

Subject card

Subject name and code	Didactics: Teaching German as a Foreign Language III, PG_00166505						
Field of study	German Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2027/2028		
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	3		Language of instruction		Polish		
Semester of study	6		ECTS credits		2.0		
Learning profile	academic		Assessment form				
Conducting unit							
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
	[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.	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; 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; 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; 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; 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	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report

	Course outcome	Subject outcome	Method of verification
		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.	
	[FGL3_W04] Knows and understands German terminology in their chosen specialisation, i.e.: translation theory, didactics or communication in business and economy.	Understands and is familiar with German terminology in the field of German language didactics.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion

	Course outcome	Subject outcome	Method of verification
	[FGL3_U04] Is able to use methods and tools typical of their chosen specialization, i.e.: translation, teaching or business and economy.	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)	[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

	Course outcome		
	Course outcome	Subject outcome	Method of verification
	[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.	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, 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, 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; 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, 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, is prepared to appreciate teamwork within the teaching team (subject-specific, language-specific), and assumes various roles within it.	[SK1] oral statement/conversation/discussion [SK8] observation of student's independent or team work
Subject contents	• Discussion of the Document: Teacher Education Standards in the Context of the Expected Learning Outcomes of the Course <i>Didactics of the German Language</i> • Designing a curriculum, core curriculum, CEFR levels, and external examinations (eighth-grade exam, certificates). • Lesson structure (objectives, phases, correlation), effective introduction of new content, homework. Creating lesson plans and portfolios. • Teaching language skills (speaking, reading, listening, writing discussion of task types) in primary school. • Types of assessment, characteristics of good assessment. Alternative assessment and self-assessment in the language classroom. • Typical methodological errors in conducting language classes and assessment. • Professional development of teachers (trainings, refresher courses, international projects). • The role of evaluation in the teaching process and reflection in the work of a German language teacher. • Criteria for selecting and evaluating teaching aids (evaluation of textbooks available on the publishing market). • Use of educational games in teaching German. • Modern technologies in foreign language teaching: apps and online programs, platforms, interactive whiteboards, and language labs. Educational uses of media and information technology. • The student the role of individual differences such as age, personality, intelligence, and abilities.		

Prerequisites and co-requisites	The selection of a teaching specialization and passing the subject in the 5th semester.		
Assessment methods and criteria	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%
Recommended reading	Basic literature	- 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/plurling/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	- 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, rozdziały wskazane przez prowadzącego): - 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	Not applicable		

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