University of Gdańsk

Subject card

Subject name and code	Didactics: Teaching German as a Foreign Language III, PG_00188883		
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	6	ECTS credits	3.0
Learning profile	academic	Assessment form	credit
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	45.0	0.0	0.0	0.0	45

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	45	3.0	27.0	75

Subject objectives	The aim of the course is to highlight the interdisciplinary nature of foreign language teaching and learning and to develop students' ability to apply knowledge from various disciplines, including linguistics, psychology, pedagogy, and neuroscience, to analyze language-related processes and to design inclusive learning environments.

Learning outcomes	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	They know and understand the economic, ethical, and social conditions that shape the professional work of a German language teacher, including the impact of curriculum requirements, the selection of textbooks and teaching materials, assessment practices, individualisation of instruction, the use of modern technologies, and Polish-German educational cooperation on the quality and organisation of the teaching process. This course covers the content specified in the Teacher Education Standard for subject-specific didactics. The detailed learning outcomes arising from the standard are implemented in accordance with the applicable regulations and are described in a separate document provided to students during the first class meeting.	[SW1] oral statement/ conversation/discussion [SW3] text preparation/written work
	[FGL3_U03] They can apply knowledge of humanities and social sciences useful in the work of a German philologist	They can apply knowledge from the humanities and social sciences to analyse and solve didactic problems related to designing curricula, planning and conducting German language lessons, selecting methods, tasks, and teaching aids, assessing and diagnosing learners' achievements, individualising instruction, and creating learning situations that support intercultural communication and active learner engagement. This course covers the content specified in the Teacher Education Standard for subject-specific didactics. The detailed learning outcomes arising from the standard are implemented in accordance with the applicable regulations and are described in a separate document provided to students during the first class meeting.	[SU1] oral statement/conversation/ discussion
	[FGL3_W04] They have advanced and detailed knowledge of selected issues in linguistics, in particular concerning research on the German language	They know and understandthe linguistic and cultural conditions shaping the functioning of the German language in various situations of intercultural communication, as well as their significance for designing curricula, selecting content and teaching materials, constructing tasks that develop language skills, assessing learners, individualising instruction, and creating learning situations that foster learners' intercultural competence. This course covers the content specified in the Teacher Education Standard for subject-specific didactics. The detailed learning outcomes arising from the standard are implemented in accordance with the applicable regulations and are described in a separate document provided to students during the first class meeting.	[SW1] oral statement/ conversation/discussion [SW3] text preparation/written work

Course outcome	Subject outcome	Method of verification
[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	They are prepared to actively contribute to the life of the school community by initiating and implementing linguistic and cultural activities related to the German-speaking world, supporting students' development and strengthening the school's cooperation with its wider social environment. This course covers the content specified in the Teacher Education Standard for subject-specific didactics. The detailed learning outcomes arising from the standard are implemented in accordance with the applicable regulations and are described in a separate document provided to students during the first class meeting.	[SK1] oral statement/conversation/ discussion
[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	They are prepared to perform the professional duties of a German language teacher responsibly, in particular by adhering to ethical standards, data protection rules and intellectual property regulations when preparing and using teaching materials, as well as by modelling and enforcing ethical behaviour within the teaching and learning process. This course covers the content specified in the Teacher Education Standard for subject-specific didactics. The detailed learning outcomes arising from the standard are implemented in accordance with the applicable regulations and are described in a separate document provided to students during the first class meeting.	[SK1] oral statement/conversation/ discussion

Subject contents

Course Topics

1. Interdisciplinary Foundations of Teaching and Learning German
(relationships between foreign language pedagogy, linguistics, psychology, education, and sociology; German as a subject taught from an interdisciplinary perspective; implications of psychological and educational research for German language teaching).

2. Pedeutology and the Professional Development of German Language Teachers
(contemporary concepts of foreign language teacher education; professional competencies of German language teachers; professional development, reflective practice, and teacher identity; the teacher as a researcher of their own practice).

3. The Learner in the Process of Learning German: A Psychological Perspective
(cognitive and linguistic development across different stages of life; cognitive and learning styles; motivation, emotions, and self-efficacy in learning German; individual differences and their implications for instructional design).

4. The German Language Teacher as a Reflective Practitioner and Researcher
(*Forschendes Lernen* and teacher research; observation and analysis of teaching and learning processes; the use of educational research findings in teaching practice; developing critical pedagogical reflection).

5. Contemporary Educational Approaches in German Language Teaching
(drama pedagogy and theatrical techniques for developing communicative competence; classroom management in German language instruction; learner autonomy (*Autonomes Lernen*); holistic learning (*Ganzheitliches Lernen*); task-based and project-based approaches in language education).

6. Neurodiversity and Special Educational Needs in German Language Teaching
(learners with ADHD, autism spectrum conditions, dyslexia, and specific language learning difficulties; individualized instruction; designing inclusive learning environments; supporting the potential of learners with diverse educational needs).

7. Teacher–Student Relationships and Communication in the Language Classroom
(creating a positive learning climate in German language instruction; verbal and non-verbal teacher communication; feedback and the promotion of learner autonomy; addressing challenging situations and conflicts in the classroom).

8. Social and Cultural Dimensions of German Language Teaching
(intercultural competence in language education; stereotypes, prejudices, and cultural representations; intercultural communication in the Polish-German context; fostering learners' cultural awareness and sensitivity).

9. Multilingualism and German Language Teaching
(multilingualism as an educational resource; cross-linguistic transfer and interlingual phenomena; pluralistic approaches to language education; using learners' linguistic repertoires in the German classroom; German as a second or additional foreign language).

10. Instructional Design in Light of Contemporary Educational Research
(case study analysis; critical evaluation of teaching approaches and methodologies; designing educational interventions and learning activities; ethical aspects of the German language teaching profession).

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
The average of partial grades	51.0%	100.0%

Recommended reading

Basic literature

- Basten, M., Mertens, C., Schöning, A., & Wolf, E. (2020). Forschendes Lernen in der Lehrer/innenbildung. *Implikationen für Wissenschaft und Praxis. Münster und New York: Waxmann*.
- Bausch, K. R., Krumm, H. J., Burwitz-Melzer, E., & Mehlhorn, G. (Eds.). (2016). *Handbuch fremdsprachenunterricht* (Vol. 8043). UTB.
- Chłopek, Z. Metodyka nauczania języka niemieckiego, Warszawa 2018.
- Kwiatkowska, H. (1992). Pedeutologia, Wydawnictwa Akademickie i Profesjonalne, Warszawa 2008.
- Wierlacher, A., Bogner, A. (Eds.). (2003). *Handbuch interkulturelle Germanistik*. Springer-Verlag.
- wybrane artykuły z czasopism: Glottodidactica

	Supplementary literature	• Kleines Fachlexikon der DaF-Didaktik: Theorie und Unterrichtspraxis / Renata Czaplikowska, Artur Dariusz Kubacki. Uniwersytet Pedagogiczny im. Komisji Edukacji Narodowej w Krakowie, 2019 • "Neofilolog", "Fremdsprachenlehren und lernen" , "Języki obce w szkole".
	eResources addresses	
Example issues/ example questions/ tasks being completed	as stated in the subject/course materials	
Work placement	Not applicable	

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