

UDC 811. 111:81'35

THE PACULARITIES OF TEACHING GERMAN AS A SECOND LANGUAGE

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This article, “The particularities of teaching German as a second language”, examines the multifaceted nature of teaching German as a second language (DaZ) in multilingual and multicultural contexts. It integrates theoretical, methodological, practical, and policy perspectives to provide a comprehensive overview of DaZ instruction. The article begins by situating DaZ within the broader context of migration, social integration, and education, emphasizing its distinction from German as a foreign language (DaF). The introduction highlights the critical role of DaZ for learners’ linguistic development, academic success, and social participation, providing a rationale for exploring its theoretical foundations, instructional strategies, and current practices.

The theoretical framework draws on second language acquisition, sociocultural theory, and bilingual education research. Krashen’s Input Hypothesis, Cummins’ distinction between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), and Vygotsky’s concepts of scaffolding and social interaction provide insight into how learners acquire German in heterogeneous classrooms. These foundations underline that DaZ instruction extends beyond language mechanics to encompass cognitive, social, and cultural dimensions.

The article identifies the particularities of DaZ instruction, emphasizing the linguistic heterogeneity of learners, the dual focus on everyday and academic German, and the sociocultural and integrative dimensions of language learning. Institutional and policy contexts, such as preparatory classes (*Willkommensklassen*) and inclusive curricula, shape the effectiveness of language instruction and the learners’ access to educational opportunities.

Methodologically, language-sensitive teaching, scaffolding, differentiation, Content and Language Integrated Learning (CLIL), translanguaging, and digital innovations are discussed as central strategies in DaZ classrooms. Practical models illustrate implementation, including preparatory and mainstream classes, peer-learning initiatives, CLIL projects, translanguaging activities, and family or community-based integration programs. Case studies demonstrate that combining language development with content learning and social integration positively impacts learners' outcomes.

Challenges in DaZ instruction include learner motivation, classroom heterogeneity, resource limitations, and the cognitive demands of academic language. Research emphasizes early intervention, teacher professionalization, and inclusive pedagogies as critical to overcoming these obstacles. Recent developments in policy, digital tools, and evidence-based pedagogy show potential to enhance individualized instruction, learner engagement, and equitable access.

In conclusion, DaZ instruction is a multidimensional educational practice integrating linguistic, cognitive, and socio-cultural learning. Effective instruction requires theory-driven methodology, inclusive and differentiated classroom practices, systemic support, and technological innovation. Beyond language acquisition, DaZ education empowers learners to succeed academically, participate socially, and navigate cultural integration, highlighting its essential role in multilingual societies.

Keywords: German as a second language, DaZ instruction, multilingualism, scaffolding, translanguaging, inclusive pedagogy, digital learning

У статті «Особливості викладання німецької мови як другої мови» розглядається багатогранний характер викладання німецької мови як другої мови (DaZ) у багатомовних і мультикультурних контекстах. У ній поєднано теоретичні, методологічні, практичні та політичні перспективи, щоб надати комплексний огляд викладання DaZ. Стаття починається з розміщення DaZ у ширшому контексті міграції, соціальної інтеграції та освіти, підкреслюючи його відмінність від німецької мови як іноземної (DaF). У вступі підкреслюється важлива роль DaZ для мовного розвитку учнів, їхнього академічного успіху та соціальної участі, що дає підстави для дослідження його теоретичних основ, навчальних стратегій та сучасних практик.

Теоретична основа базується на дослідженнях у галузі засвоєння другої мови, соціокультурній теорії та двомовній освіті. Гіпотеза Крашена про входні дані, розрізнення Куммінса між базовими навичками міжособистісного спілкування (BICS) та когнітивною академічною мовленнєвою компетенцією (CALP), а також концепції Виготського про скелетування та соціальну взаємодію дають уявлення

про те, як учні засвоюють німецьку мову в гетерогенних класах. Ці основи підкреслюють, що навчання DaZ виходить за межі мовної механіки і охоплює когнітивні, соціальні та культурні аспекти.

У статті визначено особливості викладання німецької мови як іноземної (DaZ), підкреслено мовну неоднорідність учнів, подвійну орієнтацію на повсякденну та академічну німецьку мову, а також соціокультурні та інтегративні аспекти вивчення мови. Інституційні та політичні контексти, такі як підготовчі класи (Willkommensklassen) та інклюзивні навчальні програми, визначають ефективність викладання мови та доступ учнів до освітніх можливостей.

З методологічної точки зору, мовно-чутливе навчання, скелетування, диференціація, інтегроване навчання змісту та мови (CLIL), транслянвінг та цифрові інновації розглядаються як основні стратегії в класах DaZ. Практичні моделі ілюструють впровадження, включаючи підготовчі та загальноосвітні класи, ініціативи з навчання однолітків, проекти CLIL, заходи з транслянвінгу та програми інтеграції на основі сім'ї або громади. Приклади з практики демонструють, що поєднання мовного розвитку з вивченням змісту та соціальною інтеграцією позитивно впливає на результати учнів. Виклики у викладанні DaZ включають мотивацію учнів, неоднорідність класу, обмеженість ресурсів та когнітивні вимоги академічної мови. Дослідження підкреслюють, що раннє втручання, професіоналізація вчителів та інклюзивні педагогічні методи є критично важливими для подолання цих перешкод.

На закінчення можна сказати, що навчання DaZ є багатовимірною освітньою практикою, яка інтегрує мовне, когнітивне та соціокультурне навчання. Ефективне навчання вимагає теоретично обґрунтованої методології, інклюзивних та диференційованих практик у класі, системної підтримки та технологічних інновацій. Окрім оволодіння мовою, освіта DaZ дає змогу учням досягати успіхів у навчанні, брати участь у суспільному житті та орієнтуватися в культурній інтеграції, підкреслюючи її важливу роль у багатомовних суспільствах.

Ключові слова: німецька як друга мова, навчання DaZ, транслінгвальність, багатомовність, скелетування, інклюзивна педагогіка, цифрове навчання

Formulation of a problem. The teaching of German as a second language (Deutsch als Zweitsprache, DaZ) has gained increasing significance in recent decades, particularly in the context of globalization, migration, and the growing multicultural composition of modern societies. Unlike the teaching of German as a foreign language (Deutsch als Fremdsprache, DaF), which typically takes place outside of German-speaking regions and often within

formal educational institutions, the teaching of German as a second language occurs within German-speaking societies and is embedded in learners' everyday lives. This distinction has profound implications for pedagogy, curriculum design, and the overall objectives of language instruction. Learners of German as a second language are not only acquiring a new linguistic system but also navigating social, cultural, and educational environments that require immediate communicative competence.

The particularities of German as a second language instruction are closely tied to issues of migration and integration. In Germany, Austria, and Switzerland, significant numbers of school-aged children enter the education system with little or no prior knowledge of German. For these learners, German becomes the key to academic success, social participation, and long-term professional opportunities. In this sense, DaZ instruction is more than just linguistic training; it is a crucial component of educational equity and social inclusion. The challenge for educators lies in addressing the linguistic heterogeneity of classrooms, where learners often have vastly different language backgrounds, levels of proficiency, and prior educational experiences.

Analysis of the current research.

One of the most influential contributions to SLA theory is **Krashen's** Input Hypothesis. (Krashen S. D., 1982) According to Krashen, learners acquire language when they are exposed to "comprehensible input" that is slightly beyond their current competence. For DaZ learners, exposure to German occurs both inside and outside the classroom, creating rich opportunities for input. Krashen also distinguished between "acquisition" (subconscious language development) and "learning" (conscious knowledge of rules). DaZ instruction ideally balances both: providing natural communicative opportunities for acquisition while also teaching explicit rules necessary for academic German.

Cummins introduced a highly relevant framework for understanding the particular demands of DaZ learners: the distinction between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

Vygotsky's (1978) sociocultural theory emphasizes the social nature of learning. Central to this framework is the concept of the *Zone of Proximal Development (ZPD)*, defined as the distance between what a learner can achieve independently and what they can achieve with guidance. Applied to DaZ, this concept underlines the importance of scaffolding and peer collaboration in language development. Teachers play a crucial role in mediating access to academic language and content, guiding learners gradually toward independent competence. (Vygotsky, L. S., 1978). According to **Gogolin** sociocultural dimension also implies that DaZ instruction cannot be limited to grammar and vocabulary but must also include intercultural

learning and orientation. Learners need opportunities to explore the cultural norms, values, and practices of German-speaking societies while also seeing their own cultural and linguistic identities respected. An inclusive DaZ pedagogy therefore promotes integration without assimilation, supporting learners' development of bilingual or multilingual identities (Gogolin, 2017). According to **Hecker**, using the Bookmark Method, thresholds (cut-scores) between competence levels were empirically derived in collaboration with DaZ experts. This establishes what performance is required for lower vs. higher levels of expertise. It has been also found that many in-service and prospective teachers do not yet meet the thresholds of expert performance as defined in this study. The results of **Paetsch** studies revealed that teacher education does have an effect on some belief dimensions (especially language-supportive teaching), but shifts in multicultural and egalitarian beliefs are less clear.

It has suggested need for more integrated, mandatory teacher training components focusing on linguistic and cultural diversity.

Keller used a VR unit as a tool to enhance students motivation. Students reported the VR unit as *attractive and motivating*. They liked being able to use German actively. Even though many students were first-time users of VR glasses, there was no significant drop in motivation ("wear-off effect") over the 7-week period. **Maahs** studies has revealed that all teachers described at least some spontaneous use of learners' other languages (home languages, dialects, etc.). This means learners sometimes use their multilingual resources among themselves, for peer explanations, asking questions, etc.

Kramsch's major theme is how teachers see themselves. She emphasizes that teachers' identities need to shift from seeing themselves merely as transmitters of one "standard language" toward becoming agents who understand learner variance, linguistic repertoires, and multiple identities. Teachers must become aware of their own multilingual experiences and use them. Findings of **Fischer** suggest that curricula for teacher education

programs benefit from integrating training on multilingualism (linguistic diversity, subject didactics with multilingual students). The structured exposure helps pre-service teachers develop more coherent and supportive beliefs. **Henschel** highlighted the importance of balanced Focus on Language and Content. The reciprocal relationship between science vocabulary and science knowledge suggests that effective science instruction should simultaneously promote language development and conceptual understanding.

The aim of this paper is to examine the particularities of teaching German as a second language, with a focus on the theoretical foundations, didactic approaches, and practical challenges associated with DaZ instruction. By analyzing both the linguistic and sociocultural dimensions of second language learning, the paper seeks to highlight the unique demands placed on educators, the strategies available to address these challenges, and the broader implications for language education policy. Furthermore, it will consider current research trends and practical models that illustrate effective approaches to DaZ teaching. Ultimately, this paper argues that the teaching of German as a second language must be understood not only as a linguistic endeavor but also as a social and educational responsibility, central to fostering integration, equity, and academic success in diverse societies.

Presentation of the main material.

The study of second language acquisition (SLA) provides the conceptual framework for understanding the unique challenges and opportunities associated with teaching German as a second language (DaZ). Several linguistic, psychological, and sociocultural theories have shaped contemporary approaches to DaZ pedagogy. These theories help explain how learners acquire German under conditions where the target language is both the medium of instruction and the key to integration into society. A central distinction in SLA research is the differentiation between first language (L1), second language (L2), and foreign language (FL) acquisition. First language acquisition occurs naturally during early childhood, largely through immersion in a linguistic environment. Second language acquisition, by contrast, often takes place within a target-language community and is typically essential for functioning in daily life. Foreign language acquisition, in contrast, usually occurs in contexts where the target language is not spoken in the immediate environment [Lightbown & Spada, 2013].

In the case of DaZ, learners acquire German in settings where the language is dominant in education, administration, and social life. This

situation makes DaZ acquisition fundamentally different from foreign language learning: learners not only study German in the classroom but also rely on it for their immediate survival, participation, and success in academic and social contexts. Without targeted instruction in academic registers of German, learners may appear linguistically competent in everyday settings but continue to struggle with school-based literacy and subject learning [Gogolin, 2017].

A further theoretical foundation for DaZ instruction is research on multilingualism. Learners bring different linguistic repertoires into the classroom, which can serve as both resources and sources of interference. Positive transfer occurs when structures from the first language facilitate German acquisition, whereas negative transfer, or interference, occurs when L1 rules are incorrectly applied to German. Effective DaZ pedagogy recognizes these dynamics and incorporates strategies that build on learners' multilingual backgrounds while addressing potential challenges. The teaching of German as a second language (DaZ) is characterized by a set of particularities that distinguish it fundamentally from the teaching of German as a foreign language (DaF). These particularities arise from the sociolinguistic, cultural, and educational contexts in which DaZ learning takes place.

One of the defining features of DaZ instruction is the extreme heterogeneity of learners' linguistic backgrounds. In many German-speaking classrooms, learners come from diverse first-language environments, ranging from Romance and Slavic languages to non-Indo-European languages such as Turkish, Arabic, or Farsi. This heterogeneity presents challenges for teachers, who cannot rely on shared linguistic backgrounds or predictable error patterns (Reich, 2014). Instead, instruction must be highly differentiated and flexible, accommodating a wide range of learner needs, literacy levels, and language repertoires.

Furthermore, learners enter the education system at varying ages and stages of development. Some arrive in early childhood and gradually acquire German alongside their peers, while others enter the system during adolescence with little prior exposure to the language. These differences affect the pace and trajectory of language acquisition, making individualized learning support essential [Thonhauser, 2018].

A further particularity of DaZ instruction is the dual focus on everyday communication and academic language. As Cummins emphasized, conversational fluency or Basic Interpersonal Communication Skills (BICS) is typically acquired relatively quickly, whereas Cognitive Academic Language Proficiency (CALP) requires sustained instruction and practice. For DaZ learners, this distinction is particularly significant, as success in school and professional settings depends heavily on mastering the academic registers of German.

Another defining characteristic of DaZ instruction is its inseparable connection to issues of integration and social participation. Language learning is not a purely cognitive process but also a sociocultural one. Learners must acquire German in order to navigate everyday institutions such as schools, healthcare systems, and administrative offices. For many, the acquisition of German is therefore tied directly to questions of identity, belonging, and cultural adaptation.

In German-speaking countries, language functions as a gatekeeper to educational and professional opportunities. Proficiency in German is a prerequisite for accessing the curriculum, passing standardized examinations, and entering higher education or the labor market. This creates a high-stakes environment for DaZ learners, where insufficient language support can lead to long-term disadvantages. Research has shown that without targeted support, DaZ learners are disproportionately at risk of underachievement and social exclusion [Gogolin, 2017; Reich, 2014].

As a result, DaZ instruction is not simply an add-on to mainstream education but a central factor in promoting educational equity. Schools and teachers must recognize their responsibility in providing systematic, sustained, and differentiated language support to ensure that all learners have equitable access to learning opportunities. Finally, the particularities of DaZ instruction are shaped by national and regional education policies. In Germany, for example, many federal states have established preparatory classes (often called *Willkommensklassen* or *Förderklassen*) for newly arrived students with little or no German proficiency. These classes aim to provide intensive language support before learners transition into mainstream classrooms. In Austria and Switzerland, similar models exist, though the degree of integration and the resources provided vary widely [Gogolin, 2017; Thonhauser, 2018].

These policy frameworks reflect differing assumptions about the role of language in integration. While some systems emphasize rapid transition into mainstream education, others advocate for longer-term support to ensure that learners acquire both everyday and academic German. The success of DaZ instruction therefore depends not only on classroom practices but also on institutional and political decisions regarding funding, teacher training, and curriculum design.

Language-Sensitive Teaching and Scaffolding

A key methodological concept in DaZ instruction is language-sensitive teaching (*sprachsensibler Unterricht*), which integrates language learning into all subject areas. Since German serves both as the medium of communication and as the language of instruction in subjects such as mathematics, history, and science, every teacher becomes, in effect, a language teacher (Gogolin, 2017). Language-sensitive teaching involves systematically highlighting

subject-specific terminology, using visual supports, and ensuring that students have opportunities to actively use academic German in different contexts.

Closely linked to this is the principle of scaffolding, which derives from Vygotsky's sociocultural theory. Scaffolding refers to the temporary support structures that teachers provide to help learners accomplish tasks slightly beyond their independent abilities. These supports might include model sentences, structured dialogues, graphic organizers, or simplified texts. Over time, scaffolds are gradually removed as learners gain competence [Gibbons, 2015]. In DaZ contexts, scaffolding is particularly crucial for helping learners transition from everyday German to the more abstract and complex registers of Bildungssprache (academic language).

Given the linguistic and educational heterogeneity of DaZ learners, differentiation is another core principle of effective instruction. Differentiation means adapting content, methods, and assessment strategies to accommodate varying levels of language proficiency and prior knowledge [Thonhauser, 2018]. For example, teachers may provide simplified versions of texts, allow alternative forms of demonstrating understanding (oral vs. written), or group learners strategically to enable peer support.

Individualization extends differentiation by tailoring instruction to learners' specific needs, goals, and language trajectories. Since learners differ in age, literacy background, and exposure to German, individualized learning pathways are essential to ensure progress. Diagnostic assessment tools that track language development play an important role in guiding individualized instruction (Reich, 2014).

Content and Language Integrated Learning (CLIL)

One methodological framework that has gained prominence in DaZ pedagogy is Content and Language Integrated Learning (CLIL). This approach combines subject content learning with language development, emphasizing that students learn best when language is taught in meaningful contexts [Coyle, Hood, & Marsh, 2010]. For DaZ learners, CLIL offers the advantage of situating German language development within subject-specific tasks, thereby simultaneously promoting academic and linguistic competence.

CLIL aligns with the recognition that academic language cannot be taught in isolation but must be embedded in subject learning. For example, in a science lesson on ecosystems, learners might practice both scientific concepts and the associated linguistic structures, such as conditional clauses or passive voice. In this way, CLIL addresses the dual challenge of DaZ instruction: ensuring access to subject knowledge while supporting the acquisition of complex linguistic forms.

Another methodological principle in DaZ instruction is immersion, where learners acquire German through constant exposure in authentic contexts. Unlike DaF learners, DaZ students often live in German-speaking environments, which provides natural opportunities for immersion. [Cummins,

2001]. Integrative approaches therefore seek to combine immersion with explicit language support. This involves ensuring that learners participate in mainstream classrooms while also receiving supplementary language instruction. Preparatory classes (*Willkommensklassen*) are often used as a transitional stage, but long-term integration requires sustained support within mainstream subjects [Gogolin, 2017].

Role of Multilingualism and Translanguaging

Recent methodological developments emphasize the value of learners' multilingual repertoires. Instead of viewing the first language as an obstacle, innovative approaches treat it as a resource for learning. Translanguaging practices, for example, encourage learners to draw on all their linguistic resources when engaging with tasks, thereby promoting deeper understanding and affirming linguistic identities [García & Wei, 2014].

The digitalization of education has created new opportunities for DaZ pedagogy. Digital media provide authentic input through videos, interactive exercises, and online communication, which can supplement classroom learning. Tools such as language learning apps, online dictionaries, and speech recognition software allow learners to practice independently at their own pace. Moreover, digital platforms can facilitate differentiated instruction by offering materials at varying levels of complexity (Rösler, 2016).

In addition, technology enables multimodal learning, which is particularly beneficial for DaZ learners. Visual, auditory, and interactive representations of content support comprehension and retention, helping learners bridge the gap between everyday and academic language.

A central challenge in DaZ instruction is sustaining learner motivation. Many DaZ learners are children and adolescents who encounter German in the context of migration, forced displacement, or educational transition. Their attitudes toward learning are often shaped by factors beyond the classroom, including experiences of trauma, discrimination, or social exclusion [Gogolin & Lange, 2011]. While many students achieve conversational fluency relatively quickly, developing the abstract, subject-specific registers required for academic success is a long-term process [Cummins, 2001]. Without targeted instruction, learners risk falling behind their peers in subjects where linguistic complexity intersects with conceptual demands, such as mathematics, science, and social studies.

This challenge is compounded by the fact that academic language is often implicit and rarely taught explicitly. Teachers may assume that students will “pick up” academic registers, overlooking the necessity of structured scaffolding and explicit instruction in text structures, argumentation, and subject-specific terminology [Gibbons, 2015]. As a result, DaZ learners remain at a systemic disadvantage in high-stakes assessments and future educational opportunities

Moreover, learners may experience tension between their home languages and German. For some, adopting German may feel like a threat to their linguistic identity or a requirement for assimilation. Teachers must therefore balance promoting German proficiency with affirming the value of learners' first languages. Creating a supportive, inclusive classroom climate that recognizes multilingual identities is essential for sustaining motivation and fostering positive attitudes toward learning [Cummins, 2001].

One case study conducted in North Rhine-Westphalia demonstrated how science teachers used scaffolding techniques, including graphic organizers and cooperative learning, to help DaZ learners engage with complex topics like ecosystems. The study showed that when subject teachers adopt language-sensitive approaches, DaZ learners not only improve their German proficiency but also achieve higher content mastery.

Content and Language Integrated Learning (CLIL) has also been implemented in numerous DaZ contexts. In one model project, middle school learners studied geography topics such as "climate zones" with integrated language support. Teachers explicitly taught the necessary linguistic structures (e.g., cause-effect relationships, comparative forms) while engaging students in content-rich discussions.

These CLIL projects highlight the dual benefits of subject and language learning, making academic registers accessible while maintaining curricular continuity. Evaluations show that students in CLIL settings often outperform peers in traditional segregated language classes, as they acquire German in meaningful, knowledge-based contexts [Rösler, 2016].

Translanguaging Practices in the Classroom

Innovative models increasingly incorporate translanguaging strategies, allowing learners to draw on their entire linguistic repertoire. For example, teachers may encourage students to first brainstorm ideas in their first language, then collaboratively translate them into German. In group work, learners might alternate languages strategically, ensuring comprehension while gradually transferring knowledge into German [García & Wei, 2014].

A case study in Berlin elementary schools found that translanguaging not only supported comprehension but also strengthened learners' identities, as students felt their home languages were respected. Teachers reported increased classroom participation and deeper conceptual learning when translanguaging practices were systematically integrated.

Recent Research Trends

Contemporary research in DaZ focuses on several intersecting areas. One key trend is the investigation of academic language acquisition, emphasizing the transition from Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP) [Cummins, 2001; Gogolin, 2017]. Longitudinal studies have shown that learners require

sustained support in developing academic registers of German, and that early interventions are critical for long-term academic success.

Another emerging area is **multilingual classroom research**, which highlights the benefits of recognizing learners' full linguistic repertoires. Studies on translanguaging demonstrate that strategically leveraging multiple languages in instruction enhances comprehension, engagement, and identity affirmation [García & Wei, 2014]. Recent empirical work also underscores the importance of bilingual literacy development, revealing that promoting literacy in the first language contributes positively to German acquisition (Reich, 2019).

Research has also increasingly examined teacher professionalization. Findings indicate that subject teachers often lack sufficient preparation for language-sensitive teaching, which affects learner outcomes [Thonhauser, 2018]. Consequently, teacher training programs are being restructured to include modules on DaZ pedagogy, scaffolding, and the integration of digital tools for differentiated learning.

Conclusion

The teaching of German as a second language (DaZ) represents a multifaceted educational endeavor, encompassing linguistic, cognitive, and sociocultural dimensions. This article has examined the theoretical foundations, particularities, methodological approaches, practical models, challenges, and recent developments in DaZ instruction. Across all sections, several overarching themes emerge that highlight both the complexity and the critical importance of effective second language education.

First, theoretical frameworks from second language acquisition (SLA), sociocultural theory, and bilingual education provide essential guidance for understanding how learners acquire German in multilingual and multicultural contexts. Krashen's Input Hypothesis emphasizes the importance of comprehensible input, while Cummins' distinction between BICS and CALP underlines the need to support both everyday and academic language. Vygotsky's sociocultural theory and the Interdependence Hypothesis further reinforce the significance of scaffolding, peer interaction, and leveraging learners' home languages to facilitate German acquisition. These theories collectively demonstrate that DaZ instruction is not a purely linguistic process, but an integrative educational practice that links language learning with cognitive and social development.

Second, the particularities of DaZ instruction distinguish it from traditional foreign language teaching. Teachers must navigate heterogeneous classrooms, balance everyday and academic German, and address the sociocultural and integrative needs of learners. Language functions as both a tool and a gatekeeper for educational and social opportunities, which places high stakes on effective language support. Institutional frameworks, such as preparatory classes, inclusive curricula, and policy-driven language programs, shape the

conditions in which DaZ instruction occurs, underscoring the need for systemic support alongside classroom innovation.

Third, methodological and didactic approaches in DaZ emphasize flexibility, inclusivity, and integration. Language-sensitive teaching, scaffolding, differentiation, CLIL, translanguaging, and the use of digital tools provide multiple pathways to facilitate language acquisition and content learning. Practical examples and case studies reveal that combining classroom instruction with broader integration initiatives—such as peer learning, community engagement, and family involvement—enhances both linguistic competence and social participation. These practices demonstrate that effective DaZ instruction requires a holistic perspective, attending simultaneously to academic, linguistic, and psychosocial dimensions.

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