



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Foreign Language (German) A1 I/IV p.	

Academic staff	Core academic unit(s)
Coordinating: Assoc. Prof. Dr Diana Šileikaitė-Kaishauri Other: Assoc. Prof. Dr Diana Babušytė, Assoc. Prof. Dr Virginija Masiulionytė	Faculty of Philology, Institute for Languages and Cultures in the Baltic Sea Region, Department of German Philology

Study cycle	Type of the course unit
BA	individual studies

Mode of delivery	Semester or period when it is delivered	Language of instruction
classroom	autumn	English and German

Requisites	
Prerequisites: none	Co-requisites (if relevant):

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	133	64	69

Purpose of the course unit		
This course aims to develop: the ability to communicate in written and oral German in a variety of communicative situations (A1 level); the ability to work and learn independently, applying the acquired knowledge in practice; the ability to organize one's own work and learning, choosing appropriate strategies for completing tasks; intercultural competence and the ability to work in a group with shared values; the ability to work in a multicultural environment and to communicate and cooperate in order to achieve common goals; creativity and the ability to respond innovatively and originally to different situations.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Upon completion of this course, the students will be able to communicate basic information about personal details and needs of a concrete type in a simple way as well as establish basic social contact having acquired the following skills in comprehension, mediation, interaction and production.		
Comprehension: students will be able to: <ul style="list-style-type: none"> follow and understand the information on familiar topics encountered in everyday life or in in predictable situations, provided the language is slow and carefully articulated; understand words/signs, instructions or directions in a simple conversation, provided people communicate very slowly and very clearly; recognise familiar words/signs and phrases and identify the topics in headline news summaries and many of the products in advertisements, by 	Communicative and active learning methods (reading tasks, working with audio-visual recordings, independent practical tasks). Analyzing their own performance and working on errors/mistakes. Self-evaluation tasks.	Practical assignments and tests during the term as well as written examination at the end of the term including: <ul style="list-style-type: none"> closed-ended tasks to evaluate comprehension skills (multiple-choice, yes/no, matching, etc.) open-ended tasks to evaluate comprehension skills (e.g., answering open-ended questions)

<p>exploiting visual information and general knowledge;</p> <ul style="list-style-type: none"> • understand short, simple messages on postcards, short, simple messages sent via social media or e-mail; • understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel or stories) composed in very simple language and supported by illustrations and pictures. 		
<p>Mediation: students will be able to:</p> <ul style="list-style-type: none"> • convey (in Language B) simple information (in Language A) on familiar and everyday themes; • list (in Language B) names, numbers, prices and very simple information of immediate interest in oral texts (in Language A), provided the articulation is very slow and clear, with repetition; • convey (in Language B) simple, predictable information given in short, very simple signs and notices, posters and programmes (in Language A). 	<p>Communicative and active learning methods (dialogues, role plays, pair work, group tasks; independent practical tasks).</p>	<p>Practical assignments and tests during the term as well as written examination at the end of the term to evaluate mediation skills including conveying (in Language B) simple information (in Language A)</p>
<p>Interaction: students will be able to:</p> <ul style="list-style-type: none"> • take part in a simple conversation and interact in a simple way, ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics; • to compose a short, very simple message (e.g. a text message) to friends to give them a piece of information or to ask them a question; • to compose messages and online postings as a series of very short sentences about hobbies and likes/dislikes, using simple words and formulaic expressions, with reference to a dictionary; • to use formulaic expressions and combinations of simple words/signs to post short positive and negative reactions to simple online postings and their embedded links and media, and can respond to further comments with standard expressions of thanks and apology. 	<p>Communicative and active learning methods (dialogues/role plays, online interaction tasks, pair work, group tasks, discussion; independent practical tasks and presentations).</p> <p>Giving and analyzing feedback on the delivered writing and speaking tasks to improve one's performance</p>	<p>Practical assignments and tests during the term as well as written and oral examination at the end of the term to evaluate written and spoken interaction skills:</p> <ul style="list-style-type: none"> • answering open-ended question in writing and/or speaking, • responding in writing to a text or visual impulse • speaking tasks: delivering a dialogue/role play with a partner on a familiar topic
<p>Production: students will be able to:</p> <ul style="list-style-type: none"> • to produce simple, mainly isolated phrases and sentences about people and places, about simple aspects of their everyday life; • to use a very short prepared text to deliver a rehearsed statement (e.g. to formally introduce someone). 	<p>Communicative and active learning methods (group tasks, discussion; short presentations, essays, independent practical tasks).</p> <p>Giving and analyzing feedback on the delivered writing and speaking tasks to improve one's performance.</p> <p>Self-evaluation tasks</p>	<p>Practical assignments and tests during the term as well as written and oral examination at the end of the term including open-ended tasks to evaluate written and spoken production skills:</p> <ul style="list-style-type: none"> • writing short very simple texts on a given topic (responding to a text or visual impulse) • delivering short very simple presentations on familiar topics

Content ¹	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
Meeting people: establish basic social contact. Introduction, basic greeting and leave-taking. Expressions for saying please, thank you, sorry etc.			10				10	10	various activities, tasks and exercises designed to develop comprehension, interaction, mediation and production skills: reading, listening, writing and speaking tasks, role playing, simple presentations, group projects
Everyday life: home country, asking and answering questions about themselves and other people, where they live. Describing themselves, what they do and where they live. Talking about time: using expressions for months, days of the week and times of the day. Indicating time by lexicalised phrases like “next week”, “last Friday”, “in November”, “three o’clock”.			10				10	10	
Family: talking about personal details, such as stating one’s own name, nationality, address, age, date of birth etc. Describing in very simple language what a room looks like.			10				10	10	
Hobbies: talking about likes and dislikes. Education and occupation. talking about occupation (studies, present and/or future profession).			10				10	11	
Food: visiting a restaurant, ordering food and drinks. Shopping: buying everyday products, expressing numbers, quantities and cost in a limited way. Naming colours. Completing a very simple online purchase, providing basic personal information (e.g. name, e-mail or telephone number).			12				12	14	
Home sweet home. Accommodation: describing one’s living room/flat/house (furniture, rooms etc.). Describing places in a town.			12				12	14	
Total			64				64	69	

Assessment strategy	Weight %	Deadline	Assessment criteria
Completion of assignments, tasks and exercises, including presentations and tests. Will be specified by the teacher.	60%	during the semester	<p>The assessment criteria for oral and written assignments, tests and the final exam are based on the latest version of the CEFR (Common European Framework of Reference for Languages). Detailed criteria will be presented by the teacher during the first class.</p> <p>For grading a ten-point assessment scale is used: 10 (excellent). Excellent, exceptional knowledge and abilities. 95-100% of questions answered correctly. 9 (very good). Very good knowledge and abilities. 85-94 % of questions answered correctly. 8 (good). Knowledge and abilities are above average. 75-84 % of questions answered correctly.</p>
Exam (oral and written)	40% (20% + 20%)	after the completion of the course	

¹ The topics may slightly vary depending on the main textbook chosen by the teacher.

			<p>7 (average). Average knowledge and abilities; there are a few not essential mistakes. 65-74 % of questions answered correctly.</p> <p>6 (satisfactory). Knowledge and abilities are below average; there are mistakes. 55-64 % of questions answered correctly.</p> <p>5 (weak). Knowledge and abilities meet the minimum requirements. 51-54 % of questions answered correctly.</p> <p>4, 3, 2, 1. Minimum requirements are not met.</p>
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Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
lecturer's materials on Moodle				
Funk, Hermann [u.a.]	2020	<i>Das Leben. Deutsch als Fremdsprache. A1: Gesamtband. Kurs- und Übungsbuch inkl. E-Book und PagePlayer-App</i>	1. Auflage	Cornelsen Verlag GmbH
„Deutsche Welle“	-	<i>Deutsch lernen</i>		https://learngerman.dw.com/en/learn-german/s-9528
Recommended reading				
„Alumniportal Deutschland“	-	<i>Deutsche Sprache</i>		https://www.alumniportal-deutschland.org/deutsche-sprache/
Böschel, Claudia, Giersberg, Dagmar, Hägi, Sara	2010	<i>Ja, genau! Deutsch als Fremdsprache. Kurs- und Übungsbuch.</i>	2. Auflage	Berlin, Cornelsen.
Buscha, Anne, Szita, Szilvia	-	<i>Begegnungen. Deutsch als Fremdsprache. Sprachniveau A1. Zusatzmaterialien.</i>		https://schubert-verlag.de/begegnungen_a1.php
Buscha, Anne, Szita, Szilvia.	2021	<i>Begegnungen A1+. Lehrwerk für Deutsch als Fremdsprache.</i>	3., überarbeitete Auflage	Leipzig, Schubert Verlag
Christiane Lemcke, Lutz Rohrmann, Theo Scherling in Zusammenarbeit mit Susan Kaufmann, Margret Rodi	2010	<i>Berliner Platz 1 NEU. Deutsch im Alltag</i>		
Funk, Hermann, Kuhn, Christina	2013	<i>Studio [21]. Das Deutschbuch.</i>	1. Auflage	Berlin, Cornelsen.
Seiffert, Christian		<i>Treffpunkt D-A-CH. Landeskundeheft</i>		Berlin, Langenscheidt.
Niebis, Daniela [u.a.]	2019	<i>Schritte international neu 1. Niveau A1/1. Kurs- und Arbeitsbuch.</i>	1. Auflage	München, Hueber
Niebis, Daniela [u.a.]	2019	<i>Schritte international neu 2. Niveau A1/2. Kurs- und Arbeitsbuch.</i>	1. Auflage	München, Hueber
„Hueber“		<i>Online-Übungen, Schritte international neu A1</i>		https://www.hueber.de/exercises/530-25146/?rootPath=/exercises/530-25146/
Goethe Institut		<i>Erste Wege in Deutschland</i>		https://www.goethe.de/prj/mwd/de/deutscheuben/miniserie.html

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