University of Gdańsk

Subject card

Subject name and code	Didactics: Teaching German as a Foreign Language I, PG_00184063		
Field of study	German Studies		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2028/2029
Education level	Bachelor'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	3	Language of instruction	German German 50% Polish 50%
Semester of study	5	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 hab. 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_K05] They are ready to responsibly perform professional roles in various areas of German Philology, including complying with professional ethics and intellectual property protection rules and requiring the same from others	[CKN_K01, CKN_K04, CKN_K07] Is prepared to responsibly perform the role of a German language teacher in various educational contexts, adhering to professional ethics and intellectual property rules, and ensuring that others follow them as well. Is prepared to apply universal ethical principles and standards in the work of a German language teacher, showing respect for every student and member of the school community; to make informed decisions regarding the organization of the teaching process in inclusive education, taking into account the diverse needs of German language learners; and to work effectively in a team, assume different roles, and collaborate with teachers, educators, specialists, parents or guardians, and other members of the school and local community to support the teaching and educational process in German language instruction.	[SK2] presentation/project/paper/ report

Course outcome	Subject outcome	Method of verification
[FGL3_U03] They can apply knowledge of humanities and social sciences useful in the work of a German philologist	[CKN_U02, CKN_U03, CKN_U04, CKN_U05, CKN_U06, CKN_U07, CKN_U08, CKN_U09, CKN_U12, CKN_U15, CKN_U18] Can apply knowledge from the humanities and social sciences in planning and conducting German language lessons, adapting teaching methods and content to students' needs and the educational context. Can appropriately select, create, and adapt teaching materials and resources, including ICT tools, as well as teaching methods, to the diverse needs of students, in order to independently design and effectively conduct German language lessons and educational, upbringing, and care-related activities. Can recognize students' needs, abilities, and talents, and design and implement actions supporting their holistic development, engagement, and participation in the German learning process and school life. Can design and implement German language curricula, taking into account the diverse educational needs of students. Can design and implement educational and preventive programs, aimed at students, parents/guardians, and teachers, including activities supporting the development of social competences. Can create educational situations that motivate students to learn and develop personally, analyze their effectiveness, and modify activities to achieve the desired educational and developmental outcomes. Can work with students to develop their interests and talents, appropriately select teaching content, tasks, and forms of independent work, and promote students' achievements. Can foster students' creativity and ability to think independently and critically during German language lessons. Can effectively facilitate and monitor the implementation of students' group educational activities, including collaborative and project-based work. Can work with children with special educational needs, including students experiencing adaptation difficulties related to migration, coming from culturally diverse backgrounds, or with limited proficiency in Polish. Can correctly use the Polish language and subject-specific terminology, appropriately to students' age, in the process of teaching German. Can independently develop pedagogical knowledge and skills, using various sources, including foreign-language materials and technologies, to improve teaching practice.	[SU2] presentation/project/paper/ report

Course outcome	Subject outcome	Method of verification
[FGL3_W10] They know and understand the basic social, ethical, economic and legal conditions of professional activity requiring knowledge of German, as well as the basic principles of creating and developing various forms of entrepreneurship useful in planning a career as a German language specialist	[CKN_W04, CKN_W05, CKN_W06, CKN_W09, CKN_W14, CKN_W15] Has an in-depth understanding of the economic, ethical, and social conditions related to the work of a German language teacher, enabling the conscious planning and conducting of lessons and educational activities in accordance with professional and social contexts. Possesses advanced linguistic knowledge in selected areas of the German language and knows and understands the basic social, ethical, economic, and legal conditions related to the profession of a German language teacher, as well as fundamental principles of entrepreneurship useful for planning a professional career in language education. Knows and understands the norms, procedures, and best practices applied in pedagogical activities, including teaching German in primary schools, general secondary schools, and technical schools. Knows and understands issues of inclusive education and ways to implement the principle of inclusion in the process of teaching German. Knows and understands the diversity of students' educational needs and the resulting tasks of the school, including adapting the organization of the teaching and educational process in German language instruction. Knows and understands the legal foundations of the education system, necessary for properly conducting lessons and carrying out educational activities in teaching German. Knows and understands the teaching content of German and the typical difficulties students encounter in mastering it, enabling effective lesson planning. Knows and understands teaching methods for German and the selection of effective teaching aids, including online resources, taking into account the diverse educational needs of students.	[SW2] presentation/project/paper/ report
[FGL3_K03] They are ready to fulfil their social obligations, initiate and co-organise activities for the benefit of social environment, in particular by using the knowledge and skills acquired during their studies in German Philology	Is prepared to engage in activities for the school and local community, initiate and co-organize educational projects, using the knowledge and skills acquired during German philology studies in the process of teaching the German language.	[SK2] presentation/project/paper/ report
[FGL3_W04] They have advanced and detailed knowledge of selected issues in linguistics, in particular concerning research on the German language	Has advanced linguistic knowledge in selected areas related to the German language, relevant to the profession of a German language teacher and useful for planning a professional career in language education.	[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.

<table>
<tr><td>Assessment methods and criteria</td><td colspan="2"><table>
<tr><th>Subject passing criteria</th><th>Passing threshold</th><th>Percentage of the final grade</th></tr>
<tr><td>Active participation in discussions</td><td>51.0%</td><td>20.0%</td></tr>
<tr><td>Language skills</td><td>51.0%</td><td>20.0%</td></tr>
<tr><td>Oral statement</td><td>51.0%</td><td>20.0%</td></tr>
<tr><td>Presentation on a selected topic</td><td>51.0%</td><td>20.0%</td></tr>
<tr><td>Worksheets</td><td>51.0%</td><td>20.0%</td></tr>
</table></td></tr>
<tr><td rowspan="3">Recommended reading</td><td>Basic literature</td><td>• Chłopek, Z. Metodyka nauczania języka niemieckiego, Warsaw 2018.
• Gębal, 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).</td></tr>
<tr><td>Supplementary literature</td><td>Articles, book chapters recommended by the academic teacher</td></tr>
<tr><td>eResources addresses</td><td></td></tr>
<tr><td>Example issues/ example questions/ tasks being completed</td><td colspan="2">The questions and tasks carried out are derived from the subject content.</td></tr>
<tr><td>Work placement</td><td colspan="2">Not applicable</td></tr>
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