University of Gdańsk

Subject card

Subject name and code	Didactics: Teaching German as a Foreign Language II, PG_00189404		
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	German German 50% Polish 50%
Semester of study	3	ECTS credits	2.0
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	18.0	50

Subject objectives

- Interdisciplinary aspects of glottodidactics
- Social trends, language policy and language education
- Teaching competences in professional German language teaching
- Standards for language education and language teachers
- Psychoeducation in professional language teacher training
- Citizenship education in language teaching and learning
- Didactics of literature in glottodidactics
- Media didactics in glottodidactics
- In-service training: training, workshops, teacher mobility as aspects of professional school performance.

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.	[CKN_U02, CKN_U03, CKN_U04, CKN_U05, CKN_U06, CKN_U07, CKN_U08, CKN_U09, CKN_U12, CKN_U15, CKN_U18] 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
[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.	Students who choose an additional teaching specialization also complete the learning outcomes from the teacher standards, as well as the following first-cycle learning outcome in the field of German Philology: FGL3_W04, FGL3_W10 Has advanced linguistic knowledge of selected issues and research on the German language, necessary for the conscious planning and conducting of its teaching. knows and understands the basic social, ethical, economic, and legal conditions related to the profession of a German language teacher, as well as the principles of entrepreneurship useful for planning a professional career in language education, enabling informed pedagogical and organizational decisions.	[SW2] presentation/project/paper/ report
[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.	Has an in-depth understanding of the linguistic and cultural conditions of the German language in various intercultural communication contexts, enabling the conscious selection of teaching content and methods and the development of students' intercultural competences.	[SW2] presentation/project/paper/ report
[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.	Students who choose an additional teaching specialization also complete the learning outcomes from the teacher standards, as well as the following first-cycle learning outcome in the field of German Philology: FGL3_K03, FGL3_K05 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. 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.	[SK2] presentation/project/paper/ report

	Course outcome	Subject outcome	Method of verification
	[FGMU2_K05] They are prepared to contribute to the achievements, to perform professional roles responsibly, taking into account the changing needs of society.	Is prepared to develop her professional achievements and to responsibly perform the roles of a German language teacher, taking into account the changing educational and social needs of students and the school environment. 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

Subject contents	Analysis of the German language curriculum in terms of educational objectives and key competencies. Practical assignment of didactic tasks to program guidelines. The Common European Framework of Reference for Languages (CEFR), language policy. Discussion of methods for planning the distribution of material for individual lesson units. Practical exercise: developing a semester plan for a selected class, taking into account students' proficiency levels. Identifying connections between the German language and other subjects, such as history, literature, geography. Developing sample interdisciplinary projects. Discussion on how to effectively implement the CLIL method in practice, combining foreign language learning with other school subjects (e.g., history, mathematics). Forms of work in a foreign language lesson (Frontalunterricht, individual work, group work, team work, cooperative learning). Characteristics of language skills and exercises suited to them. Techniques for working with vocabulary, teaching phonetics, teaching speaking, teaching writing, teaching listening comprehension, teaching reading; teaching grammar; language mediation. Techniques for ensuring communicative naturalness in foreign language teaching. Tasks, exercises - typology. Educational games. Teaching materials: analysis, evaluation, selection of textbooks, working with textbooks, supplementary materials, authentic materials. Lesson objectives, lesson phases (introduction, presentation, semantics, exercises-transfer), conclusion of the lesson, homework; correlation of lesson phases. Interactions (teacher-student, student-student) during the lesson. Classroom language. Exercises in adapting language and teaching materials to different age groups and proficiency levels. Practical tasks: writing instructions for students at different levels. Discussion of methods to engage students, such as language games, simulations, debates. Practice: creating lesson scenarios with activating elements. Discussion of effective methods for working with parents and engaging the local community in education. Exercise: preparing a communication plan with parents and the local community in the context of teaching German. Forms of cooperation with the surrounding environment (parents, teaching staff, organizations supporting education) in the context of subject matters. Selection and adaptation of teaching materials and modern technologies, such as educational applications or e-learning platforms, for different groups of students. Analysis of the criteria for assessing student work and a discussion of various assessment methods (e.g., formative vs. summative assessment). Practice: creating assessment criteria for a selected task. Construction of tests and exams assessing various language skills, including reading comprehension, writing, listening, and speaking. The role of student errors in foreign language teaching how to use them in the teaching process. Practice: analyzing sample errors and developing appropriate teaching strategies The role of literature and media didactics in German language teaching. Objectives of citizenship education and its recommendation in language educationPsychoeducation in glottodidactics

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<tr><td>Prerequisites and co-requisites</td><td colspan="2">• 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.</td></tr>
<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>Presentation on a selected topic</td><td>51.0%</td><td>25.0%</td></tr>
<tr><td>Active participation in discussions</td><td>51.0%</td><td>25.0%</td></tr>
<tr><td>Language skills</td><td>51.0%</td><td>25.0%</td></tr>
<tr><td>Worksheets</td><td>51.0%</td><td>25.0%</td></tr>
</table></td></tr>
<tr><td rowspan="3">Recommended reading</td><td>Basic literature</td><td>• Gębal, P.E., Jaroszewska, A., Kumięga, Ł. (Hrsg.), Pädagogisch-fremdsprachendidaktische Verortungen der Lehrerforschung. Göttingen, 2021.
• Gębal, P.E. Didactics of foreign languages. An introduction. Warsaw, 2020.
• Chłopek, Z. Metodyka nauczania języka niemieckiego, Warsaw 2018.
• 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/a.</td></tr>
<tr><td>Supplementary literature</td><td>• Surkamp, C. (ed.), Metzler Lexikon Fremdsprachendidaktik. Stuttgart, 2010.
• Seria materiałów DLL - Goethe Institut (wybrane pozycje, rozdziały wskazane przez prowadzącego):
• DLL 01: Teaching competence and lesson design (Michael Legutke, Michael Schart), 2012.
• DLL 04: Tasks, exercises, interaction (Hermann Funk, Christina Kuhn et al.), 2014.
• DLL 05: Learning materials and media (Dietmar Rösler, Nicola Würffel).
• DLL 06: Curricular guidelines and lesson planning (Karin Ende, Rüdiger Grotjahn et al.), 2013.
• DLL 07: Examining, testing, evaluating (Rüdiger Grotjahn, Karin Kleppin), 2015.
• DLL 08: DaF for children (Angelika Lundquist-Mog, Beate Widlok), 2015.
• DLL 09: Teaching with digital media (Bärbel Brash, Andrea Pfeil) 2017.
• Selected journal articles: "Zeitschrift für Interkulturellen Fremdsprachenunterricht", "Fremdsprachen Lehren und Lernen", "Fremdsprache Deutsch", "Info DaF", "Neofilolog", "Języki Obce w Szkole".</td></tr>
<tr><td>eResources addresses</td><td></td></tr>
<tr><td>Example issues/ example questions/ tasks being completed</td><td colspan="2">Issues, questions, tasks carried out relate to the curriculum content.</td></tr>
<tr><td>Work placement</td><td colspan="2">Not applicable</td></tr>
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