



الجامعة الألمانية الأردنية
German Jordanian University

German Jordanian University

**School of Applied Humanities and Social
Sciences**

Department of Applied Humanities

**Master of German as a Foreign Language
Comprehensive Track**

Track 1: Domestic Track

Track 2: International Track

Study Plan 2025

I. Program Objectives

The aim of the M.A. program German as a Foreign Language ("Deutsch als Fremdsprache") is to qualify teachers to teach German as a Foreign Language at the GJU and other universities in North Africa/Middle East, which offer study programmes, related to German language and culture or German language courses.

- a. Students will obtain proficiency in the fields of scientific methods and methodology in foreign language training, linguistics, cultural studies, German for special purposes, and media and media methodology.
- b. Students will be able to apply research techniques and scientific writing and, furthermore, will master German at an advanced language level.

II. Learning Outcomes

Learning outcomes:

- a. Program graduates are qualified German language teachers with a comprehensive understanding of didactics and methodology in foreign language teaching.
- b. They will be able to teach German for special and vocational purposes with a focus on engineering and tourism/cultural heritage.
- c. They have obtained substantial teaching practice and knowledge and skills in classroom management.
- d. Program graduates will be able to reflect and identify aims and methods of the study field German as a Foreign Language as well as DaF-related scientific fields (e.g. linguistics, culture studies, media methodology).
- e. They will possess a solid and profound knowledge of German cultural studies and German-speaking countries and will be able to illustrate and teach their knowledge to students and pupils of German language in the Near and Middle East and Northern Africa.
- f. They will be able to recognize, understand, interpret, explain and analyse various teaching and learning problems.
- g. Program graduates will be able to explain and teach German language and culture and convey their knowledge in comparison and contrast to other languages and learning traditions. Furthermore, they will be able to analyse and reflect their own learning traditions.
- h. They will have developed a high level of cultural competence and will be able to analyse cultural patterns of interpretation.
- i. Graduates will be able to apply their knowledge and deepen it during their own professional experience and further education programs.

Course Delivery Methods

Courses are in one of the following three methods:

- **Face-to-Face (F2F) Method**
Courses using this method are delivered by faculty in person in regularly scheduled class sessions physically on campus.
- **Blended (BLD) Method**
Courses are delivered in a hybrid mode of physical face-to-face class sessions and asynchronous material including online instructional videos, presentations, projects, and similar learning activities.
- **Online (OL) Method**
Courses are delivered exclusively online. This method consists of a hybrid of synchronous regularly scheduled class sessions delivered via the Internet, and asynchronous material including online instructional videos, presentations, projects, and similar learning activities. Virtual classrooms utilizing different online platforms are used. No physical face-to-face meetings are required.

III. Admission Requirements

To apply for admission, the following minimum requirements must be met:

- a. Bachelor's or equal academic degree in German language, literature or cultural studies with at least a rank of "good" from a recognized university, in general not older than 6 years, OR Bachelor's or equal academic degree in the educational field, in translation and interpretation science (compulsory language: German) or in any other specific field of interest for the German Jordanian University.
- b. German language skills at an intermediate level (B2), to be verified through the official German language exams TestDaF (level 12) or OnSET (B2) or by the certificate B2 of the Goethe Institute or ÖSD. These certificates should not be older than 1 year.
- c. other criteria upon the suggestion of the Department Council and a recommendation from the Council of Graduate Studies and a Deans Council decision, such as academic behaviour.

IV. Degree Requirements

Degree requirements:

- a. Completing successfully all the compulsory courses (23 credit hours) and all the elective courses (5 credit hours) with:
- b. a cumulative average of at least 75% per semester (academic probation included)
- c. German language skills at minimum level of TestDaF 14 to be proven by the official German language exam TestDaF. As an exception and based on the academic record of individual students, the SAHL may accept Goethe certificate C1 as equivalent to TestDaF 14. This is acceptable only in the Comprehensive Track.
- d. completing the Graduation Project (5 credit hours), i.e., 70% minimum, and successful project defense, i.e., 70% minimum (details in articles (30) to (45) of the Regulations for Granting the Master's Degree at the German Jordanian University, issued in accordance with article (9) of the Higher Studies Bylaw at the German Jordanian University No. (57) for the year 2008).

V. Framework for M.A Degree (33 Credit hours)

Classification	Credit Hours			ECTS		
	Compulsory	Elective	Total	Compulsory	Elective	Total
Program Requirements	28	5	33	90	18	108
Total	28	5	33	90	18	108

Course Delivery Method	Credit Hours	Percentage
Online Courses	5	15.1%
Blended Courses	17	51.5%
Face-to-Face Courses	11	33.4%
Total	33	100%

VI. Curriculum (33 credit hours)

1. Compulsory Requirements: (23 credit hours)

Course ID	Course Name	Credit Hours	ECTS	Contact Hours		Type	Prerequisites / Corequisites
				Lect	Prac		
MADaF1101	Introduction into German as an Academic Language and into Scientific Working Techniques	3	9	6	-	BLD	
MADaF1102	German as an Academic Language	1	3	2	-	BLD	MaDaF 1101
MADaF1105	German for Professional Purposes	2	6	4	-	F2F	
MADaF1201	Foundations in Foreign Language Acquisition	3	9	6	-	BLD	
MADaF1202	German Language Teaching Approaches	3	9	6	-	BLD	
MADaF1301	Discourse and Text Linguistics (for Teaching German to Arabic Speaking Learners)	3	9	6	-	F2F	
MADaF2302	Learning, Reflecting and Teaching Grammar, Pronunciation, Oral Proficiency and Lexical-Semantics	3	9	6	-	F2F	
MADaF1401	Cultural Studies	2	6	4	-	F2F	
MADaF1501	Instructional Design and Teaching Practice I	1	6	2	-	F2F	MADaF1201
MADaF2203	Advanced Didactics & Methodology	2	6	4	-	BLD	
Total		23	72	46	-		

2. Elective Courses for Domestic Track (5 credit hours out of the following)

Course ID	Course Name	Credit Hours	ECTS	Contact Hours		Type	Prerequisites / Corequisites
				Lect	Prac		
MADaF2701	Research Colloquium	1	3	1	-	BLD	
MADaF2505	Teaching & Subject-Specific Internship	2	9	2	-	BLD	
MADaF2110	Teaching Material Development Workshop	2	6	2	-	BLD	
MADaF2204	Special Focus: Didactics/Methodology II	1	3	2	-	BLD	
Minimum required		5	18	5	-		

3. Elective Courses for International Track (5 credit hours out of the following)

Course ID	Course Name	Credit Hours	ECTS	Contact Hours		Type	Prerequisites / Corequisites
				Lect	Prac		
MADaF2502	Elective Requirement: Instructional Design and Teaching Practice II	1	6	2	-	BLD	Department approval

MADaF2205	Special Focus: Didactics/Methodology III	1	3	2	-	BLD	Department approval
MADaF2303	Special Focus: Linguistics I	1	3	2	-	BLD	Department approval
MADaF2304	Special Focus: Linguistics II	1	3	2	-	BLD	Department approval
MADaF2402	Special Focus: Cultural Studies I	1	3	2	-	BLD	Department approval
MADaF2403	Special Focus: Cultural Studies II	1	3	2	-	BLD	Department approval
MADaF2601	Special Focus: Other relevant field	1	3	2	-	BLD	Department approval
Minimum required		5	18	10	-		

4. Capstone Project: (5 credit hours)

Course ID	Course Name	Credit Hours	ECTS	Contact Hours		Type	Prerequisites / Corequisites
				Lect	Prac		
MADaF7901A	Capstone Project in DAF - Design	1	6	1	-	OL	MaDaF 1102
MADaF7901B	Capstone Project in DAF	4	12	4	-	OL	DGS approval
Minimum required		5	18	4	-		

VII. Study Plan Guide

First Year							
First Semester							
Course ID	Course Name	Credit Hours	ECTS	Contact Hours		Type	Prerequisites / Corequisites
				Lect	Prac		
MADaF1101	Introduction into German as an Academic Language and into Scientific Working Techniques	3	9	6	-	BLD	
MADaF1201	Foundations in Foreign Language Acquisition	3	9	6	-	BLD	
MADaF1301	Discourse and Text Linguistics (for Teaching German to Arabic Speaking Learners)	3	9	6	-	F2F	
Total		9	27	18	-		

First Year							
Second Semester							
Course ID	Course Name	Credit Hours	ECTS	Contact Hours		Type	Prerequisites / Corequisites
				Lect	Prac		
MADaF1105	German for Professional Purposes	2	6	4	-	F2F	
MADaF1202	German Language Teaching Approaches	3	9	6	-	BLD	
MADaF1401	Culture & Cultural Studies	2	6	4	-	F2F	
MADaF1102	German as an Academic Language	1	3	2	-	BLD	MaDaF 1101

MADaF1501	Instructional Design and Teaching Practice I	1	6	2	-	F2F	MADaF1201
Total		9	30	18	-		

Second Year							
First Semester for Domestic Track							
Course ID	Course Name	Credit Hours	ECTS	Contact Hours		Type	Prerequisites / Corequisites
				Lect	Prac		
MADaF2701	Research Colloquium	1	3	1	-	F2F	MADaF1202
MADaF7901A	Capstone Project in DAF - Design	1	6	1	-	OL	MADaF1202
MADaF2505	Teaching & Subject-Specific Internship	2	9	2	-	F2F	MADaF1202
MADaF2110	Teaching Material Development Workshop	2	6	2	-	F2F	MADaF 1105
Total		6	24	6	0		

Second Year							
First Semester for International Track							
Course ID	Course Name	Credit Hours	ECTS	Contact Hours		Type	Prerequisites / Corequisites
				Lect	Prac		
	Elective Course 1	1	3	2	-	F2F	Department approval
	Elective Course 2	1	3	2	-	F2F	Department approval
	Elective Course 3	1	3	2	-	F2F	Department approval
	Elective Course 4	1	3	2	-	F2F	Department approval
MADaF7901A	Capstone Project in DAF - Design	1	6	0	-	F2F	Department approval
MADaF2502	Instructional Design and Teaching Practice II	1	6	2	-	F2F	Department approval
Total		6	24	10	-		

Second Year							
Second Semester							
Course ID	Course Name	Credit Hours	ECTS	Contact Hours		Type	Prerequisites / Corequisites
				Lect	Prac		
MADaF2302	Learning, Reflecting and Teaching Grammar, Pronunciation, Oral Proficiency and Lexical-Semantics	3	9	6	-	F2F	
MADaF2203	Advanced Didactics & Methodology	2	6	4	-	F2F	
MADaF7901B	Capstone Project in DAF	4	12	4	-	OL	MADaF7901A
Total		9	27	14	-		

VIII. Course Descriptions

1. Compulsory Courses

MADaF 1101 Introduction into German as an Academic Language and into Scientific Working Techniques

3 Cr Hr

9 ECTS

MADaF 1101a German as a Written Academic Language

Students are familiarised with German as an academic language and acquire knowledge and skills in the reception and production of academic texts and develop these systematically through various practical reception and production tasks.

Students

- know different types of academic texts and their functions,
- are familiar with the concept of everyday scientific language,
- are familiar with the grammatical, lexical, idiomatic, text-structural and stylistic features of academic language,
- can describe and characterize different types of academic texts,
- can recognise and describe typical academic language structures, relate them to the underlying action patterns and apply them in their own text production,
- are able to understand academic texts with regard to their main and detailed information, infer implicit statements and determine the author's position and intention,
- are able to receive and process different types of academic texts appropriately,
- can use various supportive materials and tools - including introductions and textbooks - to understand an academic text,
- can further develop their academic writing skills through different forms of feedback (including peer feedback) and linguistic analyses - also using AI.

MADaF 1101b German as an Oral Academic Language

The focus of this seminar is on the examination of oral forms of German academic communication and the development of skills for coping with various oral communication situations in a university context. The focus is on linguistic precision, rhetorical strategies and interactive communication skills in academic communication situations.

Students

- know typical linguistic acts in academic contexts with their corresponding oral linguistic forms of realisation,
- know different presentation styles, argumentation techniques and strategies as well as forms of dialogue and can apply them,
- are able to follow academic lectures by native German speakers on their subject area, take notes and take part in a subsequent discussion,
- are able to work on a topic in a limited amount of time, present it in a precise and coherent form and argue their position in a subsequent discussion,
- can practically apply various lecture and presentation techniques - also using different digital media,
- can use presentation media (handouts, PPTs, blackboard notes, etc.) in a targeted manner,
- can critically reflect on their own style of expression in academic contexts,
- can teach various presentation techniques to GFL learners.

MADaF 1101c Introduction into Scientific Working Techniques

Students learn the central techniques of scientific work. Through practical exercises, they develop skills in the effective and correct use of scientific resources and the independent processing of content in their own text. The focus is on researching and processing literature.

Students

- know the basic principles of the academic work process,
- have an overview of important scientific resources in the context of our work,
- know different methods of literature research,
- know the basics of scientific citation and correct references,
- can distinguish between different types of sources and evaluate the quality of sources,
- can systematically record, analyse and process (excerpt) literature,
- can make appropriate reference to theses, theories and positions of other authors,
- can cite scientific literature according to a standard and recognise incorrect citations,
- can avoid various forms of plagiarism,
- can correctly bibliographise literature,
- can research relevant sources for a topic, systematically analyse (excerpt) them in view of their own research question and integrate them into their own argumentative text,
- can apply correction and revision strategies,
- can reflect on and optimise their own research and writing processes,
- can provide a Word document with all relevant data (including an automatic table of contents) for a term paper or project work and structure the document appropriately.

MADaF 1102 German as an Academic Language

1 Cr Hr

3 ECTS

In this seminar, the academic reading, writing and conversation skills developed in the first semester in the MaDaF 700 module are systematically developed further. The seminar supports students in analysing and improving their academic language skills in German independently - also using AI. With the help of a blended learning concept, they use various online resources on a Moodle platform, while the face-to-face sessions serve to consolidate and reflect on what they have learnt and to discuss problem areas. At the same time, they will discuss the opportunities and challenges of a blended learning concept in language teaching - also with a view to their future GFL teaching activities. Some of the materials provided on the platform are designed to prepare students for the TestDaF exam format.

Students

- know the characteristics and structures of German academic language,
- know written and oral requirements in an academic context,
- know the requirements of the TestDaF,
- can independently analyse and optimise their own academic language skills and seek targeted support in doing so,
- can use academic language in text production and oral communication,
- can reflect on and evaluate a blended learning concept and digital learning formats for the acquisition of German academic language and make suggestions for improvement,
- can develop strategies for effective TestDaF preparation.

Prerequisites: MaDaF 1101

MADaF 1105 German for Professional Purposes

2 Cr Hr

6 ECTS

MADaF 1105a German for Special and Vocational Purposes: Engineering

In view of the special features of German language training at GJU, students in this seminar deal with the influence of specialised content as well as text and discourse types on the special features and typical linguistic structures in specific technical and professional contexts. Teaching and learning methods to promote language competence in specialised and professional contexts are discussed, developed and tested. The focus in this seminar is on engineering.

Students

- know basic terms and concepts in the study of specialised and professional languages,
- can relate common thought structures and technical content in a subject or profession to corresponding forms of verbalisation,
- can correctly assess the significance of specialised vocabulary on the one hand and of subject-oriented and interdisciplinary language on the other in a selected subject or professional context,
- can deal with various linguistic acts and action patterns as well as textual and discourse conventions in a selected subject or profession and identify particularly relevant acts - also with regard to teaching,
- are able to critically reflect on the relevance of technical and professional language phenomena for language teaching,
- are able to identify and describe multimodal communication situations in a selected subject or profession,
- are familiar with various theories and methods of technical and vocational language teaching,
- are familiar with existing technical and vocational language teaching materials and language support concepts and programmes and
- can evaluate these materials and programmes.

MADaF 1105b German for Professional Purposes: Tourism and Heritage Studies

This sub-module is designed to enhance students` German language skills for professional contexts. It focuses on industry-specific vocabulary, communication strategies, and cultural knowledge essential for tourism, cultural heritage management, and hospitality.

Students will develop practical language skills through interactive tasks such as customer service dialogues, guided tour simulations, and role-playing scenarios in hotels, museums, and heritage sites. The course also covers formal and informal communication with guests, colleagues, and business partners. Additionally, it explores cultural and historical landmarks, equipping students with the linguistic tools to present and discuss heritage topics effectively.

Students

1. Linguistic Competencies

- develop and expand their job-related vocabulary in the fields of tourism and cultural heritage.
- confidently apply specialised language structures in professional communication situations.
- express themselves clearly and appropriately in spoken and written professional contexts.
- communicate professionally with guests, clients, and colleagues.

2. Intercultural Competencies

- recognize cultural specificities in the tourism context and respond appropriately.
- apply intercultural communication strategies to interact successfully with international guests and partners.
- understand the significance of cultural heritage in different regions and effectively convey it to tourists.

3. Professional Competencies

- explain fundamental concepts of tourism and heritage management.

- apply their knowledge of tourist attractions, UNESCO World Heritage Sites, and sustainable tourism effectively.
- design and deliver guided tours and presentations professionally.
- promote cultural heritage sites.
- create tourism-related texts, brochures, and promotional materials in German.

4. Job-Specific Communication Skills

- provide professional advice and assistance to tourists.
- negotiate confidently with clients and business partners.
- write professional emails, reports, and proposals for the tourism and heritage sector.

MADaF 1201 Foundations in Foreign Language Acquisition

3 Cr Hr

9 ECTS

MADaF 1201a Studies in Foreign Language Acquisition

This course provides an introduction to the meaning of language competence and reference levels, and to important theories of foreign language learning. Factors influencing language learning are presented and analysed in relation to future professional contexts.

Students

- are familiar with models of foreign language competence,
- know the descriptions of foreign language competences, e.g., in the CEFR and the Companion Volume,
- are able to use the existing descriptors in these documents as a tool for characterising foreign language (sub-)competences and as a basis for methodological/didactic decisions,
- know about different (individual) factors influencing foreign language learning (e.g., learner styles, learning strategies, motivation),
- know the significance of errors in and for the learning process and can identify possible interlingual and intralingual sources of errors and mistakes, including the use of errors as a learning strategy,
- will be able to evaluate the significance of the discussed documents, theories, learning processes and individual factors for future professional careers (especially teaching German as a foreign language [DaF] at the GJU).

MADaF 1201b Language teaching and learning in digital contexts

Learners acquire knowledge and skills for teaching GFL in asynchronous settings, in online lessons and in the use of multimedia language material. They will develop their own teaching material using multimedia material, authoring tools, digital tools and apps. As part of a project, they develop their own small blended learning unit, justify the choice of work and exercise forms and implement them technically on the Moodle learning platform. In doing so, they pay particular attention to activities for interaction and cooperation.

Students

- know the basic concepts of digital teaching and learning and can differentiate between them (e.g. blended learning, hybrid teaching, flipped classroom, asynchronous vs. synchronous teaching),
- are familiar with various exercise and task formats for asynchronous learning settings and their implementation options on a learning management system (LMS) using the Moodle learning platform as an example,
- are familiar with the legal aspects of media use,
- can reflect on the use of multimedia teaching material in GFL lessons and analyse and critically evaluate existing teaching material (e.g. educational films),
- are able to critically analyse research on digital teaching and learning media,

- can select and didactically prepare multimedia language material for GFL lessons, formulate learning objectives and justify their approach,
- can plan their own blended learning sequence in a team using selected multimedia materials for a selected teaching context and technically implement suitable task and exercise materials on the Moodle learning platform,
- can also take into account the special features of synchronous and asynchronous forms of learning, combine them sensibly and describe and justify their decisions,
- can use digital interactive formats specifically in language lessons,
- can use various authoring tools or digital tools and apps for the didactic preparation of language material.

MADaF 1201c Developing Foreign language Sub-Competencies (e.g. listening and reading comprehension, speaking, writing, mediating)

Students acquire knowledge and skills to develop the sub-skills (listening/listening-viewing comprehension, reading comprehension, speaking, writing, mediation) in language teaching and develop a self-designed teaching unit.

Students

- know criteria for designing curricula and syllabi and can classify and create teaching and learning objectives,
- know the basic cognitive processes that take place during listening/listening-and-seeing comprehension, reading comprehension, speaking and writing in both the mother tongue and the foreign language,
- can assess the particularities of acquiring the various sub-skills in a foreign language and are able to promote these in a targeted and combined way in language teaching through specific tasks and exercises, skill and strategy training,
- can analyse teaching and learning materials and modify them for their own needs,
- can didactically organize language material for language teaching.

MADaF 1202 German Language Teaching Approaches

3 Cr Hr

9 ECTS

MADaF 1202a Research Methods in Didactics and Methodology

Students gain an insight into important research areas and approaches in the subject of German as a foreign language and acquire basic knowledge of research methodology through the concrete examination of current research work and the development of their own small research plan. The seminar leads students step by step towards the future preparation of an exposé for their Master's thesis or a plan for their Master's project.

Students

- are familiar with important areas of research and research approaches in the subject of GFL/German as a foreign language (learner language analysis, acquisition research, textbook analysis, language teaching research, etc.),
- are familiar with the basics of research methodology (qualitative methods, quantitative methods, quality criteria, triangulation, data collection, data processing, data analysis, etc.),
- are able to receive and analyse an existing scientific work with regard to research object, research question, research method and, if applicable, research approach,
- are able to reproduce the essential steps of a scientific paper - including literature research - on the basis of their own small research question,
- can present their small research plan in a digital poster format,
- and revise it on the basis of discussion and criticism in the form of a Word document.

MADaF 1202b Teaching Materials (Development and Analysis)

Students learn how to assess and evaluate available language teaching material methodically and didactically in order to determine which are most appropriate for which target groups. In this seminar, students will learn about possible criteria for this process and/or develop their own analytical competence for evaluating teaching and learning material.

Students

- can recognize the didactic-methodical concepts used as a basis in current textbooks and other teaching materials,
- can analyse these concepts using established or self-developed criteria with regard to various aspects,
- can assess teaching and learning material with regard to their implementation for a defined target group (e.g. students at the GJU) and defined learning goals,
- can make basic changes with regard to the target group and develop materials independently,
- know the difference between exercises and assignments as well as the established types of exercises and assignments, are able to classify existing material accordingly and can judge in which contexts to use them,
- know the possibilities for implementing language learning games, creative (writing) activities, and projects,
- are able to make basic changes to existing material and develop their own, independent basic materials for use with a target group.

MADaF 1202c Language Assessment and Evaluation

This course presents the various tests and test formats for German as a foreign language (DaF). Due to their significance for teaching contexts, formative assessment and types of assessment in a broader sense (alternative assessment) are at the centre of attention. This involves approaches for finding out what students know and how they are able to act in the foreign language, e.g., by observation, peer- and self-assessment and the use of learner logs. During the course students will be trained to develop their own assessment tasks.

Students

- know different types of assessment.
- know several important tests and test formats for their own contexts (especially internationally recognized tests at various levels)
- can identify what should and can be tested (test constructs).
- know different formats of assessment including alternative forms.
- can create their own assessment tasks based on the knowledge they have acquired.
- are familiar with grading criteria, correction processes and feedback.

Prerequisites: Enrollment requirements

MADaF 1301 Discourse and Text Linguistics (for Teaching German to Arabic Speaking Learners)

3 Cr Hr

9 ECTS

MADaF 1301a Contrastive Linguistics

This course aims at a contrastive study of German and Arabic as well as other languages. The comparative analysis takes into account concepts, semantics and lexicon, pragmatics, text and discourse as well as grammatical features such as syntax and morphology. Students are familiarised with basic methods of language contrastive work and deal with language comparison as a didactic tool to facilitate access to the German language for GFL learners.

Students

- know basic methods and concepts of contrastive linguistics,
- know typological characteristics of German in comparison to other languages,
- are familiar with typical learning difficulties of Arabophone GFL learners,
- are familiar with the German after English approach,
- can understand a contrastive analysis in selected areas or develop one themselves in a team,
- can analyse typical learning difficulties of Arabophone GFL learners from a linguistic perspective,
- can critically reflect on contrastive approaches with regard to their relevance for language didactics.

MADaF 1301b Applied Discourse Linguistics

Students acquire knowledge and skills for analysing discourse and can use these in practice to reflect on and design language lessons. They expand their skills in teaching oral language competence and can use various internet resources - especially authentic communication - for this purpose.

Students

- have basic knowledge of speech act theory, functional pragmatics and interactional linguistics as the foundations of action-orientated language teaching,
- are familiar with main characteristics of oral communication,
- are familiar with some important discourse-analytical research studies, especially those related to foreign language teaching,
- have an insight into internet-based oral corpora and possible uses for GFL teaching;
- are able to analyse discourse
- are able to relate communicative functions and linguistic forms to each other,
- can analyse and critically reflect on classroom interaction on the basis of transcriptions,
- can compare authentic dialogues or dialogue sequences with textbook dialogues and critically analyse textbook dialogues,
- are able to identify learner-relevant linguistic situations and compile language learning material based on these and use various forms of teaching including AI.

MADaF 1301c Applied Text Linguistics

In this seminar, students acquire knowledge and skills for analysing and assessing texts and text types (including learner texts) and can use these in practice for the design of language lessons.

Students

- know central terms and concepts of text linguistics,
- know linguistic forms of text cohesion and ways of teaching them,
- can analyse texts with regard to their content and structure, recognise the communicative function of texts and relate them to their linguistic forms,
- can actively deal with questions of text reception and production,
- can analyse and evaluate texts and text-related tasks in teaching materials and select, evaluate and revise texts for GFL lessons based on specific criteria,
- can develop and use didactic strategies to promote writing and text competence,
- are sensitised to text-type-oriented language work,
- can analyse and evaluate texts by GFL learners with regard to textual characteristics,
- can use AI for the design of teaching materials and learning processes in GFL lessons.

MADaF 2302a Grammar

In this seminar, students deal intensively with central areas of grammar and acquire the knowledge to adequately explain grammatical structures and teach them in a text-based and skill-orientated way. The focus is on teaching grammatical structures in their functional embedding in authentic texts and discourses. Students develop strategies for teaching grammatical phenomena in an integrative way and linking them with reading, writing and speaking skills.

Students

- know the importance of functional grammar for teaching grammar in GFL lessons,
- know important scientific and pedagogical grammars and know how to use them for language teaching or scientific questions,
- can access a grammatical area themselves by using various references,
- can analyse and evaluate selected teaching materials with regard to grammar teaching,
- can develop a didactic-methodological concept for a selected grammatical area and put it into practice,
- can promote autonomous grammar acquisition through functional tasks,
- can use digital tools for interactive grammar work,
- can adapt grammatical content to different learner groups, levels or teaching contexts.

MADaF 2302b Pronunciation & Oral Proficiency

This seminar teaches methods for promoting pronunciation and oral language skills in German as a foreign language classes. Students explore phonetic and prosodic aspects of German and acquire didactic strategies for targeted pronunciation training. A particular focus is on the connection between pronunciation training and oral language skills in communicative contexts. Through practical exercises, the use of digital tools (including AI) and interactive learning methods, didactic concepts are tested that improve learners' fluency and comprehensibility.

Students

- know the basics of German phonetics and phonology,
- know standard German pronunciation and the rules of phoneme-grapheme correspondence,
- know common pronunciation difficulties, especially among Arabic-speaking learners of German, and their causes,
- know methods and approaches for promoting pronunciation in German as a foreign language lessons and the connection between pronunciation, listening comprehension and oral communication skills,
- know different materials and exercises for pronunciation and listening training,
- can analyse pronunciation errors themselves and develop correction strategies,
- can integrate speech-promoting tasks and pronunciation training into different teaching contexts,
- can develop and implement effective teaching strategies for developing oral interactive language skills,
- can use digital media including AI to promote pronunciation and oral interactive skills.

MADaF 2302c Lexical-Semantics and Teaching Vocabulary

This seminar teaches didactic concepts and methods for teaching vocabulary in German as a foreign language classes based on basic linguistic knowledge of German vocabulary. In addition to fundamental aspects of vocabulary acquisition and teaching, the seminar also covers dealing with multi-word units and corpus linguistic approaches to vocabulary work. Students learn how vocabulary can be systematically built and consolidated in the classroom and develop their own teaching materials, taking into account modern learning technologies. Students analyse and create teaching units, use corpus linguistic tools for vocabulary analysis and develop strategies and concepts for the use of collocations, chunks and routine formulas in vocabulary teaching.

Students

- have an overview of the structure of the German vocabulary as well as of word formation and word-formation structures in German,
- know the basic concepts of vocabulary learning,
- know the interrelation between grammar and vocabulary,
- know methods and strategies of meaning deduction, explanation and acquisition,
- know important reference works and online resources on vocabulary topics,
- are familiar with corpus linguistic methods and instruments for analysing and selecting vocabulary,
- can apply various strategies as well as tasks and exercises for teaching vocabulary,
- can use multi-word units (chunks, collocations, routine formulas, etc.) specifically for teaching vocabulary,
- can analyse and critically reflect on vocabulary work in textbooks and adapt existing vocabulary teaching materials to specific criteria,
- can develop teaching materials for systematic and interactive vocabulary teaching.
- can use various digital tools and online resources for vocabulary teaching and learning.

MADaF 1401 Cultural Studies

2 Cr Hr

6 ECTS

MADaF 1401a German Culture & Cultural Studies

The seminar familiarises students with current theoretical concepts and discourses in cultural studies. They learn about cultural studies positions within the subject of German as a foreign language and discuss various concepts of “Landeskunde” (regional studies) in the context of GFL.

Students

- are able to explain key cultural studies approaches within the field of German as a Foreign Language (GFL) and critically reflect on their relevance for language teaching,
- can apply various cultural studies theoretical approaches to culture-related issues in the subject of GFL,
- know cultural studies research methods and can apply them to their own academic issues,
- are able to compare and evaluate different concepts of *Landeskunde* (regional studies) in the context of GFL,
- are able to apply cultural studies perspectives to the analysis of teaching materials and classroom practices in GFL,
- can understand texts and pictures with regard to their culturally-relevant structures and implications, allowing them to make decisions regarding learning material based on their knowledge of cultural studies.

MADaF 1401b Intercultural Studies

In this seminar, students explore the available models of intercultural competence and thus gain an overview of the personal (characteristics, knowledge, abilities, skills, feelings, etc.) and situational conditions of intercultural competence. They critically examine their own and others' worldviews, ways of life, ways of thinking and acting, and develop their active perception of cultural differences as well as their sensitive handling of them. In particular, they learn about different methods for teaching intercultural competence, be able to select materials in a targeted manner and design different teaching and learning arrangements.

Students

- understand intercultural competence as a complex construct with a variable number of components and constituents,
- can critically examine available models of intercultural competence,

- are aware of various personal prerequisites as well as institutional and political frameworks of intercultural competence,
- develop their perception of and approach to cultural difference,
- acquire selected conceptual knowledge about intercultural topics,
- develop an awareness of the cultural dimension of social interaction,
- develop an attitude of attentive information processing,
- know different methods for teaching intercultural competence,
- are able to select dimensions and components of the learning content for a specific learning group,
- can apply selected methods in practice.

MADaF 1501 Instructional Design and Teaching Practice I

1 Cr Hr

6 ECTS

This course includes an internship (2 hrs.) and an internship accompanying seminar (2hrs.). Students engage with the teaching process in language teaching through observation, critical reflection, and their own lesson planning and implementation. Students are supervised by a mentor during class visits and their own teaching attempts. Comprehensive content-related support is provided by the accompanying seminar, in which various aspects of lesson planning, implementation and management, as well as the experiences gained, are discussed during the semester.

Students

- are able to understand the purpose of classroom observation,
- can utilize observation sheets and guiding questions to document classroom dynamics effectively,
- can differentiate between objective descriptions and subjective interpretations of teaching situations,
- are able to analyse and reflect on classroom observations,
- can compare observed teaching practices with relevant didactic theories and models,
- are able to critically reflect on classroom situations, considering aspects such as teacher roles, lesson structure, classroom management, and student engagement,
- can provide and receive constructive feedback to enhance teaching effectiveness,
- are able to plan and execute teaching sequences and lessons, incorporating clear instructions and effective classroom management techniques,
- can experiment with different instructional methods and receive feedback for improvement,
- are able to evaluate personal strengths and areas for development based on the internship experiences,
- can recognize the ongoing nature of teacher development and the importance of reflective practice.

Prerequisites: Successful Completion of the First Semester

MADaF 2203 Advanced Didactics & Methodology

2 Cr Hr

6 ECTS

This module provides in-depth knowledge of current didactic and methodological research in the field of German as a foreign language (GFL). The latest research findings are discussed and examined with regard to their relevance for teaching practice. The aim is to prepare students for research-led and reflective teaching activities in the field of GFL.

Students

- have an in-depth understanding of current innovative developments and concepts in the subject of GFL,
- can critically reflect on, discuss and evaluate current research findings,
- can develop their own viewpoint on current positions and present it to others in an argumentative manner,
- can question academic findings with regard to their relevance for their own teaching practice and, if necessary, transfer them into practice,
- can develop didactic concepts that integrate modern approaches to language teaching.

Prerequisites: Successful Completion of Third Semester

2. Elective Courses at GJU

MADaF 2505 Teaching & Subject-Specific Internship	2 Cr Hr	9 ECTS
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This course includes an internship (4 hrs.) and an internship accompanying seminar (2 hrs.). Students expand on the knowledge and skills in observing, planning and conducting lessons that they have already acquired in MaDaF 751. In addition to the objectives already mentioned in MaDaF 501, which are further pursued in this internship, a new focus is placed on practical experiences in subject- and vocational-oriented GFL teaching (observing lessons/teaching practice) as well as on gaining insights into a specific subject area or professional field. This may involve sitting in at other faculties, companies, institutions, NGOs, etc. as part of the internship. Students gain a deeper understanding of how language functions in different domains and develop strategies for teaching German in specific professional and academic settings.

Students

- can plan and execute lesson sequences and lessons that align with teaching objectives and learner needs.
- can define clear teaching and learning objectives, select and use appropriate media, materials, and assessment tools to support language learning,
- can apply didactic-methodological principles and demonstrate the ability to connect theoretical concepts of language teaching and learning with practical classroom applications,
- Students can demonstrate effective classroom management techniques to create a positive and productive learning environment,
- are able to address challenges related to classroom interactions, differentiation, and individualization.
- can analyse personal teaching experiences to identify strengths and areas for improvement,
- are able to adapt teaching approaches based on self-reflection and mentor feedback,
- can engage in collaborative discussions to share insights, challenges, and best practices,
- are able to communicate effectively with mentors, peers, and learners to foster a supportive learning community,
- can identify features of subject-specific and professional language in German,
- can analyse the role of language in professional and specialised communication,
- can compare and contrast the requirements of general language teaching with specialised language instruction,
- can reflect on overall internship experiences to assess personal growth as a teacher and reflective practitioner.

Prerequisites: MaDaF 1501

MADaF 2701 Research Colloquium	1 Cr Hr	3 ECTS
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In this colloquium, students can present, discuss and develop their current outline/plan for their master's thesis or master's project based on feedback.

Students

- gain insights into empirical research projects currently in the planning or development stages in the degree programme,
- present and discuss their own research idea/research plan,
- reflect on and discuss various research questions, approaches and methods,
- give and accept constructive feedback.

Prerequisites: Successful Completion of First Academic Year / TestDaF 2x3, 2x4 (14)

MaDaF 2110 Teaching Material Development Workshop	2 Cr Hr	6 ECTS
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This course builds on the knowledge and competencies acquired in MaDaF 705a, in particular on the basics of material development for subject- and vocational-related GFL teaching. In cooperation with various GJU faculties, students of relevant subjects and media didactics, small teams will design and implement educational films on key experiments, the use of important tools or key situations in selected professional fields. The students are responsible for preparing the content of the material, working together with specialist students in an interdisciplinary way and dealing with media-didactic concepts for designing effective teaching videos. This module combines material development, specialised language teaching and media didactics, whereby students create practical digital learning resources for subject- and profession-related German as a foreign language teaching as well as for subject teaching.

Students

- have insight into the content of a selected subject or professional area,
- know the subject-related linguistic features in a selected technical context (specific experiment, use of a tool, etc.),
- can develop a didactic concept for teaching specialised and vocational language,
- can create subject-specific teaching materials, including digital resources, for a specific target group,
- can develop the language material required for the film, prepare it for and finally implement it in a script,
- can didactically design accompanying language materials and adapt them to different teaching/learning contexts and levels of learning,
- can compare the linguistic requirements in different courses of study and professional fields through team exchange,
- can work together in a team with students of technical and media didactics in an interdisciplinary way,
- are able to carry out and reflect on their own subject- or profession-specific teaching unit and evaluate it together as a team,
- can implement a film project in practice.

3. Elective Courses in Germany

MADaF 2204 Special Focus: Didactics/Methodology II or MADaF 2205 Special Focus: Didactics/Methodology III	1 Cr Hr	3 ECTS
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Students focus on a specialized area in teaching German as a Foreign Language which may cover any of the many areas in didactics/methodology.

Prerequisites: Successful Completion of First Academic Year / TestDaF 2x3, 2x4 (14)

MADaF 2303 Special Focus: Linguistics I or MADaF 2304 Special Focus: Linguistics II	1 Cr Hr	3 ECTS
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Students focus on a specialized area in linguistics which may cover any of the many aspects of human language.

Prerequisites: Successful Completion of First Academic Year / TestDaF 2x3, 2x4 (14)

MADaF 2402 Special Focus: Cultural Studies I or MADaF 2403 Special Focus: Cultural Studies II	1 Cr Hr	3 ECTS
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Students focus on a specialized area in culture or cultural studies which may cover theoretical approaches, matters and/or approaches to teaching culture in the foreign language classroom.

Prerequisites: Successful Completion of First Academic Year / TestDaF 2x3, 2x4 (14)

MADaF 2601 Special Focus: Other relevant field **1 Cr Hr** **3 ECTS**

Students focus on a specialized area not covered by the above specializations yet relevant to the field German as a Foreign Language, such as but not limited to German for Specific Purposes (Fachsprache), German for Professional Purposes (Berufssprache), German for Refugees, etc.

Prerequisites: Successful Completion of First Academic Year / TestDaF 2x3, 2x4 (14)

4. Graduation Project

MADaF 7901 Capstone Project in DAF **5 Cr Hr** **18 ECTS**

The students of the Comprehensive Track complete their studies with a Graduation Project and a defense of their project. The Graduation Project is a 25 to 30 pages project covering a relevant area of Didactics and/or Methodology in Teaching and/or Learning German as a Foreign Language. The integration of an empirical study is desirable, but not mandatory. The work on the project begins in the second semester, when the student chooses a topic and the macrostructure of the work together with her/his supervisor. During the 3rd semester the student should find his/her relevant literature and further develop the outlines of the fine structure of her/his project. The 4th semester is reserved for the preparation and completion of the project; submission of the thesis is at the end of the fourth semester. After submission and assessment, the Graduation Project is defended in front of a board of examiners.

Prerequisites: DGS approval / TestDaF 2x3, 4x4 (14)