University of Gdańsk

Subject card

Subject name and code	Didactics: Teaching German as a Foreign Language III, PG_00189403		
Field of study	German Studies		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2027/2028
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	Polish German 50% Polish 50%
Semester of study	4	ECTS credits	2.0
Learning profile	academic	Assessment form	exam
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 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
	[FGMU2_U05] They are able to use knowledge from the humanities and social sciences in analysing and solving problems arising in the work of a German philologist, particularly in the context of intercultural communication. , n.	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.	[SU2] presentation/project/paper/ report [SU4] test/exam - oral or written [SU8] observation of student's independent or team work
	[FGMU2_K03] They are ready to fulfil social obligations, to inspire, initiate and organise activities for the benefit of the social environment using the knowledge and skills acquired during the study of German Philology.	They are ready to initiate and organise activities for the benefit of the educational community, including promoting the learning of German, supporting the development of learners' linguistic and intercultural competences, creating learning situations that foster active participation, and engaging the school community in educational and intercultural projects by drawing on the knowledge and skills acquired in German language teaching methodology. 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
	[FGMU2_W08] They know and understand to a deeper degree economic, ethical and social conditions associated with professional activities in the field of Polish-German relations, as well as the principles governing the establishment and development of various forms of business activity related to translation, language education and intercultural communication.	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.	[SW4] test/exam - oral or written [SW2] presentation/project/paper/ report

Course outcome	Subject outcome	Method of verification
[FGMU2_W05] Has an in-depth knowledge and understanding of the linguistic and cultural factors influencing intercultural communication, with particular focus on the Polish-German context.	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.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
[FGMU2_K05] They are prepared to contribute to the achievements, to perform professional roles responsibly, taking into account the changing needs of society.	She is ready to contribute to the development of the German language teaching profession and to perform her professional roles responsibly by reflectively improving her own teaching practice, adapting instructional methods to changing social and educational needs, supporting learners with diverse abilities, and actively responding to the challenges of contemporary schooling, including those arising from technological developments, individual differences, and intercultural contexts. 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.	[SK8] observation of student's independent or team work

Subject contents	1. Teacher Education Standards and German Language Didactics (an overview of the Teacher Education Standard; learning outcomes in German language didactics; professional competencies of German language teachers and planning professional development). 2. Designing the German Language Teaching Process (the national core curriculum; the Common European Framework of Reference for Languages (CEFR); examination requirements, including the eighth-grade examination and language certificates; curriculum design and instructional planning). 3. The Learner in the German Language Learning Process (learner age and developmental stages; intelligences, aptitudes, and learning styles; personality, motivation, and affective factors; individualized instruction in diverse learning groups). 4. Planning and Organizing German Language Lessons (lesson objectives and their operationalization; lesson stages and the principle of integration and coherence in instructional activities; effective presentation of new language content; homework as an element of the teaching process; lesson planning and teacher portfolio development). 5. Teaching Language Skills in Primary Education (developing receptive skills: listening and reading; developing productive skills: speaking and writing; types of language-learning activities; integration of language skills). 6. Teaching Materials and Instructional Resources (criteria for selecting teaching aids; analysis and evaluation of German language textbooks; adapting materials to learners' needs; the use of authentic language materials). 7. Modern Technologies in German Language Teaching (applications and online tools supporting language learning; educational platforms and digital resources; interactive whiteboards and language laboratories; educational uses of media and information and communication technologies). 8. Educational Games and Active Learning Methods (the functions of games in the teaching process; designing and selecting language games; digital and non-digital games in German language teaching; fostering learner motivation and engagement). 9. Assessment of Learner Achievement (functions and types of assessment; characteristics of effective feedback; formative and summative assessment; alternative assessment methods; self-assessment and peer assessment in the language classroom). 10. Reflective Practice in German Language Teaching (analysis of common methodological and organizational errors; evaluation of teaching and learning processes; teacher self-reflection; professional development of German language teachers through training courses, continuing education programmes, international projects, and educational initiatives).
Prerequisites and co-requisites	Specialization choice for teaching. Completion of the subject in the preceding 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	51.0%	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/pluriling/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)
- Regulation on the Teacher Education Standard

	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	In relation to teaching practices in German language at primary and secondary school levels	

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