

**Note:**

The following curriculum is a consolidated version. It is legally non-binding and for informational purposes only.

The legally binding versions are found in the University of Innsbruck Bulletins (in German).

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Curriculum for the University Continuing Education  
Programme  
**German as a Foreign Language/German as a Second Language**  
at the Faculty of Language, Literature and Culture at  
the University of Innsbruck

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## **§1 Admission**

### **(1) Admission requirements**

1. Persons with the following prerequisites may be admitted to the university continuing education programme:
  - a) graduates of philological study programmes at domestic or foreign universities,
  - b) graduates of a bachelor's teacher training programmes in the subjects of German or a living foreign language at domestic or foreign universities.
  - c) Persons who have a general university entrance qualification and who can prove that they have at least two years of professional experience in teaching German as a foreign language and/or German as a second language totalling at least 450 teaching units of 45 minutes each.
  - d) In justified cases, persons may also be admitted who have the relevant competences based on their professional activities, experience and performance. This is particularly the case for persons who can provide evidence of at least ten years of relevant professional experience, including management experience.
2. Proof of knowledge of the German language is provided by:
  - a) a degree in German studies from a recognised post-secondary educational institution,
  - b) a degree in philology from a recognised post-secondary educational institution in a German-speaking country,
  - c) a school-leaving certificate based on lessons in German,
  - d) internationally recognised certificates at B2 level of the Common European Framework of Reference for Languages (CEFR).

### **(2) Admission procedure and final admission**

1. The application for admission must be submitted to the Director of the university continuing education programme at the University of Innsbruck. The application must be accompanied by a letter of motivation. The Director of the university continuing education programme will check whether the admission requirements pursuant to para. 1 have been met and will decide on admission, taking into account the letter of motivation and depending on the number of places available.
2. Current information on the compulsory selection procedure can be found on the website of the University of Innsbruck.
3. Persons who have been admitted to the university continuing education programme and have paid the programme fee are admitted as non-degree students by the Rectorate of the University of Innsbruck.
4. A maximum of 25 participants are admitted per continuing education programme.

## **§2 Qualification profile**

Graduates have advanced knowledge in the field of foreign language learning and second language acquisition in childhood, adolescence and adulthood as well as the legal and institutional framework conditions for teaching German as a foreign and second language (hereafter: GFL/GSL) at lower and upper secondary level, at post-secondary educational institutions and in adult education.

Graduates are able to independently plan, implement and reflect on GFL/GSL lessons for different target groups of children, young people and adults and relate them to concepts of language education (e.g. Content and Language Integrated Learning (CLIL)) and educational measures (e.g. basic education, qualification of specialists).

Graduates are able to promote the acquisition of productive and receptive skills, pronunciation and literacy, vocabulary, language awareness and grammar in a target group- and learner-specific and individualised manner within the framework of multilingual competences, taking into account gender-specific and pluricultural conditions as well as migration-related factors.

Graduates are able to critically analyse teaching materials and media offers for GFL/GSL lessons for pupils at lower and upper secondary level and for adults and adapt them to specific target groups or develop their own materials that support learning processes in line with needs, target groups and diversity.

Graduates have advanced knowledge of areas of the German language system relevant to teaching in the context of other languages as well as central aspects of German-language literature and culture.

Graduates are able to deal appropriately with cultural diversity in groups, use literature and other cultural artefacts as learning opportunities and support learners in their pluricultural identity development.

Graduates are able to critically assess and differentiate between different forms of language level observation, assessment and testing and derive individualised support measures from this.

## **§3 Scope and duration**

The continuing education programme covers 30 ECTS-Credits. One ECTS-Credit corresponds to a workload of 25 hours. The continuing education programme has a duration of two semesters.

## **§4 Types of courses and maximum number of students per course**

Courses with continuous performance evaluation:

1. **Tutorials (UE)** focus on the practical treatment of concrete scientific tasks within an area.  
Maximum number of students: 25.
2. **Lecture-tutorials (VU)** focus on the practical treatment of concrete scientific tasks that are discussed during the lecture parts of the course. Maximum number of students: 25

## §5 Compulsory modules

Compulsory modules covering altogether 30 ECTS-Credits are to be passed:

1.	Compulsory Module: Contexts and Fundamentals of Teaching German as a Foreign and Second Language	h	ECTS-Credits
a.	<b>UE Teaching and Learning German as a Foreign and Second Language in Multilingual and Pluricultural Settings</b> Factors of language learning and methods of foreign and second language teaching: reflection on learning experiences, acquisition, learning and teaching processes (study programme portfolio); language acquisition under migration conditions; the legal framework in Austria and the South Tyrol; critical reflection on language competence descriptions, reference levels and standards based on the CEFR; self-evaluation and evaluation by others; GFL/GSL as part of a multilingual repertoire; second language learning in multilingual family, school, post-secondary and extracurricular contexts, taking into account cultural and gender-sensitive factors of communication	1.5	3
b.	<b>UE Lesson Planning, Lesson Observation and Teaching Skills in the Field of German as a Foreign and Second Language</b> Lesson planning and its implementation: planning a teaching unit; microteaching in the learning group; reflection on teaching methods and the teacher's own role; teacher interventions and their possible effects in GFL/GSL lessons; dealing with disruptions and conflicts (conflict management, group dynamics); criteria for lesson description: content sequence and work phases, social forms and learner activity, teacher behaviour and lesson control; the impact of the framework conditions on the course; description and evaluation of lessons by observers and observed (4 units of observation); methods of language teaching	1.5	3
	<b>Total</b>	<b>3</b>	<b>6</b>
	<b>Learning Outcomes:</b> ad a.: Students are able to critically reflect on language learning processes against the background of factors of language learning and methods of foreign and second language teaching, especially under migration conditions. They are able to critically analyse competence descriptions, reference levels and standards on the basis of the CEFR. They are able to make an initial connection to teaching processes and take into account different institutional contexts, the legal framework in Austria and the South Tyrol as well as cultural and gender-sensitive factors of communication. ad b.: Students are able to plan and implement GFL/GSL teaching sequences and to observe, describe and reflect on lessons in a targeted and criteria-led manner. They demonstrate this in connection with the reflection of observation units, among other things. They can assess interventions by teachers and deal with disruptions and conflicts.		
	<b>Prerequisite/s:</b> none		

2.	<b>Compulsory Module: Subject-Specific and Methodological-Didactic Fundamentals of Teaching German as a Foreign and Second Language</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Linguistic Foundations for Teaching German as a Foreign and Second Language</b> Models of language description; linguistic and didactic grammars and grammar models; didactic grammars as handbooks for GFL/GSL lessons; spoken and written language; varieties of the German standard language and language standardisation; language acquisition as an expansion of the linguistic repertoire; theories of language acquisition (L1, L2, Ln; controlled/uncontrolled) and multilingualism acquisition research; learner language acquisition sequences; progressions of language learning and stages of language acquisition	1.5	4
<b>b.</b>	<b>VU Teaching Materials, New Media and AI in the Teaching of German as a Foreign and Second Language</b> Teaching materials and their development: from textbooks to multimedia textbook packages and online offers; criteria for evaluating and assessing teaching materials; overview of current course-related textbooks and supplementary materials for different target groups and levels; assessment of the quality of textbooks with regard to language description and a diversity-related presentation of cultural and social contexts and opportunities for action; use of new media, online learning programmes and artificial intelligence in GFL/GSL lessons	1	2.5
<b>c.</b>	<b>UE Receptive and Productive Skills</b> Processes of reception, production and interaction against the background of language as medium; mediation; development, promotion and diagnosis of skills; task and exercise typologies in connection with different methods of foreign language teaching, didacticisation of texts and conversations with regard to listening, reading and listening-viewing comprehension; development of speaking, interaction and writing skills; methods and forms of work appropriate to the target group.	1	2.5
	<b>Total</b>	<b>3.5</b>	<b>9</b>
	<b>Learning Outcomes:</b> ad a.: Students can describe important areas of German grammar and are able to make differentiated judgements about linguistic and didactic grammars. They can describe differences between the spoken and written language as well as varieties of German and assess their relevance for language acquisition. They are able to assess learner language acquisition sequences and stages of language acquisition against the background of theories of multilingual language acquisition. ad b.: Students are able to critically analyse teaching materials and publisher-independent materials in different media as well as the use of AI with regard to (typical groups of) learners and their needs and learning objectives. ad c.: Students are able to observe and diagnose the development of receptive and productive competences and provide appropriate support for specific target groups and individuals. Based on texts and conversations and taking into account the mediality of language, they can develop suitable tasks and exercises and use methods and forms of work appropriate to the target group.		
	<b>Prerequisite/s:</b> none		

3.	<b>Compulsory Module: Language and Culture in the Teaching of German as a Foreign and Second Language</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Literary, Cultural and Regional Learning</b> Literature in the field of tension between language teaching and aesthetic competence; teaching literature from an intercultural, transcultural and gender-specific perspective; concepts of culture-related learning as reflected in GFL/GSL teaching concepts; inter- and transcultural competences and skills in GFL/GSL lessons; integrated regional studies of German-speaking countries and official German-speaking regions; cultural and linguistic identities, especially in their relevance for teaching and learning GFL/GSL in migration contexts; dealing with diversity within groups	1	2.5
<b>b.</b>	<b>VU Language Awareness and Grammar Teaching in German as a Foreign and Second Language Lessons</b> The role of grammar in communicative language teaching; the function of language awareness and grammatical knowledge in GFL/GSL lessons for different target groups (e.g. age, formal educational experience); selected grammatical phenomena from a didactic perspective; assessment of and dealing with grammar representations, tasks and exercises in teaching materials; multilingual didactic approaches; language reflection and (multilingual) learning strategies in GFL/GSL lessons; observation (4 teaching units) for reflection	1.5	3
	<b>Total</b>	<b>2.5</b>	<b>5.5</b>
	<b>Learning Outcomes:</b> ad a.: Students can use literature in GFL/GSL lessons from an aesthetic, intercultural, transcultural and gender-specific perspective and stimulate (inter)cultural and linguistic learning. They are able to deal appropriately with cultural diversity in groups and support learners in their pluricultural identity development. ad b.: Students are able to promote language awareness and grammatical competences, taking into account target groups, levels and the linguistic repertoire of the learners. They are able to analyse the development of language skills in a differentiated way, especially under migration conditions, and derive suitable multilingualism-related support measures in GFL/GSL lessons.		
	<b>Prerequisite/s:</b> none		

4.	<b>Compulsory Module: Development, Promotion and Assessment of Language Skills in the Teaching of German as a Foreign and Second Language</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Pronunciation and Literacy</b> Pronunciation training: phonetic (articulatory and auditory) and phonological basics; sound formation (vowels, consonants), syllable structure and prosody; pronunciation varieties in the (usage) standard and phonetic variation; integration of phonetics in the classroom; typology and progression of exercises for pronunciation training; recognising forms of illiteracy; literacy in the second language; working methods (principles and methods) in literacy courses; connection between auditory and grammatical skills	1	2.5
<b>b.</b>	<b>VU Vocabulary Acquisition and Teaching in the Context of Everyday Life, Education, Professional and Subject-Specific Language</b> Vocabulary work and multilingualism; differentiation of vocabulary according to target groups (e.g. age), learning objectives and communication domains or registers (everyday, educational and specialised language); understanding and developing word meanings; consequences of findings from learning psychology and mnemonics for vocabulary work; methods of vocabulary work in GFL/GSL lessons; concepts of language education (CLIL, GSL integrated etc.); age-specific learning and acquisition processes	1	2.5
<b>c.</b>	<b>VU Observation, Testing and Assessment, Feedback and Individual Support in German as a Foreign and Second Language</b> Forms and functions of language level observation and assessment; criteria for assessing receptive and productive language skills; overview and critical consideration of standardised language tests; test quality criteria; function of testing in GFL/GSL lessons between feedback and gatekeeper exams; washback effects; role and significance of language proficiency assessments; age-appropriate models of language proficiency assessments; feedback and individual support	1	2.5
	<b>Total</b>	<b>3</b>	<b>7.5</b>
	<b>Learning Outcomes:</b> ad a.: Based on their knowledge of phonetic and phonological principles and the variation in German, students can analyse the pronunciation of learners and support the approximation to a usage standard in target group- and learning goal-appropriate exercises. They can promote literacy and second language acquisition in German as a foreign and second language. ad b.: Students can promote vocabulary acquisition in a target group and learning goal-specific manner and differentiate between communication domains and registers (everyday, educational, professional and specialised language). They are able to take into account concepts of language education (CLIL, DSL integrated, etc.) as well as age-specific learning and acquisition processes. ad c.: Students can critically assess and differentiate between different forms of language level observation, assessment and testing and derive individualised support measures from this. They are able to provide target group-specific, differentiated feedback.		
	<b>Prerequisite/s:</b> none		

5.	Compulsory Module: Final Presentation	h	ECTS-Credits
	The final presentation is prepared by the programme participants from three subject areas chosen by them from courses in modules 1-4 and supervised by the head of one of the three courses.		2
	<b>Total</b>		<b>2</b>
	<b>Learning Outcomes:</b> Students are able to independently explore three subject areas from the programme in greater depth and relate them to each other in a meaningful way so that they can draw new insights from them - if necessary, including critically reflecting on their own teaching experience. They are able to present the independently developed results orally and discuss them in a differentiated and argumentative manner.		
	<b>Prerequisite/s:</b> none		

## §6 Examination regulations

- (1) The performance in modules (module examinations) is evaluated by course examinations.
- (2) Course examinations serve to proof the knowledge and skills acquired in a course, whereby in the case of courses with continuous performance evaluation, the evaluation is based on at least two written, oral and/or practical contributions of the participants.
- (3) The course instructor has to determine and announce the method of evaluation and the evaluation criteria before the beginning of the semester.
- (4) The evaluation of performance in compulsory module 5 takes the form of a final presentation before an Examination Senate consisting of at least three persons to be determined by the Director of the continuing education programme.

## §7 Final certificate

After successful completion of the university continuing education programme, graduates are issued with a degree certificate.

## §8 Coming into force

This curriculum comes into force on the first day of the month following its announcement in the bulletin.

For the Curriculum Committee:  
ao. Univ.-Prof. Mag. Dr. Beatrix Schönherr

For the Senate:  
Univ.-Prof. Dr. Walter Obwexer

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