

**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).

**Original version** published in the University of Innsbruck Bulletin of 26 November 2007, Issue 8, No. 66

**Modification** published in the University of Innsbruck Bulletin of 4 August 2010, Issue 49, No. 412

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### **Complete version from 30 April 2020**

#### **Curriculum for the Continuing Education Programme in German as a Foreign Language /German as a Second Language: Basic Programme at the University of Innsbruck**

#### **§ 1 Qualification Profile**

- (1) Graduates of the continuing education programme in German as a Foreign Language/German as a Second Language gain professional and social competences especially in the following areas:
  1. Methodology and didactics of foreign and second language teaching
  2. Language acquisition
  3. German linguistics
  4. Psychology of learning
  5. Foreignness and migration
  6. Literary didactics
  7. Interculturality
  8. Presentation and moderation techniques
- (2) They are able to apply scientifically-based knowledge, skills, methods and theories in their future professions, guided by research and related to practice.
- (3) Thanks to these competences graduates are able to teach based on the Common European Frame of Reference (CEFR) and on the principles of active learning, to promote life-long language learning, intercultural language and culture transfer and to put the main focus on the learners.
- (4) The graduates are able to critically reflect on their acquired knowledge and to continue their subject-specific education to ensure the quality of their teaching.
- (5) The continuing education programme qualifies its graduates for teaching German as a foreign and second language at schools, universities and other institutions for adult education and thus increases flexibility for choosing a profession as well as mobility.

- (6) The continuing education programme “German as a Foreign Language/Second Language: Basic Course” (in combination with a subject-specific Bachelor’s degree) qualifies for the advanced continuing education programme “German as a Foreign Language/German as a Second Language”.

## § 2 Admission

### (1) Prerequisites

1. Persons meeting the following prerequisites can be admitted to the programme:
  - a) graduates of a philological university study programme home or abroad,
  - b) graduates of a Bachelor’s teacher training programme in the subject of German or another living language at a teacher training college, teacher training academy or university home or abroad.
  - c) students, who have passed at least the first diploma exam of a philological study programme home or abroad and can proof having successfully passed courses corresponding to at least 60 ECTS-Credits in the fields of linguistics and/or foreign language didactics and other subject-specific courses of the second part of the studies corresponding to at least 60 ECTS-Credits,
  - d) applicants, who are qualified for entering a university and who have proof of at least five years of experience in teaching German as a Foreign Language and/or German as a Second Language amounting to a total of at least 450 hours (corresponding to 600 teaching units of 45 minutes each or 540 units of 50 minutes each).
  - e) In justified cases, people can be admitted who have the required skills due to their professional work, experience and achievements. This is particularly the case for people who can demonstrate at least ten years of relevant professional experience, also including managerial work.
2. Generally all applicants must have basic knowledge in the fields of the German linguistics and modern German literature.
3. Persons, the mother tongue of whom is not German, must proof knowledge of the German language. This proof can be:
  - a) completion of a study programme in German Philology at an approved post-secondary educational institution,
  - b) completion of a philological study programme at an approved post-secondary educational institution of the German-speaking area,
  - c) a school leaving certificate from a school with German as language of tuition,
  - d) internationally approved certificates of at least C1-level of the Common European Reference Frame (CERF).

### (2) Admission procedure and definite admission

1. Applications for the continuing education programme must be submitted meeting the deadline and with the required documents (application form, CV, motivational letter, confirmation of certificates and/or professional experience). An application interview offers the applicants for the continuing education programme the opportunity to present the information handed in with their application in detail and to comment on their professional objectives relating to the continuing education programme in person. The course director selects the course participants based on the formal prerequisites and the application interview. The application interview is carried out before an admissions’ committee, which is called by the course director and consists of the course director and two other lecturers of the continuing education programme.

2. Persons, who have been admitted to the programme and have paid their fee are to admitted to the University of Innsbruck as non-degree programme students.
3. A maximum of 25 participants are admitted to the course.

### § 3 Scope and duration of the continuing education programme

The continuing education programme covers 60 ECTS-Credits. One ECTS-Credit corresponds to a workload of 25 hours. The continuing education programme is offered part-time and has a duration of three semesters.

### § 4 Types of Courses

- (1) **Practical courses (UE)** focus on the practical treatment of concrete scientific tasks within an area.
- (2) **Lectures with practical elements (VU)** focus on the practical treatment of concrete scientific tasks that are discussed during the lecture parts of the course.

### § 5 Compulsory Modules

Compulsory modules amounting to 52.5 ECTS-Credits must be passed.

1.	Compulsory Module: Methodic-Didactic Fundamentals	h	ECTS-Credits
a.	<b>VU Orientation: Learning and Teaching the Foreign and Second Language German</b> Factors of language acquisition: reflection on learning experiences, learning dispositions and types of learners; reflection on learning and teaching processes (portfolio of the continuing education course); specifying language skills based on the CEFR and the consequences for teaching German as a Foreign/Second Language; critical discussion of the reference levels and standards; the role of own and third-party evaluation; the instrument of the European Language Portfolio (ELP)	1.5	3
b.	<b>VU Methods/German as a Foreign Language</b> Critical overview of methods used for teaching German as a Foreign/Second language; historic, current and alternative approaches; methods from the perspective of appropriateness for target groups and ages; micro teaching methods: types of teaching, social forms, principles of task-orientated and learner-orientated working; knowledge of the underlying didactical concepts	1	2
c.	<b>VU (New) Media and Textbooks/German as a Foreign Language</b> Teaching materials and their development: from the textbook to (multimedia) teaching material packages and online offers; criteria for assessing and evaluating teaching materials; overview of current course textbooks and additional materials for different target groups and levels; assessment of the quality of parts of the books describing the language; use of new media and teaching programmes for teaching German as a Foreign/Second Language	1	2.5
	<b>Total</b>	<b>3.5</b>	<b>7.5</b>
	<b>Objective:</b> Graduates know about the principles of communicative language didactics and know the fundamentals and current contexts for teaching German as a Foreign/Second Language in relation to the Common European Framework or Reference for Languages. They also get an		

	overview of methodological approaches, textbooks, teaching materials and the use of (new) media for teaching German as a Foreign/Second Language.
	<b>Prerequisites:</b> none

2.	Compulsory Module: Linguistic Fundamentals	h	ECTS-Credits
a.	<b>VU Linguistic Fundamentals for German as a Foreign Language-Teachers</b> Models for describing language; linguistic and didactic grammar models; didactic grammars as handbooks for teaching German as a Foreign/Second language; varieties of the German standard language; international importance of German	1.5	4
b.	<b>VU Language Acquisition and Language Research</b> Second language acquisition theories (controlled/uncontrolled) and their impact on language learning and teaching; development of language learning; findings on language acquisition for German as a Foreign/Second Language	1.5	3.5
	<b>Total</b>	<b>3</b>	<b>7.5</b>
	<b>Objective:</b> Graduates gain a theoretically sound, application-orientated knowledge of the linguistic system of the German languages as well as models to describe it. They have knowledge of the fundamentals of language acquisition and teaching and are able to apply this knowledge for teaching German as a Foreign/Second Language.		
	<b>Prerequisites:</b> none		

3.	Compulsory Module: Methodic-Didactic Skills I	h	ECTS-Credits
a.	<b>UE Class Observation - Factors of Language Courses</b> Criteria for describing lessons; contents and work processes, social forms and learner activity, behaviour of the teacher and lesson control; influence of the general set-up on the course; planning of lessons and their implementation; factors of motivation; describing and evaluation of lessons by observers and observees (shadowing)	1	2
b.	<b>VU Teacher Roles: Resources and Skills</b> Rhetoric fundamentals; presentation techniques; soft skills; teacher intervention and their possible effects for teaching German as a Foreign/Second Language; dealing with disruptions and conflicts (conflict management, group dynamics)	1	2
c.	<b>UE Receptive Skills</b> Aspects of skills training; the four basic skills and integrated skills; exercising techniques of comprehension; typology of exercises for exercising listening and reading comprehension; adapting listening and reading texts for class room use; target-group adequate methods and working forms for exercising reading and listening comprehension	1.5	3
d.	<b>VU Vocabulary Acquisition and Vocabulary Conveyance</b> Vocabulary building and multilingualism; understanding the meaning of words; consequences of findings of learning psychology and mnemonics for vocabulary training; techniques of vocabulary building for German as a Foreign/Second Language	1	2

<b>e.</b>	<b>UE Grammar/German as a Foreign Language</b> The role of grammar for communicative language teaching; role of grammar knowledge for teaching German as a Foreign/Second Language; selected grammatical phenomena from a didactic perspective; depiction of grammar, sequences of tasks and exercises in textbooks	1.5	3.5
	<b>Total</b>	<b>6</b>	<b>12.5</b>
	<b>Objective:</b> Graduates have knowledge of class observation, analysis and evaluation of lessons and are able to reflect on their own and third-party teaching performances. They are familiar with presentation techniques and strategies in the field of soft skills and have furthered their knowledge of the four basic skills with focus on adaptation for the class room and exercise typologies of the receptive skills for teaching German as a Foreign/Second Language. They understand the role of teaching grammar and its application for communicative language teaching as well as processes of learning vocabulary and techniques for vocabulary building in the classroom.		
	<b>Prerequisites:</b> none		

<b>4.</b>	<b>Compulsory Module: Cultural Skills</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Intercultural Communication</b> Processes of self-perception and how others perceive you; cultural and gender-sensitive factors of communication; cultural and gender-sensitive factors of teaching and learning; consequences for teaching German as a Foreign/Second Language; cultural and gender-specific differences of learners and groups of learners as a challenge, chance and potential of conflicts	1.5	1.5
<b>b.</b>	<b>VU Sociocultural Learning</b> Concepts of regional studies in the face of German as a Foreign/Second Language teaching concepts; (inter-)cultural competences and skills in German as a Foreign/Second Language lessons; integrated cultural studies of German-speaking countries (DACHL-concept); regional studies project work in lessons	1	3
<b>c.</b>	<b>VU Literature in GFL-Teaching</b> Literature in the areas of friction of language teaching and aesthetic competence; imparting of literature in consideration of foreign and gender-specific perspective; reading as a form of understanding	1	3
	<b>Total</b>	<b>3.5</b>	<b>7.5</b>
	<b>Objective:</b> Graduates can combine their cultural knowledge and language acquisition with regards to cultural studies contents and literature in lessons teaching German as a Foreign/Second Language and are able to design interaction processes in a culture- and gender-sensitive way		
	<b>Prerequisites:</b> none		

<b>5.</b>	<b>Compulsory Module: German as a Second Language and Multilingualism</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU German as a Second Language: Language and Migration</b> Language acquisition under migration conditions; the legal frame in Austria (integration agreement); cultural and linguistic identities;	1.5	3

	gender-specific aspects in migration contexts; second-language learning in school settings		
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<b>b.</b>	<b>VU Multilingualism and Linguistic Reflexion</b> Consequences of research in acquisition of several languages for teaching German as Foreign/Second Language; multilingual didactic approaches; language reflection and (multilingual) learning strategies for teaching German as Foreign/Second Language	1	2
	<b>Total</b>	<b>2.5</b>	<b>5</b>
	<b>Objective:</b> Graduates have advanced and expanded their basic knowledge of the theory of language acquisition and in socio-linguistics, especially in the fields of multilingualism and migration.		
	<b>Prerequisites:</b> none		

<b>6.</b>	<b>Compulsory Module: Methodic-Didactic Skills II</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Productive Skills</b> Frame conditions for promoting speaking in lessons; specific conditions of interaction in a foreign language; the role of writing in the foreign language: aims and types of tasks; target-group adequate methods and working methods for exercising speaking and writing skills.	1.5	3
<b>b.</b>	<b>VU German as a Foreign/Second Language: Testing and Evaluating</b> The principles of validity, reliability, authenticity and washback; criteria for evaluating receptive and productive language skills; overview of and critical reflection on standardised and calibrated tests; function of testing in German as Foreign/Second Language lessons between feedback and gatekeeper tests; the role and validity of language level evaluations, age-appropriate models of language level evaluations	1.5	3
<b>c.</b>	<b>VU Alphabetisation</b> Recognising forms of illiteracy; alphabetisation in the second language; working methods (principles and methods) in alphabetisation courses	1	2
<b>d.</b>	<b>VU Lesson Planing and Microteaching</b> Planning of a teaching unit; micro-teaching in a group of learners; reflection on teaching methods and one's own role as teacher; methods of action research for teaching practice	1.5	2.5
<b>e.</b>	<b>VU Phonetics in German as a Foreign/Second Language</b> Pronunciation training; phonetic (articulatory and auditive) as well as phonetic fundaments; sound formation (vocals, consonants), syllable structure and prosody; standard pronunciation; pluricentrics and phonetic variation; integration of phonetics in lessons; exercise typology and progression for exercising pronunciation	1	2
	<b>Total</b>		
	<b>Objective:</b> Graduates have advanced their knowledge in the fields of productive and interactive skills and are able to use the theory of testing and evaluating in practice. They have basic knowledge of illiteracy and methods used in alphabetisation courses and can plan and conduct teaching units. They also have basic knowledge of articulatory and auditive phonetics and of its application for training pronunciation in lessons and they are able to use exercise types adapted to the target and progression.		
	<b>Prerequisites:</b> none		

## **§ 6 Final Thesis**

- (1) Each participant of the continuing education programme must hand in a written paper amounting to 7.5 ECTS-Credits.
- (2) The final thesis must be written on a theme covered in modules 1 – 6 and is supervised and evaluated by the lecturer of the respective course.
- (3) Participants are entitled to suggest a supervisor from the available course lecturers to the course director in writing. The course director confirms the suggestion within a month of the receipt of the announcement if the suggested course lecturer can take on the supervision.

## **§ 7 Examination Regulations**

- (1) Participants of the continuing education programme have to proof their success by positive evaluation of all courses. The method of assessment is announced at the start of the course by the course lecturer.
- (2) There is compulsory attendance for courses with continuous performance assessment (lectures with practical elements and practical exercises). The regulations for possible missing of lessons are announced at the start of the course. Assessment of courses with continuous performance assessment is based on regular written and oral contributions.

## **§ 8 Title for graduates of the continuing education programme**

Having successfully passed all prescribed examinations and the final thesis, graduates of the university continuing education programme receive the title “Academic Expert for German as a Foreign/Second Language”.

## **§ 9 Coming into force**

- (1) This curriculum comes into force one month after its publication.
- (2) The modifications of the curriculum as published in the University of Innsbruck Bulletin of 28 May 2015, Issue 53, No. 436 come into force one month after their publication.
- (3) The modifications of the curriculum as published in the University of Innsbruck Bulletin of 30 April 2020, Issue 29, No. 351 come into force one month after their publication.