

UNIVERSITY OF PRISHTINA, FACULTY OF PHILOLOGY, DEPARTMENT OF
GERMAN LANGUAGE AND LITERATURE

Courses syllabi

Master Program in German as a Foreign
Language

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THE FIFTH YEAR / THE NINTH SEMESTER

COMPULSORY COURSES

Syllabus of the course Lesson planning

Basic course information	
Academic unit:	Faculty of Philology, German Language and Literature Department
Course title:	Lesson planning
Level:	MA
Course status:	Compulsory
Year of study:	Year V, semester IX
Number of hours per week:	2+2 (+2 K),
ECTS Credits:	8
Time/Location:	According to the schedule
Course instructor:	Prof.asoc.dr. Milote Sadiku
Contact details:	milote.sadiku@uni-pr.edu
Course description:	In this course, students learn where they should be based when planning German language classes and learn which concepts of objectives/competencies are fundamental. They will be taught to plan a lesson and explore various suggestions for a meaningful sequence of teaching phases. They will deal with didactic-methodological principles that affect the way in which German language classes are planned. In this course, students will be introduced to novelties in the field of lessons planning.
Course aims:	The aim of this course is: <ul style="list-style-type: none">- to enable students to value the importance of the Common European Language Framework related to their teaching,- to enable students to understand accurately the basic teaching concepts, such as interaction, competences, standards in teaching and learning languages, curricula and other similar concepts and to link them to their teaching,- to enable students to plan lessons,- to enable students to differentiate between different teaching stages,- to enable students to be aware of concepts and principles which are fundamental to their planning.

Learning outcomes:

Upon completion of this course the students will be able:

- to value the importance of the Common European Language Framework related to their teaching,
- to understand correctly the basic teaching concepts of and to link them to their teaching,
- to plan lessons,
- to distinguish the different teaching phases,
- to know which concepts and principles are fundamental to their planning.

Student workload (which should correspond to learning outcomes)

Activity	Hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory/Lab work/Tutorials	2	15	22.5
Practical work			
Midterm test preparation			
Consultations with course instructor	10 min	15	2.5
Field work			
Test, seminar paper	7	4	28
Homework	3	15	45
Self-study (library/home)	3	15	45
Final exam preparation	6	3	18
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	45 min	2	1.5
Total			190.5 hrs (190.5:25 = 7.62) 8 ECTS

Teaching methods:

Teaching is interactive which is performed through brief informational lectures that provide theoretical basis, as well as micro-teaching in small groups. An integral part of this course is the online phase that will be realized in cooperation with the Goethe Institute as well as the PEP phase (phase of realization of practical research project). The practical work of students is carried out in primary and secondary schools as well as in the classes that Goethe Institute makes available for them, where students are obliged to teach a class by themselves based on topics discussed in this course.

Assessment methods:	The passing score of the course is 60%. Attendance 5%; Individual homework 5% Online phase and PEP implementation 50% Final exam 40%
Primary literature:	1. Ende, Karin/Grotjahn, Rüdiger/Kleppin, Karin/Mohr, Imke (2013): <i>Curriculare Vorgaben und Unterrichtsplanung</i> . DLL 6. Stuttgart:Klett. 2. Bimmel, Peter/Kast, Bernd/Neuner, Gerd (2017): <i>Deutschunterricht planen. Arbeit mit Lehrwerkektionen</i> . Fernstudieneinheit 18. 3. Brinitzer, Michaela et al. (2013): <i>DaF unterrichten: Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache</i> . Stuttgart.
Secondary literature:	1. Bredel, Ursula/ Pieper, Irene (2015): <i>Integrativer Deutschunterricht</i> . 2. Becker, Georg E.: <i>Unterricht planen. Handlungsorientierte Didaktik, Teil I</i> . Weinheim, Basel, Berlin 2004 3. Hoffmann, Bernhard (2015): <i>Der Unterrichtsentwurf. Leitfaden und Praxishilfe</i> . Baltmannsweiler. 4. Huneke/Steinig (2013): <i>Deutsch als Fremdsprache. Eine Einführung</i> . Berlin.

Course content	
Week	Lecture
Week 1:	Inhalt, Ziele und Gliederung der Lehrveranstaltung, Grundbegriffe
Week 2:	Einflussfaktoren auf Unterricht: Der Gemeinsame europäische Referenzrahmen
Week 3:	Einflussfaktoren auf Unterricht: Handlungsorientierung, Kompetenzorientierung und weitere Prinzipien
Week 4:	Einflussfaktoren auf Unterricht: Standards beim Lehren und Lernen von Sprachen
Week 5:	Einflussfaktoren auf Unterricht: Curriculum und verwandte Konzepte
Week 6:	Unterricht planen: Vorgaben für Unterrichtsplanung Leitfragen der Unterrichtsplanung
Week 7:	Unterricht planen: Lernaktivitäten Sozialformen

Week 8:	Unterricht planen: Medien und Lernmaterialien Präsentation der Lehr-/Lernmaterialien
Week 9:	Unterricht planen: Die Rolle der Lehrerin/des Lehrers
Week 10:	Unterricht planen: Modelle für Unterrichtsplanung Phasen im fremdsprachlichen Unterricht
Week 11:	Unterricht planen: Planen nach didaktisch-methodischen Prinzipien
Week 12:	Unterricht planen: Selbst Unterricht planen
Week 13:	Praxiserkundungsprojekt (PEP) planen
Week 14:	Praxiserkundungsprojekt (PEP) planen
Week 15:	Praxiserkundungsprojekt (PEP) durchführen

Academic policies and code of conduct

Students participate actively during lecture to deepen their knowledge in this field. They develop themselves with out-of-school activities, such as conferences, libraries, assignments and seminars. Teaching activities and out-of-school activities contribute to their best formation in this field.

Laptops and tablet computers are allowed to be used silently to take notes; other activities, such as checking your personal e-mail or browsing web pages are prohibited. Mobile phones / smartphones and other electronic devices (e.g. iPods) should be switched off (or switched to vibration) and not to be exposed during classes.

All are expected to be polite, to respect others during discussions, and not to use improper language.

Students are obliged to attend lecture and tutorial classes. Tasks arising from these lessons are compulsory and are part of the student's overall assessment.

Syllabus of the course *Tasks, exercises and interaction*

Basic course information	
Academic unit:	Faculty of Philology, German Language and Literature Department
Course title:	Tasks, exercises and interaction
Level:	MA
Course status:	Compulsory
Year of study:	Year V, semester IX
Number of hours per week:	2+2 (+2 K),
Kreditë ECTS:	8
Time/Location:	According to the schedule
Course instructor:	Prof.Ass. Dr. Blertë Ismajli
Contact details:	blerte.ismajli@uni-pr.edu
Course description:	<p>In this course, students learn to value the importance of proper assignments and exercises for foreign language learning and to draw conclusions regarding their teaching. They are aware of the importance of classroom interaction during language learning and are able to use appropriate social forms and appropriate forms of work as well as to take other measures to manage the learning process.</p> <p>They evaluate the function of tasks and exercises to train speech and writing skills, and are able to plan sequences of exercises that assist in the development of these skills.</p> <p>Furthermore, they are familiar with the characteristics and forms of project-oriented learning and understand that a number of didactic-methodical principles can be implemented through projects in learning. They also learn to plan their own projects in learning.</p>
Course aims:	<p>The aim of this course is:</p> <ul style="list-style-type: none"> - to enable students to distinguish between tasks and exercises, - to enable students to apply the appropriate types of tasks and exercises based on the given level, - to enable students to distinguish between the basic types of exercises, - to enable students to plan their teaching in order to motivate students to participate actively participate during classes, - to enable students to be familiar with social and work forms that help them motivate their students to learn, - to enable students to understand their role in interactive teaching, <ul style="list-style-type: none"> - to enable students to identify tasks and exercises that prepare their students to speak and write German properly, - to enable students to develop and implement projects related to the topics

covered in the course.

Learning outcomes:

Upon completion of this course the students will be able:

- to distinguish between tasks and exercises,
- to apply the appropriate types of tasks and exercises based on the given level,
- to distinguish between the basic types of exercises,
- to plan their teaching in order to motivate students to participate actively during classes,
- to know what social and work forms help them to motivate their students learning,
- to understand their role in interactive teaching,
- to identify tasks and exercises that prepare their students to speak and write German properly,
- to develop and implement projects related to the topics covered in the course.

Student workload (which should correspond to learning outcomes)

Activity	Hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory/Lab work/Tutorials	2	15	22.5
Practical work			
Midterm test preparation			
Consultations with course instructor	10 min	15	2.5
Field work			
Test, seminar paper	7	4	28
Homework	3	15	45
Self-study (library/home)	3	15	45
Final exam preparation	6	3	18
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	45 min	2	1.5

Total		190.5 hrs (190.5:25 = 7.6) 8 ECTS
Teaching methods:	<p>Teaching is interactive which is performed through brief informational lectures that provide theoretical basis, as well as micro-teaching in small groups. An integral part of this course is the online phase that will be realized in cooperation with the Goethe Institute as well as the PEP phase (phase of realization of practical research project).</p> <p>The practical work of students is carried out in primary and secondary schools as well as in the classes that Goethe Institute makes available for them, where students are obliged to teach a class by themselves based on on topics discussed in this course.</p>	
Assessment methods:	<p>The passing score of the course is 60%.</p> <p>Attendance 5%; Individual homework 5% Online phase and PEP implementation 50% Final exam 40%</p>	
Primary literature:	<ol style="list-style-type: none"> 1. Funk, Hermann/Kuhn, Christina/Skiba, Dirk/Spaniel-Weise, Dorothea/Wicke, Rainer E. (2017): <i>Aufgaben, Übungen, Interaktion</i>. DLL 4. Stuttgart: Klett. 2. Bimmel, Peter/Kast, Bernd/Neuner, Gerd (2017): <i>Deutschunterricht planen. Arbeit mit Lehrwerkektionen</i>. Fernstudieneinheit 18. 3. Brintzer et al (2013): <i>DaF unterrichten</i>. Stuttgart. 	
Secondary literature:	<ol style="list-style-type: none"> 1. Bredel, Ursula/ Pieper, Irene (2015): <i>Integrativer Deutschunterricht</i>. 2. Becker, Georg E.: <i>Unterricht planen. Handlungsorientierte Didaktik, Teil I</i>. Weinheim, Basel, Berlin 2004 3. Hoffmann, Bernhard (2015): <i>Der Unterrichtsentwurf. Leitfaden und Praxishilfe</i>. Baltmannsweiler. 4. Huneke/Steinig (2013): <i>Deutsch als Fremdsprache. Eine Einführung</i>. Berlin. 	

Course content	
Week	Lecture
Week 1:	Inhalt, Ziele und Gliederung der Lehrveranstaltung, Grundbegriffe
Week 2:	Aufgaben und Übungen im Fremdsprachenunterricht: Was sind Aufgaben und Übungen?
Week 3:	Aufgaben und Übungen im Fremdsprachenunterricht: Was sind gute Aufgaben und Übungen?
Week 4:	Lernen durch Interaktion: Arbeits- und Sozialformen kennenlernen

Week 5:	Lernen durch Interaktion: Einsatz von Arbeits- und Sozialformen
Week 6:	Lernen durch Interaktion: Die Rolle der Lehrenden im Interaktionsprozess
Week 7:	Aufbau von produktiven Fertigkeiten: Sprechen Anforderungen an das Training der Fertigkeit Sprechen
Week 8:	Aufbau von produktiven Fertigkeiten: Sprechen Aufgaben und Übungen zum Sprechen
Week 9:	Aufbau von produktiven Fertigkeiten: Schreiben Schriftliche Übungen und Aufgaben
Week 10:	Aufbau von produktiven Fertigkeiten: Schreiben Kollaboratives Schreiben
Week 11:	Komplexe Lernaufgabe: Projekte Merkmale von projektorientiertem Lernen
Week 12:	Komplexe Lernaufgabe: Projekte Mikroprojekte und Makroprojekte
Week 13:	Komplexe Lernaufgabe: Projekte Projekte planen
Week 14:	Praxiserkundungsprojekt (PEP) planen
Week 15:	Praxiserkundungsprojekt (PEP) durchführen

Academic policies and code of conduct

Students participate actively during lecture to deepen their knowledge in this field. They develop themselves with out-of-school activities, such as conferences, libraries, assignments and seminars. Teaching activities and out-of-school activities contribute to their best formation in this field.

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All are expected to be polite, to respect others during discussions, and not to use improper language.

Students are obliged to attend lecture and tutorial classes. Tasks arising from these lessons are compulsory and are part of the student's overall assessment.

Syllabus of the course *Learning German as a foreign language*

Basic course information	
Academic unit:	Faculty of Philology, German Language and Literature Department
Course title:	Learning German as a foreign language
Level:	MA
Course status:	Compulsory
Year of study:	Year V, semester IX
Number of hours per week:	2 +2
ECTS Credits:	6
Time/Location:	According to the schedule
Course instructor:	Prof. Ass. Dr. Vjosa Hamiti
Contact details:	vjosa.hamiti@uni-pr.edu
Course description:	Students themselves influence the teaching and learning process. In this course, students learn what factors influence foreign language learning, what didactic-methodical principles can serve as a learning guide for German as a second foreign language, and which scientific theories help them to interpret and understand learning processes.
Course aims:	<p>The aim of this course is:</p> <ul style="list-style-type: none"> - to enable students to identify factors that influence foreign language learning in their context, - to enable students to evaluate their students' skills in learning a foreign language, - to introduce students to general theories of language learning, - to enable students to draw conclusions from general learning theories and apply them to language learning, - to enable students to reflect on their learning, - to enable students to help their students be aware of languages and learning languages, - to enable students to understand how other languages help them learn another language.
Learning outcomes:	<p>Upon completion of this course the students will be able:</p> <ul style="list-style-type: none"> - to identify factors that influence foreign language learning in their context, - to evaluate their students' skills in learning a foreign language, - to distinguish general theories of language learning, - to draw conclusions from general learning theories and apply them to language learning, - to reflect on their learning, - to help their students be aware of languages and learning languages,

- to understand how other languages help them learn another language.

Student workload (which should correspond to learning outcomes)

Activity	Hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory/Lab work/Tutorials	2	15	22.5
Practical work			
Midterm test preparation			
Consultations with course instructor	10 min	15	2.5
Field work			
Test, seminar paper	7	4	28
Homework	1	15	15
Self-study (library/home)	2	15	30
Final exam preparation	6	4	24
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	45 min	2	1.5
Total			151 hrs (151:25 = 6.04) 6 ECTS

Teaching methods: Teaching is interactive which is performed through brief informational lectures that provide theoretical basis as well as seminar papers. An integral part of this course is the PEP phase (phase of realization of practical research project). The practical work of students is carried out in primary and secondary schools as well as in the classes that Goethe Institute makes available for them, where students are obliged to teach a class by themselves based on topics discussed in this course.

Assessment methods: The passing score of the course is 50%.
Attendance 5%;
Individual homework 5%
PEP implementation 40%
Final exam 50%

Primary literature:	<ol style="list-style-type: none"> 1. Ballweg, Sandra/Drumm, Sandra/Hufeisen, Britta/Klippel, Johanna, Pilypaityte, Lina (2013): <i>Wie lernt man die Fremdsprache Deutsch?</i> DLL 2. Stuttgart: Klett. 2. Brinitzer, Michaela et al. (2013): <i>DaF unterrichten: Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache</i>. Stuttgart.
Secondary literature: :	<ol style="list-style-type: none"> 1. Ende, Karin/Grotjahn, Rüdiger/Kleppin, Karin/Mohr, Imke (2013): <i>Curriculare Vorgaben und Unterrichtsplanung</i>. DLL 6. Stuttgart: Klett. 2. Becker, Georg E.: <i>Unterricht planen. Handlungsorientierte Didaktik, Teil I</i>. Weinheim, Basel, Berlin 2004 3. Hoffmann, Bernhard (2015): <i>Der Unterrichtsentwurf. Leitfaden und Praxishilfe</i>. Baltmannsweiler. 4. Huneke/Steinig (2013): <i>Deutsch als Fremdsprache. Eine Einführung</i>. Berlin. 5. Bredel, Ursula/ Pieper, Irene (2015): <i>Integrativer Deutschunterricht</i>. 6. Bimmel, Peter/Kast, Bernd/Neuner, Gerd (2017): <i>Deutschunterricht planen. Arbeit mit Lehrwerkektionen</i>. Fernstudieneinheit 18.

Course content	
Week	Lecture
Week 1:	Inhalt, Ziele und Gliederung der Lehrveranstaltung, Grundbegriffe
Week 2:	Welche Faktoren bestimmen das Lernen?
Week 3:	Was weißt man über das Lernen?
Week 4:	Was weiß man über den Spracherwerb?
Week 5:	Worin unterscheiden sich meine Lernenden? -Der Faktor Alter beim Sprachenlernen -Emotion und Kognition beim Sprachenlernen
Week 6:	Wie lernt man Sprachen zu lernen? -Über das eigene Lernen reflektieren
Week 7:	Wie lernt man Sprachen zu lernen? - Selbstständigkeit fördern
Week 8:	Wie lernt man Sprachen zu lernen? - Lernstrategien
Week 9:	Wie lernt man Sprachen zu lernen? - Raum für Individualität und Selbstständigkeit schaffen
Week 10:	Wie helfen andere Sprachen beim Deutschlernen? - Ähnlichkeiten und Unterschiede zwischen den Sprachen

	- Vorwissen der Lernenden berücksichtigen
Week 11:	Wie helfen andere Sprachen beim Deutschlernen? - Prinzipien bei der Vermittlung des Deutschen als Zweitsprache
Week 12:	Wie helfen andere Sprachen beim Deutschlernen? - Umsetzung der Prinzipien am Beispiel Wortschatzarbeit - Umsetzung der Prinzipien am Beispiel der Textarbeit
Week 13:	Praxiserkundungsprojekt (PEP) planen
Week 14:	Praxiserkundungsprojekt (PEP) planen
Week 15:	Praxiserkundungsprojekt (PEP) durchführen

Academic policies and code of conduct

Students participate actively during lecture to deepen their knowledge in this field. They develop themselves with out-of-school activities, such as conferences, libraries, assignments and seminars. Teaching activities and out-of-school activities contribute to their best formation in this field.

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All are expected to be polite, to respect others during discussions, and not to use improper language.

Students are obliged to attend lecture and tutorial classes. Tasks arising from these lessons are compulsory and are part of the student's overall assessment.

ELECTIVE COURSES

Syllabus of the course *German as a foreign language*

Basic course information	
Njësia akademike:	Faculty of Philology, German Language and Literature Department
Course title:	German as a foreign language
Level:	MA
Course status	Elective
Year of study:	Year V, semester IX
Number of hours per week:	2 (+1K)
ECTS Credits:	4
Time/Location:	According to the schedule
Course instructor:	Prof. Asoc. Dr. Teuta Abrashi
Contact details:	Teuta.abrashi@uni-pr.edu
Course description:	<p>In this course, students learn how the German language works at speech, sentence, pronunciation and pragmatics level. The goal is to make them look at the language from a functional perspective. By doing this, they understand German as a foreign language better and learn why German language phenomena are presented in a specific way in grammar and textbooks.</p> <p>They understand that language serves as a means of communication. They become aware of language structure and learn the meaning, functions and forms of certain parts of speech.</p> <p>In addition, they learn the function of the sentence patterns and their position within the sentence as well as the function and characteristics of the German pronunciation.</p>
Course aims:	<p>The aims of this course are:</p> <ul style="list-style-type: none">- students to be taught to treat language as an instrument,- to introduce students to different meanings of grammar- students to learn how language tools can be transmitted in learning, especially forms and functions of language tools,- to enable students to understand that understanding consistent phrases specific cultural knowledge is required,- to enable students to understand features of consistent expressions,- to enable students to understand what formal features (rules and flexion) certain parts of speech have or require, <p>- to introduce students to three important grammatical models for introducing sentence structure,</p>

- to enable students to identify in which grammatical models are textbooks based in order to explain sentence structure.

Learning outcomes:

Upon completion of this course the students will be able:

- to treat language as an instrument,
- to distinguish what are the different meanings of grammar,
- to distinguish how language tools can be transmitted in learning, especially forms and functions of language tools,
- to understand features of consistent expressions in German,
- to understand what formal features (rules and flexion) certain parts of speech have or require,
- to distinguish the most important grammatical patterns for sentence structure presentation,
- to identify in which grammatical models are textbooks based in order to explain sentence structure.

Student workload (which should correspond to learning outcomes)

Activity	Hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory/Lab work/Tutorials			
Practical work			
Midterm test preparation			
Consultations with course instructor	1	15	11.25
Field work			
Test, seminar paper	7	3	21
Homework	1	15	15
Self-study (library/home)	1	15	15
Final exam preparation	5	2	10
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	45 min	2	1.5
Total			101.25 hrs (101.25:25 =

		4.05) 4 ECTS
Teaching methods:	Teaching is interactive which is performed through informative lectures that provide the theoretical basis as well as the practical part where real-world classroom learning situations are simulated. Students should participate actively in class and collaborate with peers as they need to maintain a teaching/learning progress portfolio.	
Assessment methods:	The passing score of the course is 50%. Attendance 10%; Individual homework 10% Students' presentations 40% Final exam 40 %	
Primary literature:	<ol style="list-style-type: none"> 1. Barkowski, Hans/ Grommes, Patrick / Lex, Beate / Vicente, Sara / Wallner, Franziska/Winzer-Kiontke, Britta (2017): Deutsch als Fremde Sprache. DLL 3. Stuttgart: Klett. 2. Brinitzer, Michaela et al. (2013): DaF unterrichten: Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache. Stuttgart. 	
Secondary literature:	<ol style="list-style-type: none"> 1. Ballweg, Sandra/Drumm, Sandra/Hufeisen, Britta/Klippel, Johanna, Pilypaityte, Lina (2013): Wie lernt man die Fremdsprache Deutsch? DLL 2. Stuttgart: Klett. 2. Ende, Karin/Grotjahn, Rüdiger/Kleppin, Karin/Mohr, Imke (2013): Curriculare Vorgaben und Unterrichtsplanung. DLL 6. Stuttgart: Klett. 3. Hoffmann, Bernhard (2015): Der Unterrichtsentwurf. Leitfaden und Praxishilfe. Baltmannsweiler. 4. Huneke/Steinig (2013): Deutsch als Fremdsprache. Eine Einführung. Berlin. 5. Bredel, Ursula/ Pieper, Irene (2015): Integrativer Deutschunterricht. 6. Bimmel, Peter/Kast, Bernd/Neuner, Gerd (2017): <i>Deutschunterricht planen. Arbeit mit Lehrwerkktionen</i>. Fernstudieneinheit 18. 	

Course content	
Week	Lecture
Week 1:	Inhalt, Ziele und Gliederung der Lehrveranstaltung, Grundbegriffe
Week 2:	Sprache als Medium zur Kommunikation
Week 3:	Die formelhaften Wendungen
Week 4:	Die Wörter: Das Substantiv: die Funktion und formalen Merkmale der Substantive
Week 5:	Die Wörter: Das Substantiv: Das Genus und die Pluralmarkierung der Substantive

Week 6:	Die Wörter: Das Substantiv: Begleiter von Substantiven, ihre Funktion und formalen Merkmale; Possessivartikel
Week 7:	Die Wörter: Das Verb: Klassifizierung der Verben; Tempusmarkierung des Verbs
Week 8:	Die Wörter: Das Verb: Aktiv und Passiv; Konjunktiv II Präpositionen
Week 9:	Der Satzbau im Deutschen Satzglieder – Funktion und Beziehung zueinander
Week 10:	Wortstellungsmöglichkeiten im Deutschen Sätze verbinden
Week 11:	Die Bedeutung von Aussprache Faktoren, die die Aussprache beeinflussen
Week 12:	Die Intonation und die Laute
Week 13:	Arbeit mit Informationsquellen: Wörterbücher
Week 14:	Arbeit mit Informationsquellen: Grammatiken
Week 15:	Arbeit mit Informationsquellen: Sprachkorpora

Academic policies and code of conduct

Students participate actively during lecture to deepen their knowledge in this field. They develop themselves with out-of-school activities, such as conferences, libraries, assignments and seminars. Teaching activities and out-of-school activities contribute to their best formation in this field.

Laptops and tablet computers are allowed to be used silently to take notes; other activities, such as checking your personal e-mail or browsing web pages are prohibited. Mobile phones / smartphones and other electronic devices (e.g. iPods) should be switched off (or switched to vibration) and not to be exposed during classes.

All are expected to be polite, to respect others during discussions, and not to use improper language.

Students are obliged to attend lecture and tutorial classes. Tasks arising from these lessons are compulsory and are part of the student's overall assessment.

Syllabus of the course *Literature didactics*

Informatat themelore për lëndën	
Academic unit:	Faculty of Philology
Course title:	Literature didactics
Level:	MA
Course status:	Elective
Year of study:	Year V semester IX
Number of hours per week:	2(+1K)
ECTS Credits:	4 ECTS
Time/Location:	According to the schedule
Course instructor:	Prof.Ass.Dr.Albulena Blakaj Gashi
Contact details:	Albulena.blakaj@uni-pr.edu
Course description:	<p>The focus of this course is the role of literary texts in teaching German as a foreign language and the methods of their use in the teaching process.</p> <p>The aim of the course is to enable students to use the processes for developing reading skills as well as the use of literary texts in teaching of German as a foreign language.</p> <p>The course is practical: it enables students to apply the processes of understanding textbooks and to use literary texts in the teaching process.</p>

Course aims:	<p>The aim of this course is:</p> <ul style="list-style-type: none"> -to introduce students to the processes of learning foreign languages and the possibility of using literary texts for this purpose. -Introducing students to the role of literary texts in teaching German as a foreign language -Introduction to the methods of using literary texts in the teaching process. -to teach students to apply the knowledge of literary theory learned while studying literary texts for language learning.
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Learning outcomes:	Upon completion of this course the student will be able:
	- to analyze foreign language learning processes and the possibility of using literary texts for this purpose
	-to be aware of the role of literary texts in the teaching of German as a foreign language
	-to be aware of the methods of using literary texts in the teaching process
	- to have the ability to apply the processes of understanding texts
	-to know how to apply the knowledge of literature theory learned during the study.

Student workload (which should correspond to learning outcomes)

Activity	Hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory/Lab work/Tutorials			
Practical work			
Midterm test preparation			
Consultations with course instructor	1	15	11.25
Field work			
Test, seminar paper	7	3	21
Homework	1	15	15
Self-study (library/home)	1	15	15

Final exam preparation	5	2	10
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	45 min	2	1.5
Total			101.25 hrs (101.25:25 = 4.05) 4 ECTS

Teaching methods:	Teaching is delivered through lectures that provide the theoretical basis. In addition to the lectures, the students will work on seminar papers based on the main topics of the use of literary texts in the teaching of foreign languages in general, and of German language in particular. Therefore, they are divided into groups about a particular topic. During the classes, they present their work and discuss it in the classroom where it is discussed as a group and each student in particular.
Assessment methods:	The passing score of the course is 60%. Attendance 5% Individual homework 5% Presentation 20% Final exam 70%
Primary literature:	<ol style="list-style-type: none"> 1. Waldmann, Günther: Produktiver Umgang mit Literatur im Unterricht, Schneider Verlag Hohengehren, 2007; 2. Bischof, Monika/Kessling, Viola/Krechel, Rüdiger: Landeskunde und Literaturdidaktik. Fernstudieneinheit 3. Berlin usf.: Langenscheidt, 2003 3. Helmling/Wackwitz: Literatur im Deutschunterricht am Beispiel von narrativen Texten. München: Goethe-Institut, 1986.
Secondary literature: :	<ol style="list-style-type: none"> 1. Ehlers, Swantje: Literarische Texte lesen lernen. München: Klett 1992 2. Herrmann, Karin: Warum Literatur im Unterricht "Deutsch als Fremdsprache" im Ausland. In: Literarische Texte in der Unterrichtspraxis. München: Goethe-Institut 1984 3. Dietrich-Krechel, Rüdiger: Anspiel. Konkrete Poesie im Unterricht Deutsch als Fremdsprache (5. Aufl.) Bonn: Inter Nationes 1991 4. Ehlers, S.: Lesen als Verstehen. Berlin usf.: Langenscheidt, 1992. 5. Westhoff, G.: Fertigkeit Lesen. Berlin usf.: Langenscheidt, 1997

Course content	
Week	Lecture
Week 1:	Einführung in die Themen und die Grundbegriffe
Week 2:	Warum Literatur im Deutschunterricht?
Week 3:	Erste Erfahrungen mit Literatur: Wortbilder

Week 4:	Textauswahl und Methodik
Week 5:	Textarbeit – Rudolf Otto Wiemer: <i>empfindungswörter.</i>
Week 6:	Textarbeit – Rudolf Otto Wiemer: <i>Zeitsätze.</i>
Week 7:	Textarbeit – Ernst Jandl: <i>Markierung einer Wende</i>
Week 8:	Textarbeit – Peter Bichsel: <i>November</i>
Week 9:	Textarbeit – Brigitte Schwaiger: <i>Wie kommt das Salz ins Meer?</i>
Week 10:	Bilder, Stereotype, Vorurteile
Week 11:	Prinzipien, Lehr- und Lernziele, Methoden
Week 12:	Unterrichtsvorschläge
Week 13:	Präsentationen
Week 14:	Präsentationen
Week 15:	Präsentationen

Academic policies and code of conduct

Students participate actively during lecture to deepen their knowledge in this field. They develop themselves with out-of-school activities, such as conferences, libraries, assignments and seminars. Teaching activities and out-of-school activities contribute to their best formation in this field.

Laptops and tablet computers are allowed to be used silently to take notes; other activities, such as checking your personal e-mail or browsing web pages are prohibited. Mobile phones / smartphones and other electronic devices (e.g. iPods) should be switched off (or switched to vibration) and not to be exposed during classes.

All are expected to be polite, to respect others during discussions, and not to use improper language.

Students are obliged to attend lecture and tutorial classes. Tasks arising from these lessons are compulsory and are part of the student's overall assessment.

Syllabus of the course *Applied linguistics in German as a foreign language*

Basic course information	
Academic unit:	Faculty of Philology, German Language and Literature Department
Course title:	Applied linguistics in German as a foreign language
Level:	MA
Course status:	Elective
Year of study:	YearV semester IX
Number of hours per week:	2(+1K)
ECTS Credits:	4 ECTS
Time/Location:	According to the schedule
Course instructor:	Prof. asoc. dr. Teuta Abrashi
Contact details:	teuta.abrashi@uni-pr.edu
Course description:	<p>In this course, we start by explaining the basic principles of applied linguistics, the fields of applied linguistics. Special attention is paid to the aspects and problems of foreign language learning in general, and teaching of German as a foreign language in particular.</p>

Course aims:

- to introduce students to the basic concepts and theoretical issues of applied linguistics in German
- to make students aware of the dynamic nature of language
- to enable them to look at the aspects and problems of foreign language learning in general and teaching of German as a foreign language in particular

Learning outcomes:

Upon completion of this course the student will be able:

- to have basic knowledge concerning applied linguistics
- to apply the error analysis
- to increase their potential as teachers
- to understand the difficulties in teaching German to non-native speakers
- to clarify the cyclical nature of the planning process in second language learning

Student workload (which should correspond to learning outcomes)

Activity	Hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory/Lab work/Tutorials			
Practical work			
Midterm test preparation			
Consultations with course instructor	1	15	11.25
Field work			
Test, seminar paper	7	3	21
Homework	1	15	15
Self-study (library/home)	1	15	15
Final exam preparation	5	2	10
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	45 min	2	1.5

Total		101.25 hrs (101.25:25 = 4.05) 4 ECTS
Teaching methods:	Students are required to read the relevant materials before class hours. Teaching and learning will not be seen separately according to rigid procedures, but will be constantly interconnected as reciprocal taking and giving allowing each student to participate in the process and make personal contributions in the continuous production of knowledge.	
Assessment methods:	The passing score of the course is 50%. Attendance 10%; Active participation in class 10% Exam 80% Exam: The final exam in examination session. The exam is written only	
Primary literature::	<ol style="list-style-type: none"> 1. Lectures prepared by prof.asoc.dr.Teuta Abrashi 2. Wildenauer-Jozsa, D. (2005): Sprachvergleich als Lernstrategie. Eine Interviewstudie mit erwachsenen Deutschlernenden, Freiburg im Breisgau: Fillibach. 3. Linke, A. et al (2004) Studienbuch Linguistik. 5. Auflage, Tübingen (Reihe Germanistische Linguistik 121.) 4. Putzer, O. (1994): <i>Fehleranalyse und Sprachvergleich</i>, Hueber Verlag, Ismaning 5. Gnutzmann, C. (1990): Kontrastive Linguistik. Frankfurt a. M: Lang 6. Rein, K. (1983): <i>Einführung in die kontrastive Linguistik</i>. Darmstadt: Wissenschaftliche Buchgesellschaft. 	
Secondary literature:	<ol style="list-style-type: none"> 1. Kocsany, P. (2010): <i>Grundkurs Linguistik</i>, UBT, W. Fink Verlag: Paderborn; 2. Busch, A./ Stenschke, O. (2007): <i>Germanistische Linguistik</i>, Narr: Tübingen 3. Kühlwein, W./ Raasch, A. (Hrsg.)(1990): <i>Angewandte Linguistik heute</i>. Forum Angewandte Linguistik, Bd.20 Frankfurt/M.: Peter Lang 4. Loeffler, H. (1985): <i>Germanistische Soziolinguistik</i>. Berlin: Erich Schmidt Grundlagen der Germanistik, Bd.28) 5. Schlieben- Lange, B. (1991): <i>Soziolinguistik: Eine Einführung</i>. Stuttgart u.a.: Kohlhammer. 6. Wandruszka, M. (1991): „Wer fremde Sprachen nicht kennt...“. <i>Das Bild des Menschen in Europas Sprachen</i>. München: Piper. 	

Course content	
Week	Lecture
Week 1:	The fields of Applied Linguistics

Week 2:	Linguistics and foreign language learning
Week 3:	Individual and collective multilingualism
Week 4:	Contrastive linguistics
Week 5:	Tertium comparationis
Week 6:	Contrastive phonetics and phonology
Week 7:	Contrastive syntax
Week 8:	Contrastive semantics
Week 9:	Contrastive pragmatics
Week 10:	Linguistic contact
Week 11:	Language acquisition
Week 12:	Pragmalinguistics
Week 13:	Error analysis and their prevention
Week 14:	Presentation of seminar papers
Week 15:	Presentation of seminar papers

Academic policies and code of conduct

Students are obliged to attend lectures. No more than three absences during the semester are tolerated. Tasks arising from these lessons are compulsory and are part of the student's overall assessment. Plagiarism and copying during exams and other written papers are punishable. In such cases, the student is subject to disciplinary action as provided by UP regulations.

Syllabus of the course *Didactics of lexicon*

Basic course information	
Academic unit:	Faculty of Philology, German Language and Literature Department
Course title:	Didactics of lexicon in teaching German language
Level:	MA
Course status:	Elective
Year of study:	Year V, semester IX
Number of hours per week:	2(+1K)
ECTS Credits:	4
Time/Location:	According to the schedule
Course instructor:	Prof. Asoc. Dr. Milote Sadiku
Contact details:	Milote.sadiku@uni-pr.edu
Course description:	<p>Lexicon plays an important role in foreign language acquisition. Using lexicon in teaching aims to acquire a consistent vocabulary that serves the realization of important communicative goals as well as mastering certain topics and certain communicative situations.</p> <p>The purpose of this course is to discuss the methods used in teaching a foreign language while teaching a new vocabulary. The main principles of lexical presentation will be dealt here, such as: the principle of contextual learning according to which new words and lexical units should be presented in context rather than being isolated. It's well known the fact that the purpose of teaching German as a foreign language (DaF) is not abstract vocabulary knowledge, for example the ability to translate the meaning of isolated foreign language words in the mother tongue. We will deal with areas which from didactically-methodically aspect are paid close attention, such as lexicon selection and classification, lexical presentation and usage which are closely related to the field, the various lexical exercises that affect the vocabulary in memorizing it, activating the lexicon for communication.</p>
Course aims:	<p>The aims of this course are:</p> <ul style="list-style-type: none"> - to familiarize students with the strategies of working with the lexicon in teaching German as a foreign language - to familiarize students with the appropriate methods for presenting and using the new vocabulary - to provide students with the most appropriate vocabulary exercises that help affix the vocabulary in long-term memory and to activate it during language use

Learning outcomes:	<p>Upon completion of this course the students will be able:</p> <ul style="list-style-type: none"> - to distinguish what are the most appropriate vocabulary exercises that help affix the lexicon in long-term memory and to activate it during language use - to know how to select and classify the vocabulary needed for communication in certain language situations - to use the appropriate methods for presenting the new lexicon in context - to know the techniques for explaining the meaning of new words
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Student workload (which should correspond to learning outcomes)

Activity	Hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory/Lab work/Tutorials			
Practical work			
Midterm test preparation			
Consultations with course instructor	1	15	11.25
Field work			
Test, seminar paper	7	3	21
Homework	1	15	15
Self-study (library/home)	1	15	15
Final exam preparation	5	2	10
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	45 min	2	1.5
Total			101.25 hrs (101.25:25 = 4.05) 4 ECTS

Teaching methods:	Teaching is delivered through lectures that provide the theoretical basis as well as seminar papers that students prepare and present them in the classroom, and with continuous homework, too.
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Assessment methods:	<p>The passing score of the course is 50%.</p> <p>Attendance 5%; Individual homework 5% Seminar paper 30% First test 30% Second test 30%</p>
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Primary literature:	<ol style="list-style-type: none"> 1. Brinitzer, Michaela et al. (2013): DaF unterrichten: Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache. Stuttgart. 2. Katarzyna Kalka (2002): Effizienz verschiedener Lehrmethoden zur Wortschatzvermittlung. 3. Reiner Bohn (1999): Probleme der Wortschatzarbeit. <i>Fernstudieneinheit</i> 22. München. 4. Günther Storch (1999): Deutsch als Fremdsprache – Eine Didaktik. 5. Bernd-Dietrich Müller (1994): Wortschatzarbeit und Bedeutungsvermittlung. <i>Fernstudieneinheit</i> 8. München
Secondary literature:	<ol style="list-style-type: none"> 1. Ballweg, Sandra/Drumm, Sandra/Hufeisen, Britta/Klippel, Johanna, Pilypaityte, Lina (2013): Wie lernt man die Fremdsprache Deutsch? DLL 2. Stuttgart: Klett. 2. Hoffmann, Bernhard (2015): Der Unterrichtsentwurf. Leitfaden und Praxishilfe. Baltmannsweiler. 3. Huneke/Steinig (2013): Deutsch als Fremdsprache. Eine Einführung. Berlin. 4. Bredel, Ursula/ Pieper, Irene (2015): Integrativer Deutschunterricht. 5. Bimmel, Peter/Kast, Bernd/Neuner, Gerd (2017): <i>Deutschunterricht planen. Arbeit mit Lehrwerklectionen</i>. Fernstudieneinheit 18. 6. Kast, Bernd/Neuner, Gerhard (Hrsg.) (1994): Zur Analyse, Begutachtung und Entwicklung von Lehrwerken für den fremdsprachlichen Deutschunterricht.

Course content	
Week	Lecture
Week 1:	Inhalt, Ziele und Gliederung der Lehrveranstaltung, Grundbegriffe
Week 2:	Struktur des Wortschatzes
Week 3:	Dimensionen des Wortschatzes: paradigmatische, konnotative und kontrastive Dimension Gedächtnispsychologische Aspekte der Wortschatzarbeit
Week 4:	Der Wortschatz als Lernproblem
Week 5:	Wortschatzarbeit im Unterricht: Einführen und Verstehen des Wortschatzes
Week 6:	Wortschatzpräsentation in Lehrwerken
Week 7:	Testi i parë
Week 8:	Verfahren der Bedeutungsvermittlung
Week 9:	Bedeutung im engeren Sinn, Bedeutung im weiteren Sinn, Begriffe im kulturellen Kontext; Didaktische Konsequenzen

Week 10:	Techniken der Bedeutungsvermittlung
Week 11:	Wortschatz lernen und behalten
Week 12:	Strategien für das Wortschatzlernen
Week 13:	Wortschatz üben
Week 14:	Übungsgrundsätze
Week 15:	Einüben und Behalten des Wortschatzes: - Kognitive Wortschatzübungen - Situativ-pragmatische Übungen - Situativ-pragmatische Übungen

Academic policies and code of conduct

Students participate actively during lecture to deepen their knowledge in this field. They develop themselves with out-of-school activities, such as conferences, libraries, assignments and seminars. Teaching activities and out-of-school activities contribute to their best formation in this field.

Laptops and tablet computers are allowed to be used silently to take notes; other activities, such as checking your personal e-mail or browsing web pages are prohibited. Mobile phones / smartphones and other electronic devices (e.g. iPods) should be switched off (or switched to vibration) and not to be exposed during classes.

All are expected to be polite, to respect others during discussions, and not to use improper language.

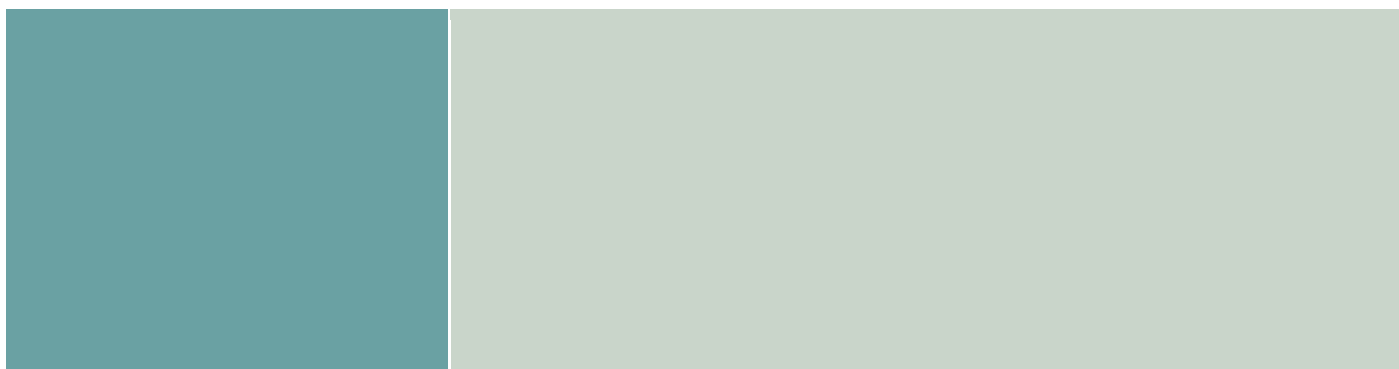
Students are obliged to attend lecture and tutorial classes. Tasks arising from these lessons are compulsory and are part of the student's overall assessment.

THE FIFTH YEAR / THE TENTH SEMESTER

COMPULSORY COURSES

Syllabus of the course *Teaching materials and the media*

Basic course information	
Academic unit:	Faculty of Philology, German Language and Literature Department
Course title:	Teaching materials and the media
Level::	MA
Course status:	Compulsory
Year of study:	Year V,semester X
Number of hours per week:	2+2 (+2K)
ECTS Credits:	8
Time/Location:	According to the schedule
Course instructor::	Prof.ass.dr. Blertë Ismajli
Contact details:	blerte.ismajli@uni-pr.edu
Course description:	<p>In this course, students learn about the criteria based on which they can assess the suitability of textbooks and supplementary materials depending on the group.They also learn to complement the basic text with the various materials and adapt them to the respective group.They deal with the typology of tasks and exercises.</p> <p>Attention is also paid to digital materials and their application in the teaching process.Students learn about teaching as a complex process that today is a kind of Blended Learning</p>
Course aims:	<p>The aim of this course is:</p> <ul style="list-style-type: none">- to enable students to select teaching materials depending on the lesson purpose,- to enable students to apply the appropriate types of materials for a given level in the lesson,- to enable students to analyze textbooks and adjust them to their group,- to enable students to identify and adapt authentic texts to the learning process,- to enable students to apply different reading strategies while working with authentic texts,- to enable students to use digital media in the learning process,- to enable students to use authentic listening materials in order to practice listening skills and adapting them to the level of their group.



Learning outcomes:	<p>Upon completion of this course the students will be able:</p> <ul style="list-style-type: none"> - to understand what learning materials and media are, - to understand the function of teaching materials and media in teaching, - to analyze textbooks, - to adjust textbooks and supplement them depending on the goals and needs of their group, - to know for which teaching activities different types of text can be used, - to understand the role of authentic texts in teaching, - to know about the various social media that can be used in teaching, - to use different social media in teaching German as a foreign language - to create their own Wiki and Podcast.
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Student workload (which should correspond to learning outcomes)

Activity	Hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory/Lab work/Tutorials	2	15	22.5
Practical work			
Midterm test preparation			
Consultations with course instructor	10 min	15	2.5
Field work			
Test, seminar paper	7	4	28
Homework	3	15	45
Self-study (library/home)	3	15	45
Final exam preparation	6	3	18
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	45 min	2	1.5
Total			190.5 hrs (190.5:25 = 7.6)

		8 ECTS
Teaching methods:	<p>Teaching is interactive which is performed through brief informational lectures that provide theoretical basis, as well as micro-teaching in small groups. An integral part of this course is the online phase that will be realized in cooperation with the Goethe Institute as well as the PEP phase (phase of realization of practical research project).</p> <p>The practical work of students is carried out in primary and secondary schools as well as in the classes that Goethe Institute makes available for them, where students are obliged to teach a class by themselves based on topics discussed in this course.</p>	
Assessment methods:	<p>The passing score of the course is 60%.</p> <p>Attendance 5%; Individual homework 5% Online phase and PEP implementation 50% Final exam 40%</p>	
Primary literature:	<ol style="list-style-type: none"> 1. Rößler, Dietmar/Würffel, Nicola (2017): <i>Lernmaterialien und Medien</i>. DLL 5. Stuttgart: Klett. 2. Bimmel, Peter/Kast, Bernd/Neuner, Gerd (2017): <i>Deutschunterricht planen. Arbeit mit Lehrwerkektionen</i>. Fernstudieneinheit 18. 3. Brintzer et al (2013): <i>DaF unterrichten</i>. Stuttgart. 	
Secondary literature:	<ol style="list-style-type: none"> 1. Kast, Bernd/Neuner, Gernd (Hrsg.) (1998): <i>Zur Analyse, Begutachtung und Entwicklung von Lehrwerken</i>. Berlin/München: Langenscheidt. 2. Bichele, Markus u.a. (2003): <i>Internet-Aufgaben Deutsch als Fremdsprache</i>. Klett Computerpraxis Fremdsprachen. Stuttgart: Klett. 3. Rößler, Dietmar (2007): <i>E-Learning Fremdsprachen. Eine kritische Einführung</i>. 2. Aufl. Tübingen: Stauffenburg. 4. Rößler, Dietmar (2012): <i>Deutsch als Fremdsprache. Eine Einführung</i>. Stuttgart: J.B. Metzler. 	

Course content	
Week	Lecture
Week 1:	Inhalt, Ziele und Gliederung der Lehrveranstaltung, Grundbegriffe
Week 2:	Lehrwerke: Bestandteile von Lehrwerken und ihre Funktion
Week 3:	Lehrwerke: Zusatzmaterialien
Week 4:	Lehrwerke:

	Lernmaterialien adaptieren
Week 5:	Arbeit mit Texten: Unterschiedliche Arten von Texten
Week 6:	Arbeit mit Texten: Lesen in der Fremdsprache
Week 7:	Arbeit mit Texten: Lese-, Hör- und Hör-Sehstile
Week 8:	Arbeit mit Texten: Landeskundliche Texte didaktisieren
Week 9:	Digitale Medien im Deutschunterricht: Soziale Medien im Unterricht
Week 10:	Digitale Medien im Deutschunterricht: Wikis
Week 11:	Digitale Medien im Deutschunterricht: Podcasts
Week 12:	Digitale Medien im Deutschunterricht: Umgang mit sozialen Medien im Unterricht
Week 13:	Sprachenlernen im Blended-Learning-Modus
Week 14:	Praxiserkundungsprojekt (PEP) planen
Week 15:	Praxiserkundungsprojekt (PEP) durchführen

Academic policies and code of conduct

Students participate actively during lecture to deepen their knowledge in this field. They develop themselves with out-of-school activities, such as conferences, libraries, assignments and seminars. Teaching activities and out-of-school activities contribute to their best formation in this field.

Laptops and tablet computers are allowed to be used silently to take notes; other activities, such as checking your personal e-mail or browsing web pages are prohibited. Mobile phones / smartphones and other electronic devices (e.g. iPods) should be switched off (or switched to vibration) and not to be exposed during classes.

All are expected to be polite, to respect others during discussions, and not to use improper language.

Students are obliged to attend lecture and tutorial classes. Tasks arising from these lessons are compulsory and are part of the student's overall assessment.

Syllabus of the course *Research methodology*

Basic course information	
Academic unit:	Faculty of Philology, German Language and Literature Department
Course title:	Research methodology
Level:	MA
Course status:	Compulsory
Year of study:	Year V, semester X
Number of hours per week:	2+1
ECTS Credits:	4
Time/Location:	According to the schedule
Course instructor:	Prof.ass.dr. Sadije Rexhepi
Contact details:	sadije.rexhepi@uni-pr.edu
Course description:	<p>In this course, students will learn and practice the writing of functional texts that they need during their study, such as homework, seminars, and final thesis (master thesis).</p> <p>Students will learn about the methods of scientific work, the methods of gathering research material, the processing of research material, the design of footnotes and quotations according to international norms, the design of content, bibliography, register of names and expressions, etc. which would help the student in writing the papers during the studies as well as in drafting the master thesis in the end.</p> <p>It is important to learn the research steps and the corpus's practical analysis method in order to come up with reliable research results on a given topic. Students need to be familiar with critical evaluation of published quantitative and qualitative research reports in our field.</p>
Course aims:	<p>The aims of this course are:</p> <ul style="list-style-type: none"> - to introduce students to the ways of drawing up an exhibition (project proposal), - to introduce students to the research stages, - to get introduced with the ways of literature research, - to inform students with the techniques needed to design a scientific paper, - to introduce students to the quantitative - and qualitative research methodology, - to introduce students to contrastive and comparative methodology.

Learning outcomes:	<p>Upon completion of this course the students will be able:</p> <ul style="list-style-type: none"> -to know how to compose exhibits - to know the research methods applicable in their field of study, - to evaluate critically published reports in their field of study, - to plan their research, - to apply quantitative and qualitative research methodology to their research, - to apply contrasting and comparative research methodology to their research.
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Student workload (which should correspond to learning outcomes)

Activity	HoursDays/Weeks		Total
Lectures	2	15	22.5
Theory/Lab work/Tutorials	1	15	11.25
Practical work			
Midterm test preparation			
Consultations with course instructor	10 min	15	2.5
Field work			
Test, seminar paper			
Homework	1	15	15
Self-study (library/home)	3	15	45
Final exam preparation	5	2	10
Assessment (test, quiz, final exam)	1	2	2
Projects, presentations, etc.	30 min	1.5	0.5
Total			108.75:25 = 4.35 4 ECTS

Teaching methods:	Teaching is delivered through lectures that provide the theoretical basis and exercises that are conducted as classroom work and ongoing home-based seminars and assignments, too.
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Assessment methods:	<p>The passing score of the course is 60%.</p> <p>Attendance 5%; Individual homework 5% Exposition 20% Seminar paper 50% Classroom presentation 20%</p>
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Primary literature:	<ol style="list-style-type: none"> 1. Duden. 2012. <i>Wie schreibt man wissenschaftliche Arbeiten?</i> Mannheim. 2. Eco, Umberto. 2007. <i>Wie man eine wissenschaftliche Abschlussarbeit schreibt.</i> Heidelberg 3. Gruber / Huemer / Rheindorf. 2009. <i>Wissenschaftliches Schreiben. Ein Praxisbuch für Studierende.</i> Weimar 4. Kornmeier, Martin. 2008. <i>Wissenschaftlich Schreiben leicht gemacht - für Bachelor, Master und Dissertation,</i> Bern. 5. Grätz, Frank. 2006. Duden. <i>Wie verfasst man wissenschaftliche Arbeiten?: Ein Leitfaden für das Studium und die Promotion.</i> Dudenverlag, Mannheim, Leipzig, Wien, Zürich. 6. Balzert/Schröder/ Schäfer. 2012. <i>Wissenschaftliches Arbeiten,</i> Wilhelm Büchner Hochschule, Darmstadt. 7. Rothstein, Björn. 2011. <i>Wissenschaftliches Arbeiten für Linguisten,</i> Narr Verlag, Tübingen. 8. Esselborn- Krumbiegel, Helga. 2010. <i>Richtig wissenschaftlich schreiben. Wissenschaftssprache in Regeln und Übungen,</i> UTB, Stuttgart. 9. Bünting, Karl-Dieter; Bitterlich, Axel; Postpiech, Ulrike. 2000. <i>Schreiben im Studium mit Erfolg, Ein Leitfaden,</i> Berlin Esselborn- Krumbiegel, Helga. 2010. <i>Richtig wissenschaftlich schreiben. Wissenschaftssprache in Regeln und Übungen,</i> UTB, Stuttgart
Secondary literature:	<ol style="list-style-type: none"> 10. Karmasin, Mathias, Ribing, Rainer: <i>Die Gestaltung wissenschaftlicher Arbeiten: Ein Leitfaden für Seminararbeiten,</i> Stuttgart, 2010 Trapp, Sebastian. (2007) <i>Wie man tatsächlich eine wissenschaftliche Arbeit schreibt: Daten, Schreibtechnik, Zeitplanung, Veröffentlichung - in der realen Welt.</i>

Course content	
Week	Lecture
Week 1:	Course introduction, course plan
Week 2:	The process of writing – pre-writing and planning
Week 3:	Research stages for a scientific paper
Week 4:	Types of papers texts during studies
Week 5:	The process of writing-writing and editing project ideas
Week 6:	Quantitative and qualitative research methodology
Week 7:	Contrastive and comparative methodology
Week 8:	Language and style of scientific work
Week 9:	Argumentation; Chronological and logical flow, cause and effect flow and comparison and contrast flow

Week 10:	Standards of textuality
Week 11:	Practical corpus analysis
Week 12:	Quotations, documentation of sources
Week 13:	Editing
Week 14:	Presentation of seminar papers
Week 15:	Presentation of seminar papers

Academic policies and code of conduct

Students participate actively during lecture to deepen their knowledge in this field. They develop themselves with out-of-school activities, such as conferences, libraries, assignments and seminars. Teaching activities and out-of-school activities contribute to their best formation in this field.

Laptops and tablet computers are allowed to be used silently to take notes; other activities, such as checking your personal e-mail or browsing web pages are prohibited. Mobile phones / smartphones and other electronic devices (e.g. iPods) should be switched off (or switched to vibration) and not to be exposed during classes.

All are expected to be polite, to respect others during discussions, and not to use improper language.

Students are obliged to attend lecture and tutorial classes. Tasks arising from these lessons are compulsory and are part of the student's overall assessment.

Syllabus of the course *Diploma paper MA*

Basic course information	
Academic unit:	Faculty of Philology
Course title:	Diploma paper MA
Level:	MA
Course status:	Compulsory
Year of study:	Year V semester X
Number of hours per week:	
ECTS Credits:	10 ECTS
Time/Location:	According to the schedule
Course instructor:	xxx
Contact details:	xxx
Course description:	<p>Upon completion of the exams foreseen in the MA program German as a Foreign Language, students must complete their MA thesis.</p> <p>They choose a topic from the field of German as a foreign language. The chosen topics are treated theoretically, empirically or practically.</p> <p>This paper should prove that the student is capable of examining a topic independently as far as content and methodology is concerned.</p> <p>The paper should be drafted in accordance with the rules of a scientific paper and in accordance with the regulations and the Statute of UP.</p>

Course aims:	<p>The aim of this course is:</p> <ul style="list-style-type: none"> - the student to deal with a topic in the field of German as a foreign language using scientific theories, - the student to undertake advanced research in teaching German as a foreign language - the student to apply various research methods in practice - to write advanced scientific text - to evaluate critically the primary and secondary scientific literature relevant to its topic - to explain the research results
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Learning outcomes:	<p>Upon completion of MA diploma paper the student will be able:</p> <ul style="list-style-type: none"> - To plan, conduct and evaluate advanced research in the field of German as a foreign language - To implement in practice different research methods - to write advanced scientific texts - To evaluate critically the scientific literature in the field of German methodology as a foreign language - To use relevant resources regarding the scientific field - To explain in detail the research results - To use information technology.
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Student workload (which should correspond to learning outcomes)

Activity	HoursDays/Weeks		Total
Lectures			
Theory/Lab work/Tutorials			
Practical work- research	5	10	50
Midterm test preparation			
Consultations with course instructor	1	15	15

Field work			
Test, seminar paper			
Homework			
Self-study (library/home)	10	15	150
Final exam preparation	5	5	25
Assessment (test, quiz, final exam)	4	1	4
Projects, presentations, etc.			
Total			244 hrs (244:25 = 9,76) 10 ECTS
Teaching methods:	Independent work done under the guidance of a mentor.		
Assessment methods:	The evaluation is done by the evaluation commission: <ul style="list-style-type: none"> - Written evaluation of diploma paper(MA) - Public presentation of diploma paper (MA) 		
Primary literature:	<ol style="list-style-type: none"> 1. Eco, Umberto (2005) <i>Wie man eine wissenschaftliche Abschlußarbeit schreibt.</i> 2. Pospiech,Ulrike. (2005) <i>Duden Ratgeber - Wie schreibt man wissenschaftliche Arbeiten?: Alles Wichtige von der Planung bis zum fertigen Text.</i>Mannheim. 		
Secondary literature:	<ol style="list-style-type: none"> 1.Grätz, Frank. (2006) Duden. <i>Wie verfasst man wissenschaftliche Arbeiten?: Ein Leitfaden für das Studium und die Promotion.</i> 2. Trapp, Sebastian. (2007) <i>Wie man tatsächlich eine wissenschaftliche Arbeit schreibt: Daten, Schreibtechnik, Zeitplanung, Veröffentlichung - in der realen Welt.</i> 		

Academic policies and code of conduct

The master's thesis is an individually work carried out by the student proving that the theoretical skills acquired during the studies can be successfully applied to solve complex research problems.
Plagiarism is not tolerated and it's punished according to UP regulations.

ELECTIVE COURSES

Syllabus of the course *Teaching with digital media*

Basic course information	
Academic unit:	Faculty of Philology, German Language and Literature Department
Course title:	Teaching with digital media
Level:	MA
Course status:	Elective
Year of study:	V year, X semester
Number of hours per week:	2(+1K)
ECTS Credits:	4
Time/Location:	According to the schedule
Course instructor:	Prof.ass.dr. Blertë Ismajli
Contact details:	blerte.ismajli@uni-pr.edu
Course description:	<p>In this course, students reflect on digital media and their use in teaching. They learn in what situations during teaching and learning they can complete and improve the learning process with digital media and how they can conceptualize them as an integral part of the learning process.</p> <p>Through concrete examples, students create an idea of the opportunities that these media offer. Students are introduced to digital resources that can be integrated into the teaching process even in limited technical circumstances and with no additional cost.</p> <p>They learn how to use these resources to help students differentially.</p>
Course aims:	<p>The aim of this course is:</p> <ul style="list-style-type: none">- to enable students to reflect on teachers' own use of digital media,- to introduce students to the characteristics of the analog and digital learning environments,- to enable students to analyze the possibilities and boundaries of digital media in teaching,- to understand the different digital teaching scenarios,- to enable students to apply criteria for the reasonable use of the media,- to enable students to use digital media properly in the learning process,- students to gain confidence in the use of digital media in the learning process.
Learning outcomes:	<p>Upon completion of this course the students will be able:</p> <ul style="list-style-type: none">- to understand how digitalization affects students' daily lives,- to understand the features of good teaching with digital media,

- to identify preconditions for the use of media in teaching,
- to use digital media according to different didactic-methodical principles depending on the goals and needs of their group,
- to know for what teaching activities different digital media can be used,
- to know where to find reliable resources for their teaching,
- to combine digital and analogue learning activities,
- to plan, implement, and evaluate various media-based scenarios in teaching German as a foreign language.

Student workload (which should correspond to learning outcomes)

Activity	Hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory/Lab work/Tutorials			
Practical work			
Midterm test preparation			
Consultations with course instructor	1	15	11.25
Field work			
Test, seminar paper	7	3	21
Homework	1	15	15
Self-study (library/home)	1	15	15
Final exam preparation	5	2	10
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	45 min	2	1.5
Total			101.25 hrs (101.25:25 = 4.05) 4 ECTS

Teaching methods:

Teaching is interactive which is performed through brief informational lectures that provide theoretical basis, as well as micro-teaching in small groups.

The practical work of students is carried out in primary and secondary schools as well as in the classes that Goethe Institute makes available for them, where students are obliged to teach a class by themselves based on topics discussed in this course.

Assessment methods:	The passing score of the course is 60%. Attendance 5% Individual homework 5% Presentation 20% Final exam 70%
Primary literature:	1. Brasch, Bärbel/Pfeil, Andrea (2018): <i>Unterrichten mit digitalen Medien</i> . DLL 9. Stuttgart: Klett. 2. Bichele, Markus u.a. (2003): <i>Internet-Aufgaben Deutsch als Fremdsprache</i> . Klett Computerpraxis Fremdsprachen. Stuttgart: Klett. 3. Brinitzer et al (2013): <i>DaF unterrichten</i> . Stuttgart.
Secondary literature: :	1. Döring, Nicola (2003): <i>Sozialpsychologie des Internets</i> . 2. Aufl. Hogrefe: Göttingen. 2. Ebner, Martin/Schön, Sandra (Hrsg.) (2013): <i>Lehrbuch für Lernen und Lehren mit Technologien</i> . Berlin: epubli. 3. Rößler, Dietmar (2007): <i>E-Learning Fremdsprachen. Eine kritische Einführung</i> . 2. Aufl. Tübingen: Stauffenburg. 4. Friedrich, Katja/Bachmair, Ben/Risch, Maren (2011): <i>Mobiles lernen mit dem Handy. Herausforderungen und Chance für den Unterricht</i> . Weinheim: Beltz.

Course content	
Week	Lecture
Week 1:	Inhalt, Ziele und Gliederung der Lehrveranstaltung, Grundbegriffe
Week 2:	Digitale Medien im Alltag. Hybrides Sprachenlernen.
Week 3:	Mediennutzung im Unterricht.
Week 4:	Die Rolle der Lehrkraft
Week 5:	Interaktion fördern
Week 6:	Lernende aktivieren
Week 7:	Handlungsorientierter Sprachunterricht
Week 8:	Interkulturelle Kompetenz und soziale Medien
Week 9:	Zu welchen Zielen werden digitale Medien im Unterricht eingesetzt?
Week 10:	Entwicklung einer digitalen Einstiegsphase
Week 11:	Lehrwerkbasierte digitale Zusatzmaterialien
Week 12:	Verzahnung der Lehr- und Lernwelten

Week 13:	Entwicklung einer digitalen Unterrichtssequenz
Week 14:	Apps im Unterricht
Week 15:	Zusammenfassung und Vorbereitung für die Prüfung

Academic policies and code of conduct

Students participate actively during lecture to deepen their knowledge in this field. They develop themselves with out-of-school activities, such as conferences, libraries, assignments and seminars. Teaching activities and out-of-school activities contribute to their best formation in this field.

Laptops and tablet computers are allowed to be used silently to take notes; other activities, such as checking your personal e-mail or browsing web pages are prohibited. Mobile phones / smartphones and other electronic devices (e.g. iPods) should be switched off (or switched to vibration) and not to be exposed during classes.

All are expected to be polite, to respect others during discussions, and not to use improper language.

Students are obliged to attend lecture and tutorial classes. Tasks arising from these lessons are compulsory and are part of the student's overall assessment.

Syllabus of the course *Testing and evaluation*

Basic course information	
Academic unit:	Faculty of Philology, German Language and Literature Department
Course title:	Testing and evaluation
Level:	MA
Course status:	Elective
Year of study:	V year, X semester
Number of hours per week:	2(+1K)
ECTS Credits:	4
Time/Location:	Sipas orarit
Course instructor:	Prof. Asoc. Dr. Teuta Abrashi
Contact details:	Teuta.abrashi@uni-pr.edu
Course description:	<p>In this course, students will be introduced to the testing and evaluation function as well as the prerequisites to consider during these processes. Students learn about the knowledge and competence a teacher must have in order to be prepared for external evaluation as well as to design tests and exams himself/herself. Other forms of evaluation that can be applied to the teaching of German as a foreign language are also taught. Particular attention is paid to dynamic interactive evaluation as well as self-evaluation and peer-evaluation.</p>
Course aims:	<p>The aim of this course is:</p> <ul style="list-style-type: none"> - to introduce students to the concepts of exam, testing, evaluation, - to introduce students to the function of testing and evaluation, - to introduce students to the circumstances that affect testing and evaluation, - to introduce students to the role of curricula for testing and evaluation, - to introduce students to evaluation forms - to enable students to determine evaluation formats that are appropriate to their context, - to introduce students to the criteria based on which evaluation can be made, - to enable students to design test assignments.
Learning outcomes:	<p>Upon completion of this course the students will be able:</p> <ul style="list-style-type: none"> - to understand how evaluation affects students' daily lives, - to evaluate circumstances that affect testing and evaluation, - to reflect on the importance of testing and evaluation for students, - to apply the different forms of evaluation in their context, - to distinguish between formal and informal evaluation,

- to distinguish between formative and summative evaluation,
- to evaluate partial skills and competence (reading, writing, speaking), structural and pragmatic linguistic knowledge and intercultural competence,
- design tasks for German as a foreign language tests.

Student workload (which should correspond to learning outcomes)

Activity	Hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory/Lab work/Tutorials			
Practical work			
Midterm test preparation			
Consultations with course instructor	1	15	11.25
Field work			
Test, seminar paper	7	3	21
Homework	1	15	15
Self-study (library/home)	1	15	15
Final exam preparation	5	2	10
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	45 min	2	1.5
Total			101.25 hrs (101.25:25 = 4.05) 4 ECTS

Teaching methods: Teaching is interactive which is performed through brief informational lectures that provide theoretical basis, as well as micro-teaching in small groups. The practical work of students is carried out in primary and secondary schools as well as in the classes that Goethe Institute makes available for them, where students are obliged to teach a class by themselves based on topics discussed in this course.

Assessment methods: The passing score of the course is 60%.
Attendance 5%
Individual homework 5%
Presentation 20%
Final exam 70%

Primary literature:	<ol style="list-style-type: none"> 1. Grotjan, Rüdiger/Kleppin, Karin (2019): <i>Prüfen, Testen, Evaluieren</i>. DLL 7. Stuttgart: Klett. 2. Dlaska, Andrea/Krekeler, Christian. (2009): <i>Sprachtests: Leistungsbeurteilungen im Fremdsprachenunterricht evaluieren und verbessern</i>. Baltmannsweiler: Schneider Verlag Hohengehren. 3. Funk, Hermann/Kuhn, Christina/Skiba, Dirk/Spaniel-Weise, Dorothea/Wicke, Rainer E. (2017): <i>Aufgaben, Übungen, Interaktion</i>. DLL 4. Stuttgart: Klett.
Secondary literature:	<ol style="list-style-type: none"> 1. Combee, Christine u.a. (Hrsg.) (2012): <i>The Cambridge guide to second language assessment</i>. Cambridge: University Press. 2. Frederking, Volker (Hrsg.) (2008): <i>Schwer messbare Kompetenzen: Herausforderungen für die empirische Fachdidaktik</i>. Baltmannsweiler: Schbeider Verlag Hohengehren. 3. Europarat/Alte (2012): <i>Handbuch zur Entwicklung und Durchführung von Sprachtests. Zur Verwendung mit dem GER</i>. Frankfurt am Main: telc GmbH.

Course content	
Week	Lecture
Week 1:	Inhalt, Ziele und Gliederung der Lehrveranstaltung, Grundbegriffe
Week 2:	Prüfen, Testen, Evaluieren – Funktion
Week 3:	Rahmenbedingungen für das Prüfen, Testen, Evaluieren
Week 4:	Typen der Evaluation
Week 5:	Prüfungs- und Aufgabenspezifikationen
Week6:	Bewertung und Rückmeldung von Prüfungsleistungen
Week 7:	Prüfungsaufgaben für den Unterricht: Hör-Sehverstehen und Leseverstehen überprüfen
Week 8:	Prüfungsaufgaben für den Unterricht: Schreiben überprüfen. Sprechen überprüfen.
Week 9:	Prüfungsaufgaben für den Unterricht: Sprachmittlungskompetenz überprüfen. Sprachliches Wissen überprüfen.
Week 10:	Prüfungsaufgaben für den Unterricht: Prüfungsaufgaben selbst erstellen
Week 11:	Informelles Evaluieren im Unterricht: Evaluieren durch die Lehrkraft
Week 12:	Informelles Evaluieren im Unterricht:

	Evaluieren durch die Lernenden
Week 13:	Präsentationen
Week 14:	Präsentationen
Week 15:	Präsentationen

Academic policies and code of conduct

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Students are obliged to attend lecture and tutorial classes. Tasks arising from these lessons are compulsory and are part of the student's overall assessment.

Syllabus of the course *German as a foreign language for the youth*

Basic course information	
Academic unit:	Faculty of Philology, German Language and Literature Department
Course title:	German as a foreign language for the youth
Level:	MA
Course status:	Elective
Year of study:	V year, IX semester
Number of hours per week:	2(+1K)
ECTS Credits:	4
Time/Location:	According to the schedule
Course instructor:	Prof. Asoc. Dr.Milote Sadiku
Contact details:	Milote.sadiku@uni-pr.edu
Course description:	<p>As it is well known, most pupils who learn German, not only in Kosovo, are young. In this course, students learn about specific needs of young people for learning foreign languages and how to approach them in teaching German so classroom instruction can be more effective.</p> <p>Young people learn a foreign language different in comparison to children and adults. Teaching German to young people is also influenced by many factors.</p> <p>This course will examine various foreign language teaching situations that help the youth to learn German successfully.</p>
Course aims:	<p>The aims of this course are:</p> <ul style="list-style-type: none"> - students to understand who the young learners are and why their approach to learning differs in many ways from that of children and adults, - to enable students to evaluate the role of youth motivation in learning, which factors influence motivation, and to create an atmosphere that promotes learning and motivation as well, - to introduce students to language concepts as action and the principle of competency-based teaching, - to enable students to understand the variety of competency that should be encouraged by German language learning, - to enable students to identify learning materials that urge youth cognitive abilities, - to enable students to support youth in learning German language by using appropriate teaching forms - to enable students to distinguish the features of adequate tasks concerning the youth.

Learning outcomes:

- Upon completion of this course the students will be able:
- to understand who the young learners are and why their approach to learning differs in many ways from that of children and adults,
 - to evaluate the role of youth motivation in learning, which factors influence motivation, and to create an atmosphere that promotes learning and motivation as well,
 - to understand the language concepts as action and the principle of competency-based teaching,
 - to understand the variety of competency that should be encouraged by German language learning,
 - to identify learning materials that urge youth cognitive abilities,
 - to support youth in learning German language by using appropriate teaching forms,
 - to distinguish the features of adequate tasks concerning the youth.

Student workload (which should correspond to learning outcomes)

Activity	Hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory/Lab work/Tutorials			
Practical work			
Midterm test preparation			
Consultations with course instructor	1	15	11.25
Field work			
Test, seminar paper	7	3	21
Homework	1	15	15
Self-study (library/home)	1	15	15
Final exam preparation	5	2	10
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	45 min	2	1.5
Total			101.25 hrs (101.25:25 = 4.05) 4 ECTS

Teaching methods:

Teaching is interactive which is performed through brief informational lectures that provide theoretical basis, as well as micro-teaching in small groups. There will also be shown short film sequences from teaching youth in different parts of the world where German language is taught, the sequences will be discussed in classroom. Students need to participate actively in classroom and collaborate with peers as they need to maintain a learning progress portfolio.

Assessment methods:	The passing score of the course is 50%. Attendance 10%; Individual homework 10% Seminar paper 80%
Primary literature:	1. Salomo, Dorothe/Mohr, Imke (2016): DaF für Jugendliche. DLL 10. Stuttgart: Klett. 2. Brinitzer, Michaela et al. (2013): DaF unterrichten: Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache. Stuttgart.
Secondary literature:	1. Ballweg, Sandra/Drumm, Sandra/Hufeisen, Britta/Klippel, Johanna, Pilypaityte, Lina (2013): Wie lernt man die Fremdsprache Deutsch? DLL 2. Stuttgart: Klett. 2. Ende, Karin/Grotjahn, Rüdiger/Kleppin, Karin/Mohr, Imke (2013): Curriculare Vorgaben und Unterrichtsplanung. DLL 6. Stuttgart: Klett. 3. Hoffmann, Bernhard (2015): Der Unterrichtsentwurf. Leitfaden und Praxishilfe. Baltmannsweiler. 4. Huneke/Steinig (2013): Deutsch als Fremdsprache. Eine Einführung. Berlin. 5. Bredel, Ursula/ Pieper, Irene (2015): Integrativer Deutschunterricht. 6. Bimmel, Peter/Kast, Bernd/Neuner, Gerd (2017): <i>Deutschunterricht planen. Arbeit mit Lehrwerkktionen</i> . Fernstudieneinheit 18.

Course content	
Week	Lecture
Week 1:	Inhalt, Ziele und Gliederung der Lehrveranstaltung, Grundbegriffe
Week 2:	Jugendliche als Lernende: Lebensphase Jugend Kognitive, Körperliche, Soziale Entwicklung
Week 3:	Jugendliche als Lernende: Lernmotivation Gute Lehrerinnen und Lehrer aus der Sicht von Jugendlichen
Week 4:	Einflussfaktoren auf den Deutschunterricht in der Sekundarstufe: Äußere Einflussfaktoren Curriculare Faktoren
Week 5:	Einflussfaktoren auf den Deutschunterricht in der Sekundarstufe:

	Sprachlernpsychologische Faktoren
Week 6:	Einflussfaktoren auf den Deutschunterricht in der Sekundarstufe: Erstsprache/n und weitere Sprachen
Week 7:	Einflussfaktoren auf den Deutschunterricht in der Sekundarstufe: Kompetenzen von Deutschlehrerinnen und Deutschlehrern
Week 8:	Unterricht für Jugendliche gestalten: „Spaß zulassen“: Pädagogische Aspekte eines Deutschunterrichts kennen, der sich an Jugendliche richtet
Week 9:	Unterricht für Jugendliche gestalten: „Digital geht viel leichter“: Lernmaterialien für jugendliche DaF-Lernende
Week 10:	Unterricht für Jugendliche gestalten: Landeskundliche und sprachliche Lernziele im Unterricht für Jugendliche kennenlernen
Week 11:	Unterricht für Jugendliche gestalten: Projektarbeit für Jugendliche gestalten
Week 12:	Unterricht für Jugendliche gestalten: Projektarbeit für Jugendliche gestalten
Week 13:	Microteaching
Week 14:	Microteaching
Week 15:	Microteaching

Academic policies and code of conduct

Students participate actively during lecture to deepen their knowledge in this field. They develop themselves with out-of-school activities, such as conferences, libraries, assignments and seminars. Teaching activities and out-of-school activities contribute to their best formation in this field.

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All are expected to be polite, to respect others during discussions, and not to use improper language.

Students are obliged to attend lecture and tutorial classes. Tasks arising from these lessons are compulsory and are part of the student's overall assessment.

Syllabus of the course *Psycholinguistics*

Basic course information	
Academic unit:	Faculty of Philology, German Language and Literature Department
Course title:	Psycholinguistics
Level:	MA
Course status:	elective
Year of study:	Viti i V semestri iX
Number of hours per week:	2 (+1K)
ECTS Credits:	4 ECTS
Time/Location:	
Course instructor:	Prof. ass. dr. Vjosa Hamiti
Contact details:	vjosa.hamiti@uni-pr.edu
Course description:	<p>The processes of first and second language acquisition, its reception, production and understanding are the main focus of this course. How do children learn their mother tongue (first language)? How do they learn a foreign language (second language)? How is language created during the human evolution? What are the problems that occur during language production? What are the processes of language comprehension? These are some of the topics covered within the psycholinguistics course with a focus on German as a foreign language and its teaching. Special emphasis is also paid to psycholinguistic research methods, multilingualism and linguistic pathologies.</p>

Course aims:	<p>This course aims</p> <ul style="list-style-type: none"> - To explain basic notions of psycholinguistics - To explain the processes of mother tongue and foreign languages acquisition - To explain the reasons for difficulties in using language from a psycholinguistic point of view that makes language an artistic work, - what is literality and is it present only in the language of literature - but without turning stylistics into prescriptive theory.
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Learning outcomes:	<p>Upon completion of this course the student will be able:</p> <ul style="list-style-type: none"> - to understand the basic notions of the science of psycholinguistics - to explain the processes of language learning – nativelanguage and foreign languages - to apply theoretical knowledge in practice and draw independent and substantiated conclusions when dealing with specific problems in the field of psycholinguistics
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Student workload (which should correspond to learning outcomes)

Activity	Hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory/Lab work/Tutorials			
Practical work			
Midterm test preparation			
Consultations with course instructor	1	15	11.25
Field work			
Test, seminar paper	7	3	21
Homework	1	15	15
Self-study (library/home)	1	15	15
Final exam preparation	5	2	10
Assessment (test, quiz, final exam)	2	2	4

Projects, presentations, etc.	45 min	2	1.5
Total			101.25 hrs (101.25:25 = 4.05) 4 ECTS
Teaching methods:	Teaching is delivered through lectures that provide the theoretical basis, preparation and presentation of seminar papers, homework assignments.		
Assessment methods:	The passing score of the course is 50%. Attendance 10%; Individual homework 10%; Tests 30%; Final exam 50%.		
Primary literature:	<ol style="list-style-type: none"> 1. Butzkamm, W. (2002): Psycholinguistik des Fremdsprachenunterrichts. 3. Aufl. Tübingen und Basel: UTB 1505; 2. Müller, H. (2013) : Psycholinguistik_Neurolinguistik, W.Fink UTB 3. Slobin, D. (1987): Einführung in die Psycholinguistik, Frankfurt/M.: Scriptor; 4. Wode, H. (1988): Einführung in die Psycholinguistik, Ismaning: Hueber. 		
Secondary literature:	<ol style="list-style-type: none"> 1. Cook, Guy (2003): Applied Linguistics, Oxford University Press 2. Field John (2004): Psycholinguistics, The Key Concepts. Routledge, USA, Canada 3. Gernsbacher, Morton Ann (1990): Language Comprehension as structure building, Lawrence Erlbaum Associates, Hillsdale 4. Harley Trevor (2001): The Psychology of Language. Psychology Press 5. Jean Aitchison (2003): Words in the Mind. Blackwell, USA, UK, Australia 		

Course content	
Week	Lecture
Week 1:	Einführung in die Lehrveranstaltung
Week 2:	Forschungsmethoden der Psycholinguistik Gegenstand, Aufgaben, Stellung unter anderen Wissenschaften
Week 3:	Sprache als Forschungsfeld der Linguistik, Psychologie und Neurowissenschaft
Week 4:	Wortproduktion: Mentales Lexikon
Week 5:	Satzproduktion
Week 6:	Sprachverarbeitung
Week 7:	Neurowissenschaftliche Komponenten der Sprachverarbeitung

Week 8:	Der kindliche Spracherwerb
Week 9:	Spracherwerbstheorie: Der nativistische Ansatz
Week 10:	Spracherwerbstheorie: Der konstruktivistische Ansatz
Week 11:	Sprachstörungen im Erwachsenenalter
Week 12:	Mehrsprachigkeit
Week 13:	Sprache und Gehirn
Week 14:	Experimentalplanung
Week 15:	Zusammenfassung und Ausblick

Academic policies and code of conduct

Students are obliged to attend lectures. No more than three absences during the semester are tolerated. Tasks arising from these lessons are compulsory and are part of the student's overall assessment. Plagiarism and copying during exams and other written papers are punishable. In such cases, the student is subject to disciplinary action as provided by UP regulations.