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| Module title | | Abbreviation |
| Compulsory Module Introduction into Foreign Language Didactics | | o4-GaF-GDaF-162-mo1 |
| Module coordinator | | Module offered by |
| holder of the Chair of German Linguistics | | Institute of German Studies |
| ECTS | Method of grading | Only after succ. compl. of module(s) |
| 5 | numerical grade | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | graduate | -- |
| Contents | | |
| Fundamental theories of learning, range of subjects, ideas, approaches and methods of the course GFL; Basal prerequisites of learners, processes and tasks during the course GFL; Influencing factors of foreign language acquisition. | | |
| Intended learning outcomes | | |
| Students develop a fundamental understanding of challenges that pose the course "German as a Foreign Language" to tutors and students. Next to methodological and educational principles, which also comprises the development of the discipline, students develop the knowledge of particular difficulties that pose the German language to foreign language learners. Based on this, students will learn about the foreign language educational options for action, which build on fundamental educational and methodological principles, and which can contribute to the accomplishment of particular difficulties. | | |
| Courses (type, number of weekly contact hours, language – if other than German) | | |
| S (2) | | |
| Method of assessment (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus) | | |
| 1. written examination (approx. 75 minutes) or 2. term paper (approx. 15 pages) or 3. oral examination of one candidate each (approx. 15 minutes) | | |
| Allocation of places | | |
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| Additional information | | |
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| Workload | | |
| 150 h | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
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| Module appears in | | |
| Master's degree (1 major) German as a foreign language: cultural and intercultural studies (2016) | | |