

Gebał Przemysław

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Zur neuen Lehrwerkgeneration. Handlungs- und aufgabenorientierte Konzepte in den DaF-Lernmaterialien.

Der instruktionsbasierte Ansatz, der früher in der schulischen Fremdsprachenbildung dominierte, wird schrittweise durch konstruktivistische Unterrichtskonzepte ersetzt. Der kommunikative Ansatz im Fremdsprachenunterricht hat gerade den Weg zu einem handlungs- und aufgabenorientierten Ansatz eingeschlagen, der mit der Bildungsphilosophie des Gemeinsamen Europäischen Referenzrahmens für Sprachen übereinstimmt. Die neue Philosophie ist die Grundlage für die Bearbeitung der Lehrwerke, die die Aktivität, Autonomie und Kooperationsfähigkeit der Lernenden fördert.

Unsere Präsentation zielt darauf ab, die Lernmaterialien der neuen konstruktivistischen Lehrwerkgeneration vorzustellen.

Przemysław E. Gębał - prof. UW, Head of the Department of Glottodidactics of the Institute of Applied Linguistics, University of Warsaw, and researcher at the Faculty of Polish Language of the Jagiellonian University. He studied German philology as well as Italian and Romance philology at Freie Universität in Berlin and at the University of Paris III (La Sorbonne Nouvelle). Author and co-author of numerous publications in the field of foreign language teaching, including *„Dydaktyka kultury polskiej w kształceniu językowym cudzoziemców. Podejście porównawcze”*, (Polish culture teaching as a part of language education for foreigners. A comparative approach); *„Ku wielokulturowej szkole w Polsce”*, 2010 (Towards multicultural school in Poland, 2010); *„Modele kształcenia nauczycieli języków obcych w Polsce i w Niemczech. W stronę glottodydaktyki porównawczej”*, (Models of language teacher education in Poland and Germany. Towards comparative language didactics, 2013); *„Krakowska szkoła glottodydaktyki porównawczej na tle rozwoju glottodydaktyki ogólnej i polonistycznej”*, 2014, (Cracow school of comparative language didactics set against the development of general and Polish language didactics, 2014); *„Berufsspezifische Kompetenzprofile”*, 2015 (Profiles of language competence in professional

communication, 2015), as well as course books and teaching materials „*Zusammen in Europa. Nowy kurs języka niemieckiego*”, 2004 (Together in Europe. A new German language course. 2004); „*Język niemiecki. Repetytorium leksykalne*, 2006” (German. Lexical Review, 2006.) „*Repetytorium leksykalne. Przygotowanie do matury i egzaminów językowych*”, 2009, (Lexical Review. Preparation for Matura and language exams, at B1 and B2 levels, 2009; „*Aktion Deutsch*”, German course book for high school students, part 1, 2015. Course book expert at the Ministry of Education. In his current scientific activity, he focuses on aspects of language teacher education, language pedagogy, comparative approach to teaching Polish as a second language and teaching language for specific purposes.

Sławomira Kołsut - PhD student at the Faculty of Applied Linguistics of the University of Warsaw, teacher and educator. Author of students' books for learning German for specific purposes: "Wirtschaftsgespräche" (Conversations about Economy), "Politik und Recht auf Deutsch" (Policy and Law in German) and co-author of publications for learning general language, "Repetytorium leksykalne. Przygotowanie do matury i egzaminów językowych" (Lexical Review. Preparation for Matura and language exams), „*Niemiecki w krzyżówkach*” (German in Crosswords), „*Zusammen in Europa*” (Together in Europe). She also co-created a programme for teaching German to post-secondary school students at elementary and advanced levels. She is a co-author of a part of the latest task-based German course books: "Super! 1" "Super! 2", published by Hueber publishing. Participant of the international project "JASNE - Alles klar!", which resulted in a publication of detailed profiles of communication needs for selected occupations and interactive multimedia teaching materials for learning foreign languages (German, Polish, Czech, Slovak). As an educator, she conducted seminars and presentations for teachers, organized by LektorKlett publishing. She is working on a dissertation on the task-based approach to language teaching from the perspective of neurobiological research and teaching oriented towards acquisition of skills.