

Subject card

Subject name and code	Didactics: Teaching German as a Foreign Language I, PG_00166486						
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 Optional subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		German		
Semester of study	4		ECTS credits		3.0		
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 Magdalena Rozenberg				
	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		43.0	75
Subject objectives	• To learn about the main concepts of teaching and learning German as a foreign language. • To become familiar with the key standards in language education • Learning about the essential didactic competences for the profession of a German teacher • To be prepared didactically for the profession of a German language teacher. • To acquire the ability to plan, realise and evaluate individual teaching activities and lesson units						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGL3_W07] Has structured and advanced specific knowledge in the field of the chosen specialisation, i.e. translation theory and practice, didactics and psycho-pedagogical activities or business and economic language.	[K_W07, CKN_W014] Student - knows and understands the challenges and issues of teaching German at school. - knows the place of the German language in the educational framework at different levels of education, the core curriculum for German, the learning objectives and the content at different levels of education.	[SW2] presentation/project/paper/report
	[FGL3_K04] Identifies and resolves dilemmas related to the profession, its vheritage and tradition; understand ethical issues related to there sponsibility for the accuracy of actions and reliability of information provided.	[K_K04; CKN_K04] Student - understands the need to be involved in the life of the school, various institutions related to language education. - identifies and resolves dilemmas related to the profession. -understands ethical issues related to the responsibility for school and teaching activities. -understands the relevance of school and didactic activities undertaken and the reliability of the information provided.	[SK1] oral statement/conversation/discussion
	[FGL3_U04] Is able to use methods and tools typical of their chosen specialization, i.e.: translation, teaching or business and economy.	[K_U04, CKN_U07] Student - is able to use didactic methods and tools in professional practice. - is able to adapt methods and strategies of teaching German language taking into consideration different needs of students.	[SU5] implementation of a problem task
	[FGL3_W04] Knows and understands German terminology in their chosen specialisation, i.e.: translation theory, didactics or communication in business and economy.	[K_W04, CKN_W04] Student - knows the terminology of German didactics. - knows the issues in the context of the importance of didactic knowledge necessary for professional practice.	[SW2] presentation/project/paper/report

Subject contents	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. 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. 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). Forms of work in foreign language classes (Frontalunterricht, individual work, group work, team work, cooperative learning). 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. 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. 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. Exercise in adapting language and educational materials to different age groups and proficiency levels. Practical tasks: writing instructions for students at various levels. Discussion of student-activating methods, such as language games, simulations, debates. Practice: creating lesson plans with activating elements. 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. Selection and adaptation of teaching materials and modern technologies, such as educational apps or e-learning platforms, to different student groups. 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. Construction of tests and assessments evaluating different language skills, including reading comprehension, writing, listening, and speaking. 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.
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%	20.0%
	Oral statement	51.0%	20.0%
	Presentation on a selected topic	51.0%	20.0%
	Language skills	51.0%	20.0%
	Active participation in discussions	51.0%	20.0%
Recommended reading	Basic literature	• Chłopek, Z. Metodyka nauczania języka niemieckiego, Warsaw 2018. • Gębał, P.E. Didactics of foreign languages. An introduction. Warsaw, 2020. • 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/assets/files/Referenzrahmen2001.pdf. • European portfolio for students - future language teachers (https://www.ore.edu.pl/2015/07/europejskie-portfolio-jezykowe-dlastudentow-przyszlych-nauczycieli).	
	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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