

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		Polish		
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	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
	[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.	[SK8] observation of student's independent or team work
	[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.	[SK1] 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 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
	[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.	[SU4] test/exam - oral or written [SU8] observation of student's independent or team work
	[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.	[SW4] test/exam - oral or written

Subject contents	• Discussion of the Document: Teacher Education Standards in the Context of the Expected Learning Outcomes of the Course <i>Didactics of the German Language</i> • Designing a curriculum, core curriculum, CEFR levels, and external examinations (eighth-grade exam, certificates). • Lesson structure (objectives, phases, correlation), effective introduction of new content, homework. Creating lesson plans and portfolios. • Teaching language skills (speaking, reading, listening, writing discussion of task types) in primary school. • Types of assessment, characteristics of good assessment. Alternative assessment and self-assessment in the language classroom. • Typical methodological errors in conducting language classes and assessment. • Professional development of teachers (trainings, refresher courses, international projects). • The role of evaluation in the teaching process and reflection in the work of a German language teacher. • Criteria for selecting and evaluating teaching aids (evaluation of textbooks available on the publishing market). • Use of educational games in teaching German. • Modern technologies in foreign language teaching: apps and online programs, platforms, interactive whiteboards, and language labs. Educational uses of media and information technology. • The student the role of individual differences such as age, personality, intelligence, and abilities.											
Prerequisites and co-requisites	The selection of a teaching specialization and passing the subject in the 5th semester.											
Assessment methods and criteria	<table><tr><th>Subject passing criteria</th><th>Passing threshold</th><th>Percentage of the final grade</th></tr><tr><td>The average of partial grades</td><td>0.0%</td><td>40.0%</td></tr><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></table>	Subject passing criteria	Passing threshold	Percentage of the final grade	The average of partial grades	0.0%	40.0%	oral and/or written exam on the topics covered in the classes in semester 6	51.0%	60.0%		
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Recommended reading	Basic literature	• 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)										

	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, rozdzialy wskazane przez prowadzacego): • 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	Not applicable	

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