

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 Specialty 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		
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_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.	[SK1] oral statement/conversation/discussion
	[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.	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.	[SU8] observation of student's independent or team work
	[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.	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.	[SW4] test/exam - oral or written
	[FGMU2_W05] They have in-depth advanced detailed knowledge and understanding of the linguistic and cultural determinants of language use in various contexts of intercultural communication.	They know and understand the 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.	[SW4] test/exam - oral or written
	[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.	[SK8] observation of student's independent or team work

Subject contents	<ol style="list-style-type: none"> 1. The Teacher Education Standard in the context of the expected learning outcomes for the course <i>Didactics of German as a Foreign Language</i>. 2. Designing a teaching programme, the core curriculum, CEFR levels, and external examinations (the eighth grade exam, the Matura exam, language certificates). 3. Lesson structure (objectives, stages, coherence), effective introduction of new content, homework. Creating lesson plans and portfolios. 4. Teaching language skills (speaking, reading, listening, writing overview of task types) in primary school. 5. Types of assessment and characteristics of good assessment. Alternative assessment and selfassessment in the language classroom. 6. Typical methodological errors in teaching and assessment. Professional development for teachers (training, development courses, international projects). 7. The role of evaluation of the teaching process and reflection in the work of the German language teacher. 8. Criteria for selecting and evaluating teaching aids (evaluation of textbooks available on the publishing market). 9. The use of educational games in teaching German. 10. Modern technologies in foreign language teaching: applications and online tools, platforms, interactive whiteboards, and the language laboratory. Educational uses of media and information technology. 11. The learner and the role of individual differences: age, personality, intelligence, language aptitude, cognitive styles, learning styles and strategies, motivation, communicative readiness. Individualisation of instruction (including inclusivity). Workload and aptitude in language learning. 12. The role of the teacher in the language classroom. Beliefs, styles, roles, characteristics of an effective teacher. The teacher as a reflective practitioner (project, discussion, the role of the learner in the language classroom). 13. Diagnosis of learner skills (selection of criteria in practical contexts). 14. Creating didactic situations that foster learner activity, develop interests, and promote knowledge of the German language. 											
Prerequisites and co-requisites	Specialization choice for teaching. Completion of the subject in the preceding semester.											
Assessment methods and criteria	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Subject passing criteria</th> <th style="width: 33%;">Passing threshold</th> <th style="width: 33%;">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td>oral and/or written exam on the topics covered in the classes in semester 6</td> <td>51.0%</td> <td>60.0%</td> </tr> <tr> <td>The average of partial grades</td> <td>51.0%</td> <td>40.0%</td> </tr> </tbody> </table>			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%
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Recommended reading	Basic literature	<ul style="list-style-type: none"> • Chłopek, Z. <i>Metodyka nauczania języka niemieckiego</i>, Warszawa 2018. • Pfeiffer, W.: <i>Dydaktyka języków obcych. Od teorii do praktyki</i>, 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	<ul style="list-style-type: none"> • 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, rozdzialy wskazane przez prowadzacego): <ul style="list-style-type: none"> • 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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