use of various sources of knowledge, including the Internet, and preparation of the student for learning the German language. use various sources of knowledge, including the Internet, and prepare students for lifelong learning by stimulating them to work independently, organising work in class school and group work: the need for individualisation of teaching (also the principle of inclusion), the issue of interdisciplinary teaching, forms of work specific to German in relation to other subjects; - knows the importance of developing personal and socio-emotional skills pupils, and knows how to support the development of communicative competences and	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report

	Course outcome	Subject outcome	Method of verification
		cultural habits in this respect; - knows what it means to create a calm and safe learning and development environment for children and young people, while respecting a number of principles related to development of children and young people, while respecting a number of principles relating to physical and digital risks;- the place of the German language in the framework curriculum at different levels of education; the core curriculum the place of the German language in the educational framework the place of the German language in the educational framework plans at different levels of education; the German language curriculum German language, learning objectives and school content at different educational levels; - has the content-related, didactic competence of the teacher, including the need to professional development, including through the use of information and communication technology, and adapting the way he/she communicates to the development level of the students (for foreign language IV-VIII and in the limited scope of the core curriculum for foreign language as a second language) the scope of the core curriculum for second foreign language) the role of the teacher as a populariser of knowledge of the German language and the importance of the teacher's cooperation in the teaching process with parents or guardians of students, school staff and the community outside school, conventional and unconventional methods of teaching German, including activating methods and the project method, the process of learning by doing, discovery or scientific inquiry and the student's research work, as well as principles for the selection of teaching methods typical of the German language, the methodology of the implementation of individual educational content within the German language - - Content and methodological solutions to the needs and abilities of pupils or groups of pupils with different potential and learning styles, typical of the German language (e.g. linguistic calques - falsche Freunde) learning errors, their role and ways of using them in the teaching process; methods of education in relation to the German language, as well as the importance of developing an attitude of responsible and critical use of the digital media and respect for intellectual property rights; knows and understands intra- and inter-subjective integration, issues related to the curriculum, knows the role of diagnosis, control and evaluation in the work of teaching, assessment and its types, functions of assessment in German, knows examinations at the end of	

	Course outcome	Subject outcome	Method of verification
		an educational stage and how to construct tests and other tools in the process of assessing German, has knowledge of how to carry out a diagnosis, control and evaluation of German language. knowledge of how to carry out an initial diagnosis of the group and the student in the field of German language and ways to support pupils' cognitive development, the need to form concepts, attitudes and practical skills;	
	[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.	[K_K05] The student is willing to creatively encourage the learning of German. The student is ready to build a system of values and develop ethical and civic-minded attitudes students and to shape their communicative competences and cultural habits; to popularise knowledge among students and in the school and out-of-school environment; to encourage students to make research attempts, to undertake responsible and critical use of digital media, to respect intellectual property rights, to shape students' cooperation skills, including group problem solving, to develop in students curiosity and independence, logical and critical thinking, and the habit of systematic learning with the use of various sources of knowledge, including the Internet; is ready to adapt working methods of German language teaching to the needs and different learning styles of students; is ready to stimulate himself/herself and students to lifelong learning through independent work; is ready to appreciate cooperation in a teaching team (subject, language), has different roles in it.	[SK1] oral statement/conversation/discussion

	Course outcome	Subject outcome	Method of verification
	[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.	[K_K04 CKN_K01, CKN_K04, CKN_K07] Student: - understands the need to be involved in the life of the school, various institutions related to language education and language policy; is familiar with the standards of language education and assumptions of language policy; believes in the importance of shaping a balanced school community pattern, using e.g. knowledge from the concept of civic education; is characterised by pro-pupil attitudes and sense of responsibility, identifies and solves dilemmas related to the profession of a foreign language teacher and educator, uses universal ethical principles and norms in professional activity guided by respect for every human being; understands the need to shape pro-health attitudes drawing on knowledge of psychoeducation respect every human being; understands the need to shape pro-health attitudes drawing on knowledge of psychoeducation; is ready to undertake effective cooperation with the tutor of professional practice and teachers in order to broaden the scope of knowledge. mentor and teachers in order to broaden his/her didactic knowledge and to develop his/her skills; is ready to work in a team, to perform different roles and cooperate with teachers, educators, specialists, parents or carers of pupils and other members of the school and local community; understands the need for continuing professional development through local community; understands the need for professional development through participation in training and workshops. Social competence outcomes from the teacher education annex - is ready to build a value system and develop ethical attitudes of pupils and to shape their communicative competences and cultural habits cultural habits; popularise knowledge among students and in the school and extracurricular and out-of-school environments; encourage pupils to attempt research, undertake responsible and critical use of digital media respect intellectual property rights; develop students' cooperation skills, including group problem-solving, develop pupils' curiosity and independence, logical and critical thinking, and the habit of systematic learning. develop in students curiosity and independence, logical and critical thinking, and the habit of systematic learning using various sources of knowledge, including the Internet. sources of knowledge, including the Internet; - is ready to adapt working methods of German language teaching to the needs and	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work

	Course outcome	Subject outcome	Method of verification
		different learning styles of students; - is ready to stimulate himself/herself and the students to lifelong learning through independent work; - is willing to appreciate cooperation within a teaching team (subject, language) team and has different roles within it.	
Subject contents	Analysis of the German language curriculum in terms of educational objectives and key competencies. Practical assignment of didactic tasks to program guidelines. The Common European Framework of Reference for Languages (CEFR), language policy. Discussion of methods for planning the distribution of material for individual lesson units. Practical exercise: developing a semester plan for a selected class, taking into account students' proficiency levels. Identifying connections between the German language and other subjects, such as history, literature, geography. Developing sample interdisciplinary projects. Discussion on how to effectively implement the CLIL method in practice, combining foreign language learning with other school subjects (e.g., history, mathematics). Forms of work in a foreign language lesson (Frontalunterricht, individual work, group work, team work, cooperative learning). Characteristics of language skills and exercises suited to them. Techniques for working with vocabulary, teaching phonetics, teaching speaking, teaching writing, teaching listening comprehension, teaching reading; teaching grammar; language mediation. Techniques for ensuring communicative naturalness in foreign language teaching. Tasks, exercises - typology. Educational games. Teaching materials: analysis, evaluation, selection of textbooks, working with textbooks, supplementary materials, authentic materials. Lesson objectives, lesson phases (introduction, presentation, semantics, exercises-transfer), conclusion of the lesson, homework; correlation of lesson phases. Interactions (teacher-student, student-student) during the lesson. Classroom language. Exercises in adapting language and teaching materials to different age groups and proficiency levels. Practical tasks: writing instructions for students at different levels. Discussion of methods to engage students, such as language games, simulations, debates. Practice: creating lesson scenarios with activating elements. Discussion of effective methods for working with parents and engaging the local community in education. Exercise: preparing a communication plan with parents and the local community in the context of teaching German. Forms of cooperation with the surrounding environment (parents, teaching staff, organizations supporting education) in the context of subject matters. Selection and adaptation of teaching materials and modern technologies, such as educational applications or e-learning platforms, for different groups of students. Analysis of the criteria for assessing student work and a discussion of various assessment methods (e.g., formative vs. summative assessment). Practice: creating assessment criteria for a selected task. Construction of tests and exams assessing various language skills, including reading comprehension, writing, listening, and speaking. The role of student errors in foreign language teaching how to use them in the teaching process. Practice: analyzing sample errors and developing appropriate teaching strategies The role of literature and media didactics in German language teaching. Objectives of citizenship education and its recommendation in language education Psychoeducation in glottodidactics		
Prerequisites and co-requisites	- Choice of teaching specialisation - Completion of all required courses and completion of the second year of German studies, attainment of level B2 in German according to the ESKJO.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Worksheets	51.0%	25.0%
	Language skills	51.0%	25.0%
	Active participation in discussions	51.0%	25.0%
	Presentation on a selected topic	51.0%	25.0%

Recommended reading	Basic literature	- Gębal, P.E., Jaroszewska, A., Kumięga, Ł. (Hrsg.), Pädagogisch-fremdsprachendidaktische Verortungen der Lehrerforschung. Göttingen, 2021. - Gębal, P.E. Didactics of foreign languages. An introduction. Warsaw, 2020. - Chłopek, Z. Metodyka nauczania języka niemieckiego, Warsaw 2018. - European Common European Framework of Reference for Languages: learning, teaching, assessment: https://www.ore.edu.pl/wpcontent/uploads/attachments/ESOKJ_Europejski-System-Opisu.pdf / or - Gemeinsamer Europäischer Referenzrahmen für Sprachen: lernen, lehren, beurteilen: http://student.unifr.ch/pluriling/a.
	Supplementary literature	- Surkamp, C. (ed.), Metzler Lexikon Fremdsprachendidaktik. Stuttgart, 2010. - Seria materiałów DLL - Goethe Institut (wybrane pozycje, rozdziały wskazane przez prowadzącego): - DLL 01: Teaching competence and lesson design (Michael Legutke, Michael Schart), 2012. - DLL 04: Tasks, exercises, interaction (Hermann Funk, Christina Kuhn et al.), 2014. - DLL 05: Learning materials and media (Dietmar Rösler, Nicola Würffel). - DLL 06: Curricular guidelines and lesson planning (Karin Ende, Rüdiger Grotjahn et al.), 2013. - DLL 07: Examining, testing, evaluating (Rüdiger Grotjahn, Karin Kleppin), 2015. - DLL 08: DaF for children (Angelika Lundquist-Mog, Beate Widlok), 2015. - DLL 09: Teaching with digital media (Bärbel Brash, Andrea Pfeil) 2017. - Selected journal articles: "Zeitschrift für Interkulturellen Fremdsprachenunterricht", "Fremdsprachen Lehren und Lernen", "Fremdsprache Deutsch", "Info DaF", "Neofilolog", "Języki Obce w Szkole".
	eResources addresses	
Example issues/ example questions/ tasks being completed	Issues, questions, tasks carried out relate to the curriculum content.	
Work placement	Not applicable	

Document generated electronically. Does not require a seal or signature.