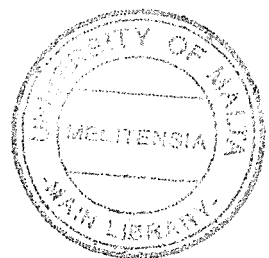


**Intercultural Communication
in the
Teaching of German
in Malta**

Nadine Vella

**A Dissertation Presented to
The Faculty of Education
in Part Fulfilment of the
Requirements for the Degree of
Bachelor in Education (Honours)
at the University of Malta**

May 1994





University of Malta Library – Electronic Thesis & Dissertations (ETD) Repository

The copyright of this thesis/dissertation belongs to the author. The author's rights in respect of this work are as defined by the Copyright Act (Chapter 415) of the Laws of Malta or as modified by any successive legislation.

Users may access this full-text thesis/dissertation and can make use of the information contained in accordance with the Copyright Act provided that the author must be properly acknowledged. Further distribution or reproduction in any format is prohibited without the prior permission of the copyright holder.

ABSTRACT

Nadine Vella

Intercultural Communication in the Teaching of German in Malta

Throughout this dissertation, I intend to consider the importance of including the cultural aspect in the teaching of German as a foreign language in Malta. Intercultural communication should always be at the centre of each lesson - the teacher should lead the pupils from the known - the Maltese culture - to the unknown - the German culture. Thus the pupils would be able to compare and contrast both cultures. After conducting a survey amongst teachers of German in our Junior Lyceums using Zick Zack 1a & 1b - Forms 1 and 2, I shall go on to present some material about Maltese culture to supplement/substitute the predominantly British background of the course book. To conclude my dissertation, I shall discuss extra-curricular activities which can help us in promoting further intercultural communication.

B.ED. (HONS.)

MAY 1994

GERMAN - LANDESKUNDE - INTERCULTURAL COMMUNICATION - MALTESE CULTURE.

Dedication

I dedicate this dissertation to my family - my parents and my brothers - who supported and encouraged me throughout my four years at University, and who stood by my side through good and bad times.

Acknowledgements

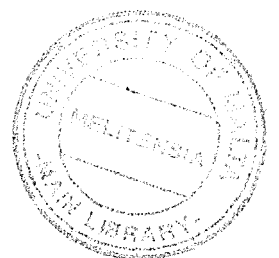
- (a) I thank both my tutors - Ms. M. Azzopardi and Mr. H. Conrad - for their help and advice, without which this dissertation would not have been possible, and for supervising it.
- (b) My heartfelt thanks go to my brother Johan for his endless patience in arranging the whole layout of this dissertation and for printing it.
- (c) Thanks to my parents, who were and always will be my first educators and counsellors.
- (d) I would like to thank all teachers of German who filled in the questionnaire, and their headteachers who gave me permission to do so.
- (e) I would also like to thank Can. Dr. J. Debono - Education Assistant for German, who provided me with all the information I wanted about student exchanges between Malta and Germany.

Table of Contents

CHAPTER 1: TOWARDS INTERCULTURAL COMMUNICATION IN FOREIGN LANGUAGE TEACHING	1
- Introduction - Aim of Foreign Language Teaching and Learning	2
- Culture/Landeskunde - is there an exact definition?	4
- The Role of Culture (C1 and C2) in the Language Lesson	6
- Conclusion	12
CHAPTER 2: A LOOK AT THE PRESENT SITUATION IN MALTA	14
- Introduction	15
- The Current Textbook	17
- Questionnaire	20
- Conclusion	33
CHAPTER 3: ADDITIONAL MATERIAL ADAPTABLE TO THE MALTESE CONTEXT	35
- Introduction	36
- Texts and Exercises	38
- Conclusion	77
CHAPTER 4: EXTRA-CURRICULAR ACTIVITIES PROMOTING INTERCULTURAL COMMUNICATION	79
- Introduction	80
- Visits outside the German Classroom	83
- Conclusion	91
BIBLIOGRAPHY	94

CHAPTER 1

Towards Intercultural Communication in Foreign Language Teaching



INTRODUCTION:- THE AIM OF FOREIGN LANGUAGE TEACHING
AND LEARNING

Maltese schools offer quite a wide variety of foreign languages to their pupils. The latter naturally choose a particular language with the purpose of learning to communicate in that language. But are our pupils really able to do this after a three or five years' course? In my opinion,

"language functions as a vessel of individual and collective social experience." (1)

Learning a new language can open new horizons for the pupil and can (and should) transport him/her in an exciting discovery voyage throughout that particular country. Unfortunately, though, school-based language learning more often than not involves solely

"learning vocabulary, grammar, phrases, analysing texts... These things fragment foreign language education and lead pupils into strictly determined patterns." (2)

This narrowing of language teaching and learning to purely grammatical terms would be tantamount to killing the language. Who can blame pupils if they simply give up trying to learn a foreign language, when they have to learn whole pages of vocabulary by heart, and whole lists of conjugated verbs and complicated grammar points?! Unfortunately I have

(1)D. Buttjes, "Mediating Languages and Cultures: The Social and Intercultural Dimension Restored" in D. Buttjes & M. Byram, *Towards an Intercultural Theory of Foreign Language Education*, Clevedon: Multilingual Matters, 1991, p. 7.

(2)ibid., H. Kordes, "Intercultural learning at school: limits and possibilities," p. 290.

spoken to Maltese secondary school pupils to whom German simply means pages and pages divided into three columns with first the noun in German and then in English, and incomprehensible adjective endings.

My aim as a future foreign language teacher is to guide my pupils into a new world - the foreign country and its people - of leading them step by step from the known, in our case the Maltese culture, to the unknown - here the German culture. In fact,

"foreign language teaching offers opportunity for emancipation from the confines of learners' native habitat and culture, with the development of new perceptions and insights into foreign and native cultures alike." (3)

Another important aspect is to counter prejudice and to do away with misconceptions and stereotypes, thus creating understanding and tolerance. How many times have we heard comments like - 'I dislike the French, they're stuck up and proud!' or 'All the Germans think of is work, work, work!?' It is up to the foreign language teacher to do away with these misconceptions and show the pupils that these foreign people have both their positive and negative characteristics, like us Maltese, after all! This is part of the foreign language lesson and is as important (if not more) as grammatical and linguistic terms. The pupils must come to realise that foreign teenagers go out with their friends like they do and that they also have to face problems. Pupils also enjoy getting to know in what ways their way of life is different from ours, as well as the similarities.

(3)M. Byram, "Foreign language education and cultural studies" in E. Murphy, *Language, Culture and Curriculum* Vol. 1, No. 2, 1988, p. 15.

CULTURE/'LANDESKUNDE' - IS THERE AN EXACT
DEFINITION?

An aspect which struck me while reading and doing my research on this subject is that nearly all authors hesitate to give an exact definition of the term 'culture' or 'Landeskunde' -

"Bis heute fehlt eine Definition des Begriffs Landeskunde." (4)

This does not mean that one cannot try to find, if not a proper definition, a description which attempts to make this vast, abstract term less ambiguous. If I were to try to explain what the term culture means to me, I would quite simply say that culture is communication as a form of social interaction. One can attempt to explain 'Landeskunde' within the context of the foreign language classroom -

"Landeskunde meint alle Bezüge auf die Gesellschaften, deren Sprache im Fremdsprachenunterricht gelernt wird." (5)

This quite clearly shows the central role cultural studies play during every foreign language lesson. I do not agree with those who claim that the field of cultural studies is an entity on its own, on the contrary it goes hand in hand with foreign language acquisition. This makes the foreign

(4) "To the present day we do not have a definition of the term 'Landeskunde'." S. Schmidt, "Was ist bei der Selektion landeskundlichen Wissens zu berücksichtigen?" in *Jahrbuch Deutsch als Fremdsprache* 3, Julius Groos Verlag, 1977, p. 25.

(5) "'Landeskunde' means all references to the societies whose language is learnt in the foreign language lesson." D. Buttjes, "Landeskunde - Didaktik und landeskundliches Curriculum" in *Fremdsprache Deutsch - Zeitschrift für die Praxis des Deutschunterrichts - Landeskunde*, Goethe-Institut: Klett - Juni, 1992, p. 112.

language lesson much more interesting for the learners.

A description of culture which quite appealed to me was the one Franz Kuna gave -

"Culture is above all 'a pattern of meanings,' that is to say a language system by which values, ideals and beliefs are communicated, and transmitted to succeeding generations." (6)

Culture embraces all aspects of way of life of a particular society - their habits, customs, beliefs, values, interests and so on. If a teacher introduces to her/his pupils greetings, like "Grüß dich!," isn't that Landeskunde? Speaking about where and how they live, which schools they attend, their hobbies, how they spend their free time, the means of transport they use, what they eat and drink, how they tackle family and social problems, like divorce and drug abuse, what they wear, how they celebrate Christmas, Easter, etc... that is all Landeskunde from beginning to end! Unfortunately, for quite a number of pupils, Landeskunde simply means talking about the history of a country, its most important cities, looking at maps and talking about customs. But that is only a very narrow view of the culture of a particular country - above all culture is

"an interpretative one in search of meaning." (7)

(6)D. Buttjes & M. Byram, op. cit., F. Kuna, "From Integrative Studies to Context Theory: A Project of In-service Education," p.261.

(7)D. Lawton, "Curriculum and Culture" in M. Skilbeck, *Readings in School-based Curriculum Developments*, Harper, 1984, p. 275.

THE ROLE OF CULTURE (C1 AND C2) IN THE LANGUAGE LESSON

From the very first instant that a language teacher enters the classroom to the very last lesson, he/she is concerned with culture, and naturally so do the pupils. In my opinion, by looking at language, one discovers culture - the link between these two is crucial:

"...jeder Lehrer hat täglich, wenn er Unterricht vorbereitet oder durchführt, mit landeskundlichen Fragen zu tun." (8)

Therefore, the whole language lesson is Landeskunde. It is not a question of the teacher going into the classroom and announcing - "Today we are going to do Landeskunde!" The whole lesson is Landeskunde - from beginning to end - whether the teacher and pupils are aware of it or not. But unfortunately, we are used to separating Landeskunde from language. Even the pupils themselves do that, perhaps without being aware of it. For example, once I entered the classroom and one pupil asked me - "Miss, are we going to do Landeskunde today?" I strove to explain to him that every lesson has to do with Landeskunde. In fact,

"second language learning is to a large extent second culture learning." (9)

(8) *"...every teacher has to deal daily with cultural questions, while he is preparing or giving a lesson."*

D. Buttjes, op. cit., p. 4.

(9) D. Buttjes & M. Byram, op. cit., M. Byram, "Teaching Culture and Language: Towards an Integrated Model," p. 17.

Some people might ask whether it is possible to indulge in culture in the limited time provided and moreover between the four walls of the language classroom. But,

"Even in the sterile context of the foreign language classroom, the language used is constantly referring to culture-specific meanings, to the culture of a specific social group in a particular time and place." (10)

It is up to the teacher to expose his/her pupils to the culture of the target language. This can be done through a multitude of ways, for example through several teaching aids, like the cassette-recorder. The teacher can present poems, songs and dialogues by native speakers, as well as announcements, e.g. in stations or airports, and also weather reports or news bulletins. Pupils simply enjoy all these things, as they also enjoy watching videos, like cartoons in German, features about different places in Germany, like Munich, and popular German festivities, like the Oktoberfest and the Nürnberger Christkindlmarkt. They asked many interesting questions and wanted to see and hear more. Photographs, posters and postcards are also favourites with pupils learning a foreign language. Aren't these all portrayals of culture?

Learning another language and thus another culture, as these two are interlinked and interdependent,

"makes learners explicitly aware of the strengths and weaknesses of their culture, because they see it from the vantage point of another culture." (11)

This brings us to a very important aspect of the question of

(10)M. Byram, op. cit., p. 21.

(11)ibid., p. 16.

intercultural communication, which is that one has to keep in mind the native culture, in our case the Maltese, as the point of departure. The language teacher must always keep in mind that the pupils have been brought up in and accustomed to another culture - their own - which is by far extremely different from the target culture. So it helps not to forget that

"im Vordergrund stehen vielmehr die Erfahrungen, Kenntnisse und Einstellungen der Lernenden." (12)

It is of course only natural for the pupils to compare and contrast the target culture with their own. So comments like 'But we don't do that in Malta!' or 'Just like us in Malta!' are the order of the day, and why shouldn't it be like that? This shows that the pupils are absorbing what they hear and see and making it their own, and that they are identifying themselves with the characters and different customs they come across.

"The organising principle of the intercultural approach consists in building up bridges between the native and the foreign cultures, using what we already know of the world to make sense of the new cultural system as a two-way process." (13)

The pupils find it much easier if their language teacher leads them from the known, which is the Maltese culture, to the unknown, that is the foreign language and the foreign culture. I do not think there is anything wrong if at the very first stages of learning a foreign language, the pupils

(12) "the experiences, knowledge and attitudes of the learners are of utmost importance."

H. Delmas & K. Vorderwülbecke, "Landeskunde" in *Fremdsprache Deutsch - Zeitschrift für Praxis des Deutschunterrichts*, op. cit., p. 7.

(13) St. Patrick's College of Education, Dublin, "The Cultural Dimension in Foreign Language Teaching" in E. Murphy, op. cit., p. 261.

and their teacher discuss aspects of the target culture in the native language. One cannot expect Form 1 classes to speak fluently in German or in French about customs and festivities in Malta and in these two countries, however bright they might be! With more advanced classes, like Form 4 and Form 5, it is of course a different matter altogether. At least let's hope that this is the case, as unfortunately Maltese pupils tend to write much more fluently and confidently than when they speak, Italian being the obvious exception!

Through acquiring a foreign language and thus a foreign culture, the pupils tend to become much more aware of their own and are in a better position to look at the latter critically. Thus, .

"Learning languages and cultures of other communities is expected to lead to a better knowledge of self and others, and eventually to greater tolerance." (14)

In this way, our pupils look at aspects of the Maltese culture, which they have so far taken for granted, from a different perspective. They also sympathize with teenagers living in that particular country and become aware of the problems they face, as well as the positive aspects of living there. For example, something which Maltese pupils find awesome and difficult to decipher is that the majority of foreign teenagers leave their parents' home and go to live on their own. This leads to an interesting discussion about why this happens in foreign countries and it doesn't in Malta -

(14)ibid., p. 150.

family problems and the question of distance, to mention only two examples. That is why

"understanding a foreign culture calls for the setting up of mutual interaction between native and target cultures." (15)

In my opinion, there are two ways to teach a language - the traditional one, which unfortunately is what most Maltese pupils are used to, and the modern approach - one based on communication. Needless to say, the latter is much more appealing to foreign language learners. What I rather favour is a comprehensive teaching approach which combines the languages and cultures of L1 and L2, and C1 and C2 respectively. This entails an intercultural competence, which

"implies an awareness of the cultural differences between one's own and the foreign culture, as well as the ability to handle cross-cultural problems." (16)

It is absolutely not necessary for the teacher to provide her/himself with information about the native culture. I much prefer leaving that to the pupils themselves - haven't they lived in Malta all their lives? The teacher's job is rather to lead them from the culture they are familiar with to a completely unknown culture, and moreover to help them see the differences and similarities between both cultures.

"What people want to do through a language is more important than mastery of the language as an unapplied

(15) *ibid.*, p. 147.

(16) D. Buttjes & M. Byram, *op. cit.*, M. Meyer, "Developing Transcultural Competence: Case Studies of Foreign Language Learners," p. 137.

system." (17)

It is up to foreign language teachers to show this to their pupils, so that these do not learn a new language solely for the purpose of having another 'O' Level certificate. Maltese pupils especially ought to be able to see the need for them to learn one, or better more than one, foreign language/s. After all, we have to bear in mind that no-one else in the world speaks Maltese - a fact we should be proud of - but we cannot very well go to a foreign country and speak Maltese! Even those pupils who do not go abroad can speak to German-speaking tourists who come for a holiday in Malta. Let's say they meet a German couple who asks for directions. I am remembering a particular incident during my Teaching Practice. My Form 1 class went on an excursion with their History teacher to Mdina, and the following day they proudly informed me that they had talked to a group of German tourists, who were very pleased at this. Even when it comes to certain instructions, for example instructions for a new video-recorder or else a recipe in German - the pupils themselves realise how useful it is to be fluent in a foreign language!

(17)G. George, "Designing a foreign language syllabus" in *Modern Languages - Journal of the Modern Language Association*, Vol. LXIV, No. 1, March 1983. p.7.

CONCLUSION:

Throughout this introductory chapter, I have tried to show the importance intercultural communication plays in the foreign language lesson. We have seen that it is virtually impossible to separate language from culture. I am completely in favour of

"An approach to teaching and learning which begins from, though is certainly not limited to, children's own experience and interests." (18)

Such an approach guarantees an enjoyable lesson, where the pupils fully participate, instead of being only passive listeners. It prevents them from getting bored stiff writing endless nouns, verbs and adjectives and studying them by heart. Our pupils enjoy such things as projects, where they first describe and stick pictures about the Maltese culture, for example how Maltese teenagers spend their free time, and then pass on to do the same about German teenagers. Here the teacher's help is very important. In fact,

"Was unsere Schülerinnen und Schüler wirklich interessiert, soll Gegenstand des Unterrichts sein." (19)

Apart from projects, another aspect that pupils really like is exchanging letters with foreign penfriends. They are very eager and enthusiastic about letter-writing. My pupils used to ask me to check their letters and then looked forward to an answer.

(18) S. Fischer & D. Hicks, *World Studies 8 - 13: A Teacher's Handbook*, Edinburgh: Oliver & Boyd, 1985, p.7.

(19) *"What really interests our pupils should be the subject of the lesson."* D. Buttjes, op. cit., p. 5.

This modern foreign language teaching approach has a great number of advantages when compared to the old one. In this way, pupils regard their teacher as their guide and facilitator of information, not as the fountain of knowledge! This approach thankfully does away with the notion that pupils' minds are a tabula rasa to be filled with knowledge by their teachers. Almost without them knowing it, our pupils, when engaging in language, are also enacting sociocultural phenomena. Foreign language teaching is as much concerned with the pupils' own culture as with that of the language they are learning. It also aims at giving the learners a greater insight into their own environment, society and culture. They should also be in a position to recognise the differences and similarities between their own and the target society. The foreign language teacher ought not to limit her/himself to giving only background information, but rather encourage discussions, comments and criticisms. From this, the pupils' perception, understanding and tolerance of foreign people and cultures is enlarged. As a matter of fact,

"Das Globalziel der interkulturellen Kommunikation soll darüber hinaus einen Beitrag zur Völkerverständigung leisten." (20)

(20) *"The global aim of intercultural communication should also contribute to international understanding."*

H. Delmas & K. Vorderwülbecke, op. cit., p. 8.

CHAPTER 2

A Look at
the Present Situation
in Malta

INTRODUCTION:

No-one can deny the importance given to foreign language learning in Maltese secondary schools. Apart from Italian, French and German, which have been offered to our pupils for quite a long time, we have the more recent introduction of Russian and Spanish. Until now, our pupils still tend to hesitate to choose these two languages, as they are still 'new' for them. But I am quite certain that as time goes by, they will gain in popularity among Maltese secondary school pupils. Foreign language teachers, regardless of the language they teach, have a duty towards their pupils - that of initiating them into a new language and culture. Teachers ought to lead the foreign language learners into a better and deeper insight of the particular country and its people, as well as their way of life. What I consider of the utmost importance is that

"the communicative and intercultural approach is learner-centred." (1)

But is foreign language teaching in Malta really learner-centred? Are our pupils being given the opportunity to communicate freely? Are they being presented with

"activities which give foreign language students opportunities to engage in meaningful dialogues using social formulas, interaction activities, community-interactions, and problem-solving activities"? (2)

If we focus on the teaching and learning of

(1) St. Patrick's College of Education, Dublin, "The Cultural Dimension in Foreign Language Teaching" in E. Murphy, *Language, Culture and Curriculum*, Vol. 1, No. 2, 1988, p. 151.

(2) V. Froese & S. Straw, *Research in the Language Arts: Language and Schooling*, Baltimore: University Park Press, 1981, p. 29.

German in Maltese schools, this language is fast increasing in popularity among our pupils. Several pupils, especially in the past, drew back from choosing German, as they maintained that German was too difficult. Naturally they are influenced by their peers and sometimes even by their parents, who more often than not have never learnt German! Unfortunately, I have heard comments like "Don't choose German, it's too difficult!" a multitude of times. I rather think it depends on the way it is taught. Ideally,

"Deutschunterricht ist immer und von Anfang an 'Landeskunde,' insofern er die systematische Begegnung des Lernenden mit der fremden Sprache und Kultur darstellt und vorhandene Vorstellungen verstärkt, verändert oder auch versetzt." (3)

It is up to the teacher to make the lessons interesting for her/his pupils, to prevent them from getting bored stiff trying to absorb new items of grammar. Sometimes teachers underestimate their pupils and instead of explaining why we use the 'Akkusativ' or the 'Dativ,' for example, they simply tell them that "That's the way it is!" They ought to explain why we write that. Pupils would enjoy themselves more if, apart from grammar points, the teacher discusses with them the way of life of German teenagers -

"Teenage language learners will be introduced to the culture of teenagers generally, e.g. conflict with parents, pastimes, hobbies, music, etc. will be made prominent." (4)

(3) "The German lesson is always and from beginning to end 'Landeskunde,' since it represents the systematic encounter of the learner with the foreign language and culture and strengthens, changes or even transfers existing ideas."

H. Krumm, "Bilder im Kopf" in *Fremdsprache Deutsch - Zeitschrift für die Praxis des Deutschunterrichts - Landeskunde*, Goethe-Institut: Klett-Juni, 1992, p. 16.

(4) E. Murphy, op. cit., p. 155.

THE CURRENT TEXTBOOK:

We are living in a transitory time, as far as the German textbooks in our secondary schools are concerned. The former textbook **Vorwärts** is gradually being phased out, with the new modern textbook **Zick Zack** taking its place. Only Form IV 4th year and also Form V 5th year pupils taking German are still using the former textbook **Vorwärts**. All others are using the new textbook **Zick Zack**. By next year, **Vorwärts** will be completely phased out. I have spoken to both pupils and teachers about the new, as well as the former, textbook. It is true that comparisons are odious, but that is naturally what both pupils and teachers do - compare these two textbooks. As far as the layout is concerned, **Zick Zack** naturally emerges as the winner, which is not at all surprising, seeing that almost twenty years separate these two textbooks! **Zick Zack** is more eye-catching than **Vorwärts**, as it is full of colourful pictures, whereas the other textbook is blue, black and white throughout. On the other hand, several pupils maintained that **Zick Zack** is more complicated, as it does not have information or grammar points displayed neatly in columns, like **Vorwärts**.

An aspect where **Zick Zack** emerges as the complete winner when confronted to **Vorwärts**, is undoubtedly 'Landes-kunde' -

"The separation of language and culture is even more apparent in those textbooks which divide their units or chapters into language work and, appended as a gesture rather than integrated, a few pages of 'background information' or

'Landeskunde' at the end of the chapter." (5)

Vorwärts falls under this category - this more often than not led the German teacher to treat 'Landeskunde' as something optional or supplementary - something to tackle only if he/she finished the 'proper' lesson a couple of minutes before the bell rang! Apart from this, **Vorwärts** had yet another drawback, as

"The learner is presented with a picture of Germany populated by unworried and friendly middle-class people; they have no economic problems, no housing problems..." (6)

This naturally provides the learners with a socially and ideologically one-sided picture of Germany and the Germans. No wonder then that this results in loss of pupil motivation, as they are not so stupid as not to realize that this is a totally unrealistic picture - a far cry from the true state of affairs in the country!

Back to **Zick Zack**, this is definitely not the case - pupils encounter 'Landeskunde' on practically every page - they are presented with problems that German teenagers have to face in their everyday lives. Thus they can compare and contrast them with their own problems and with the situation here in Malta. The people in the book are presented as human beings and it is thus easier for the teacher to do away with a priori judgements the pupils might have made. Here,

"we see a fragmentation of the social universe in

(5)M. Byram, "Teaching Culture and Language: Towards an Integrated Model" in D. Buttjes & M. Byram, *Towards an Intercultural Theory of Foreign Language Education*, Clevedon: Multilingual Matters, 1991, p. 17.

(6)M. Byram, "Foreign language education and cultural studies" in E. Murphy, op. cit., p. 205.

relation to that of textbooks of the 1960s..." (7)

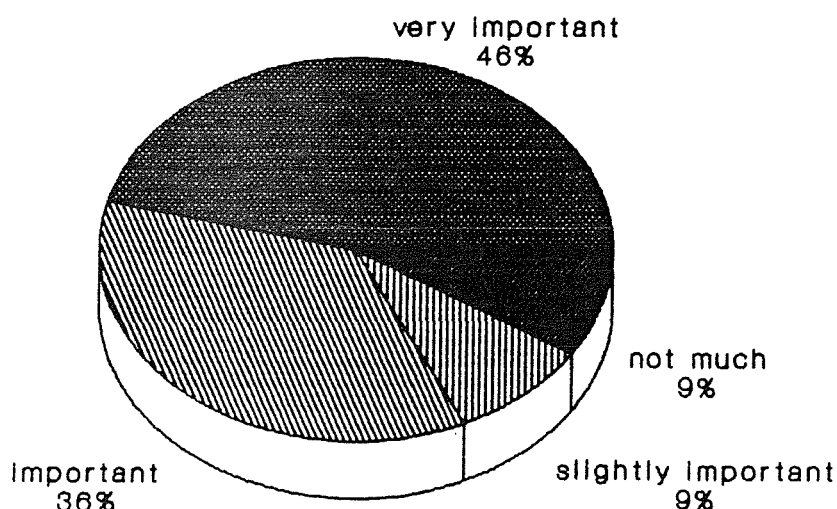
But unfortunately, **Zick Zack** presents somewhat of a problem to Maltese pupils in particular. Our pupils have to face three cultures during the German lesson - the target culture German, the native culture Maltese, and yet another one - the English culture. This happens because this textbook was written specifically with English pupils studying German in mind. There are quite a number of references to the British culture, for example Chapter 3 - student exchanges between English and German students, and Chapter 5 - free time in Germany and in England, to mention but two. This comes out clearly in the last pages of **Zick Zack 1b** - "Internationaler Treff," where we are provided with information about schools, transport, media and teenagers in Britain.

(7)K. **Risager**, "Cultural References in European Textbooks: An Evaluation of Recent Tendencies" inD. **Buttjes** & M. **Byram**, op. cit., p. 184.

QUESTIONNAIRE:

I conducted a survey amongst all teachers of German using Zick Zack in our Junior Lyceums. This makes a total of eight Junior Lyceums - four for boys: Hamrun, Handaq, Paola and Verdala; and four for girls: Blata l-Bajda, Imriehel, Sandhurst and Zejtun. My aim was to find out German teachers' opinion regarding the importance of intercultural communication, and also to discover what they think about both Vorwärts and Zick Zack, naturally with an emphasis on the latter.

QUESTION 1: How important do you think our local culture is in the teaching of German as a foreign language? Why?



It results that the absolute majority of German teachers consider the Maltese culture to be important - 82%. The other 18% were not so convinced about its role in the German lesson. The reasons the formers gave were more or less similar. More than half of them answered that the two

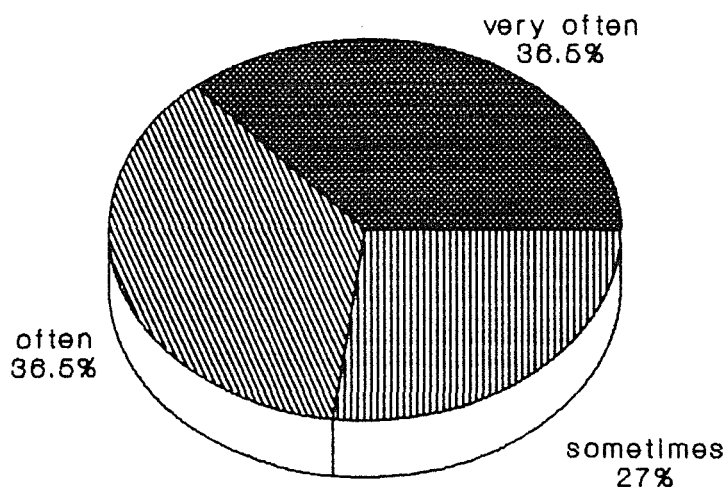
cultures, that is the Maltese and the German cultures, are extremely different, therefore comparisons between them are inevitable. Almost 30% stated that

"We should try to introduce students to German culture via the culture they know best, that is the local."

One of them said that since we have great contacts with Germany, both cultures are important. However, there was one exception to this general opinion that our culture is very important - that the pupils

"should see Germany and the Germans on their own, not compared to our country and our people."

QUESTION 2: How often do you include 'Landeskunde' in your lesson?



No-one among the teachers questioned answered *once a week, rarely or never.*

QUESTION 3: If you use it, in what way? If you don't, why?

As none of the teachers questioned responded that he/she never used 'Landeskunde,' they naturally all answered the first question. One third of them maintained that they used it to explain the context of certain situations and through discussion on several topics -

"I use it mostly indirectly, not as an end in itself."

Another 20% said that they use 'Landeskunde' when comparing German and Maltese cultures. All other answers were quite varied - one stated that

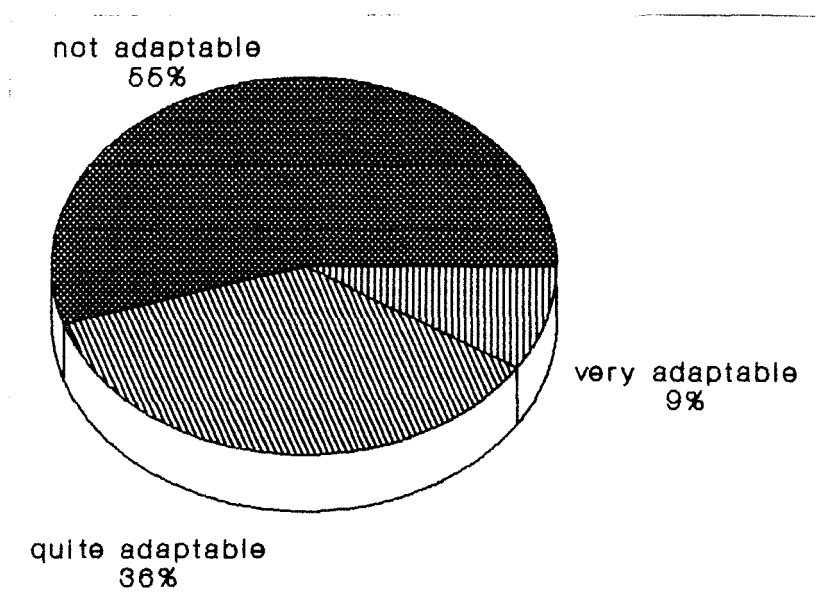
"I dedicate some lessons especially to Landeskunde."

On the other hand, another one was of the opinion that

"You cannot give a lesson without Landeskunde."

Others said they used it through Zick Zack and other audio-visual aids.

QUESTION 4: How adaptable do you think "Zick Zack 1" is to the Maltese situation?



Those teachers of German who said that Zick Zack is not so adaptable maintained that one has to cater for three cultures - the German, the English and the Maltese -

"it can contrast/compare better with the situation in Britain."

Then, there were those who found it quite adaptable, as

"It is then up to the teacher to make up the filling in."

Only one teacher stated that

"If we are teaching German, we are mostly concerned with the German (European) situation,"

therefore the textbook is very adaptable.

QUESTION 5: How does Vorwärts" compare with "Zick Zack" as regards 'Landeskunde'?

About this fifth question, all teachers agreed unaminously that Zick Zack is by far much better than the former textbook Vorwärts in this respect. The reason half of them gave was that the new textbook Zick Zack is more modern, colourful and motivating. Another 30% of the teachers questioned complained that Landeskunde in Vorwärts was presented in chunks, whereas Zick Zack has Landeskunde throughout -

"Information (in Zick Zack) is given indirectly but interestingly. Vorwärts is in this regard very boring, and given in single, abstract contexts."

Two teachers said that with Vorwärts, the teacher has to supplement with additional material, whereas another one stated that Vorwärts is very old-fashioned. Some German teachers, though, said that Vorwärts was then very good for grammar teaching - better than Zick Zack.

QUESTION 6: What do your pupils like and dislike as regards
Landeskunde in "Zick Zack"?

More than one third of the teachers said that their pupils enjoy getting to know about other pupils' way of life. Others stated that it stimulates them to ask further questions -

"They show great interest in 'landeskundliche' aspects that differ from our local context."

According to these particular teachers, learning about the country itself cannot be separated from the language.

Then there are some aspects about Zick Zack which pupils of German dislike, according to the teachers questioned. The latter said that their pupils tend to dislike texts from newspapers and other longish texts. They were of the opinion that the vocabulary in them is too difficult for our pupils.

QUESTION 7: What do you find difficult in presenting its texts to your pupils, always as regards Landeskunde?

The majority of German teachers in our Junior Lyceums agreed that language in *Zick Zack* is quite often above the niveau of their pupils. Most of them said that the textbook has too many unfamiliar terms - here they are referring to

"Language in authentic texts."

One third of them answered that what their pupils find difficult to come to terms with is the different way of life of the Germans, especially of German teenagers - according to their pupils,

"German students... have a more liberal kind of life."

Another answer was that texts in the same chapter are not linked together and also that in *Zick Zack* there is too much information to be given in a short time.

QUESTION 8: From your past experience, what is your pupils' reaction to aspects of German Landeskunde?

All teachers asked said without hesitation that their pupils' reaction to Landeskunde is a very positive one. Approximately two thirds of them said that their pupils find it interesting, as long as it is presented in a 'true to life' way, that is not boringly -

"they listen with enthusiasm and ask a lot of questions."

Some of them mentioned projects and said that their pupils simply love them. Other teachers said that their pupils love aspects of German Landeskunde, as they find it a source of motivation:

"Landeskunde provides the motivation for them to learn how to use language."

All teachers agreed that Landeskunde makes German lessons livelier. One teacher said that it makes the pupils wish to visit the country itself.

QUESTION 9: What do you think about comparing and contrasting different aspects of Maltese and German Landeskunde?

Among the teachers of German, 75% were of the opinion that this is very important, as the two cultures are different and therefore comparisons and contrasts are made, for example schools in Malta and in Germany, music in Malta and in Germany, etc. They said that it is

"the first step into leading students to their first encounters with German Landeskunde."

This, according to them, is a very healthy way of learning, as it widens their horizon. One teacher asked said that it is positive, in view of Malta's future possible membership in the European Union. Another teacher said that bringing in both native and target cultures

"is the only way German Landeskunde can be taught effectively."



QUESTION 10: Suggest a way/s how to promote intercultural communication during the German lesson.

Quite a number of teachers of German said that the most important thing is

"using the target language as much as possible."

They came out with a wide variety of suggestions, for example:

- cassettes;
- videos;
- slides;
- overhead projector;
- penfriends (i.e. letter-writing);
- songs & poems;
- newspapers & magazines, e.g. Juma;
- handouts;
- photos & postcards.

Some suggested student exchanges between Maltese and German pupils. Other suggestions were inviting German native speakers in class or a Maltese pupil who has visited Germany talks about his/her experience. Some said that

"The most important thing is to have a German class."

1. How important do you think our local culture is in the teaching of German as a foreign language? Why?

2. How often do you include Landeskunde in your lesson?

Very often ☐ ☐ ☐ Often ☐ ☐ ☐ Sometimes ☐ ☐ ☐

Once a week ☐ ☐ ☐ Rarely ☐ ☐ ☐ Never ☐ ☐ ☐

3. If you use it, in what way? If you don't, why?

4. How adaptable do you think Zick Zack 1 is to the Maltese situation?

5. How does Vorwärts compare with Zick Zack as regards Landeskunde?

6. What do your pupils like and dislike as regards Landeskunde in Zick Zack?

7. What do you find difficult in presenting its texts to your pupils, always as regards Landeskunde?

8. From your past experience, what is your pupils' reaction to aspects of German Landeskunde?

9. What do you think about comparing and contrasting different aspects of Maltese and German Landeskunde?

10. Suggest a way/s how to promote intercultural communication during the German lesson.

CONCLUSION:

From the results of this survey, one thing emerges clearly - that all teachers of German in Malta are aware of the importance culture plays in the foreign language lesson. This, unfortunately, does not mean that they dedicate to it the time or attention it deserves during their lesson. Quite a number of them complained of lack of time, due to the too-vast syllabus. I think that there is a wide discrepancy between theory and practice - most teachers seem to separate quite clearly language from culture. They tend to regard 'Landeskunde' as a separate matter from the language itself. Only a few of them seemed to be aware of the fact that in practice culture cannot be separated from language, and that the whole German lesson is in fact 'Landeskunde.' Only a couple of these teachers did not consider Maltese culture to be important - the others did so, but complained of lack of available material in this field.

"Communicative Language Teaching has stressed the use of 'authentic' language as the material from which pupils learn, providing them with experience of language produced by native-speakers." (8)

All teachers questioned agreed that Zick Zack provides ample opportunities for this - much more than Vorwärts, which sadly lacked this. But in my opinion, apart from the actual textbook, it is up to the teachers themselves to promote intercultural communication and to

"fill the room of direct contact with the

(8) M. Byram in D. Buttjes & M. Byram, *ibid.*, p. 17.

historic culture in its present-day state." (9)

What is missing in the textbook, it is then up to the teacher to provide - material adaptable to his/her particular pupils. In my opinion, this has to be kept in mind from the beginning, that is from the actual planning of the curriculum - I am in favour of

"the idea of curriculum as a map of culture."(10)

(9)N. Round, "Language and Culture in the University Discipline" in *Modern Languages - Journal of the Modern Language Association*, Vol. LXI, No. 4, Dec. 1980, p. 162.

(10)D. Lawton, "Curriculum and Culture" in M. Skilbeck, *Readings in school-based Curriculum Developments*, Harper, 1984, p. 276.

CHAPTER 3

Additional Material Adaptable to the Maltese Context

INTRODUCTION:

As we have already seen in the previous chapter, the German textbook currently used in our secondary schools has one major drawback for Maltese pupils - they have to face not one, but two alien cultures. Now, no-one would deny the fact that the ideal way of teaching effectively, regardless of whatever subject it is, is that of the teacher leading the pupils step by step from the known to the unknown. This is also applicable to the teaching of German and other languages, where the teacher ideally leads the learners from the known - the native culture (the Maltese one) to the unknown - the target culture (the foreign one) -

"Meaning is dependent on the learners' own particular experience, emerging from their very interaction with the environment and their audience." (1)

It is up to the teacher her/himself to present additional material to her/his pupils, for who knows better than the actual teacher about the interests, dreams and hobbies of the pupils? Thus the language teacher should ideally build up on these interests and experiences. In this way, the pupils would participate eagerly and actively, and thus learn and enjoy themselves simultaneously.

Through the teaching aids the foreign language teacher uses, the pupils learn and remember new material much more effectively:

"Any visual medium, such as photos, films,

(1) St. Patrick's College of Education, Dublin, "The Cultural Dimension in Foreign Language Teaching" in E. Murphy, *Language, Culture and Curriculum*, Vol. 1, No. 2, 1988, p. 151.

pictures or drawings, contains more elements of perceived reality than language texts which require greater imagination and greater faculties of abstraction and generalisation." (2)

Naturally all of us tend to comprehend more effectively when presented with concrete, down-to-earth facts than when having to cope with abstract terms. This ought to be kept in mind when preparing a foreign language lesson, in our case German. The teacher should present interesting and attractive themes, adapted from the pupils' everyday life and immediate experiences -

"Mit Hilfe exemplarischer Themen sollen die Lernenden befähigt werden, die eigene und fremde Kultur besser zu verstehen." (3)

This is exactly what I intend to do in this third chapter - present additional material about Maltese culture, which the learners can use to compare and contrast with the German situation. The topics I intend to tackle are the following:

- Maltese cities and villages.
- Festivities in Malta.
- Weather and climate of the Maltese islands.
- How Maltese teenagers spend their free time.
- Local media.
- Sport activities in Malta.
- Maltese restaurants.
- National and international transport.

(2) G. Baumgratz-Gangl, "Relating Experience, Culture and Language" in D. Buttjes & M. Byram, *Towards an Intercultural Theory of Foreign Language Education*, Clevedon: Multilingual Matters, 1991, p. 233.

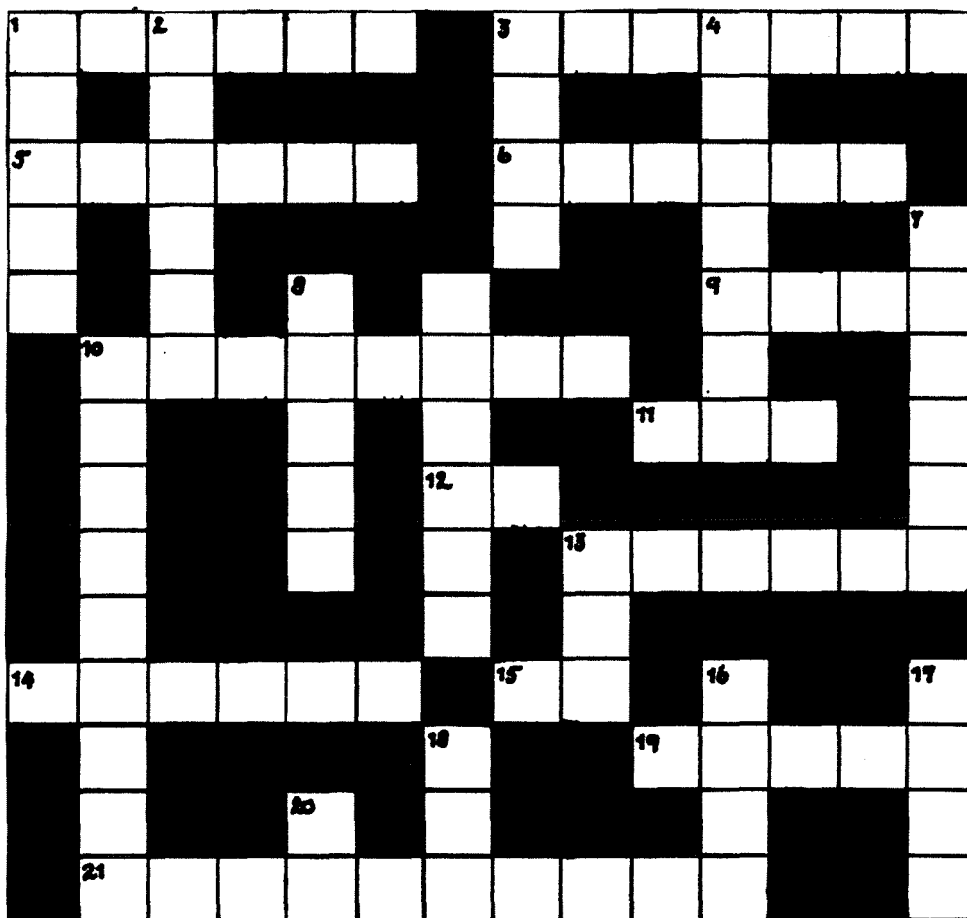
(3) "With the help of typical situations, the learners are to learn to understand their own and the foreign culture better."

B. Müller, "Interkulturelle Verstehensstrategien - Vergleich und Empathie" in G. Neuner, *Kulturkontraste im DaF-Unterricht*, München 1986, p. 8.

KREUZWORTRÄTSEL

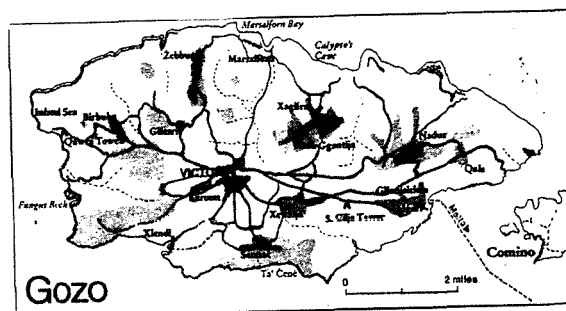
Städte und Dörfer in Malta und Gozo

Schau bitte die Landkarten von Malta und Gozo an
und fülle das Kreuzworträtsel aus.



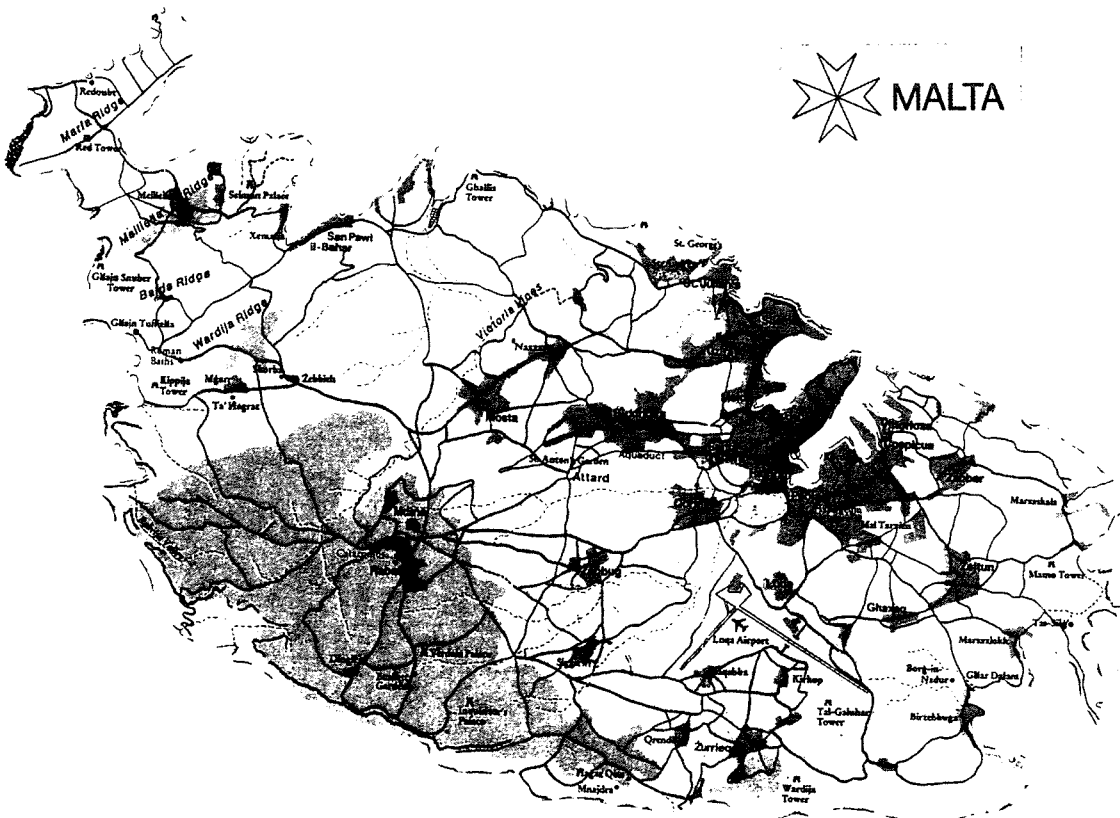
Waagerecht:

1. In _____ gibt es jedes Jahr die Handelsmesse ("Trade Fair").
3. San _____ ist ein kleines Dorf in Gozo.
5. _____ ist eine kleine Bucht in Gozo.
6. _____ ist ein kleines Dorf in der Nähe von Zurrieq.
9. _____ ist ein Dorf in der Nähe von Attard.
10. _____ liegt in Südwestmalta.
11. _____ Gwann liegt in der Nähe der Universität.
13. In _____ gibt es viele Geschäfte.
14. _____ ist ein kleines Dorf im Süden von Zurrieq.
15. _____-Zebbug ist ein kleines Dorf in Nordgozo.
19. In _____ gibt es viele Fabriken.
21. _____ findet man in Malta und auch in Gozo.

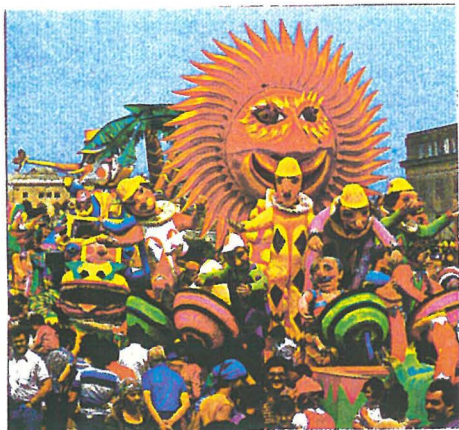


Senkrecht:

1. _____ liegt in Südwestgozo.
2. _____ ist eine Bucht in der Nähe von Munxar.
3. Der Flughafen ist jetzt in Gudja, aber früher war er in _____.
4. _____ liegt in der Nähe von Kalkara.
7. _____ liegt im Nordosten von Attard.
8. _____ ist ein wichtiger Hafen in Gozo.
10. In _____ gibt es viele Hotels.
13. _____-Zabbar liegt in der Nähe von Fgura.
16. _____ ist ein Dorf in Südostgozo.
17. _____ liegt im Süden von Kirkop.
18. Das Hypogäum liegt in _____-Tarxien.
20. _____ Paul's Bay ist eine Bucht in Nordmalta.



Der maltesische Kalender



Karneval – bunt wie die Insel



Festa mit Feuerwerk



Im Februar feiern wir in Malta **Karneval**, hauptsächlich in Valletta. Der Karneval dauert fünf Tage - von Freitag bis Dienstag. Wir sehen große bunte Festzüge und Festwagen. Alle Kinder und auch viele Jugendliche ziehen verschiedene Kostüme an, wie Clowns, Feen, usw.

In Malta haben wir viele **Karfreitags**-Prozessionen in vielen Städten und Dörfern, zum Beispiel Mosta, Rabat, Valletta und Zejtun. Dadurch erinnern wir uns an die Passion und den Tod Christi. Es gibt viele Statuen, Soldaten und biblische Figuren. Dann feiern wir am Ostersonntag das Fest der Auferstehung Christi. Maltesische Frauen backen *Figolli*.

Im Sommer gibt es jedes Wochenende in Malta viele **Feste** zu Ehren des lokalen Schutzpatrons. Wir hören die Kapelle und sehen buntes Feuerwerk.

Weihnachten ist das schönste Fest auf der ganzen Welt und natürlich auch in Malta. In jedem Haus finden wir einen Weihnachtsbaum - bei uns ist er meist aus Kunststoff - eine Krippe und das Christkind. Am 24. Dezember gibt es in jeder Kirche die Mitternachtsmesse.

Schreib einen Brief an deine/n deutsche/n Brieffreund/in und erzähl ihm/r, wie du ein bestimmtes Fest verbracht hast, z.B. Karneval, Ostern, Weihnachten oder die Festa in deiner Stadt/deinem Dorf.

Diese Tabelle zeigt das Wetter und das Klima in Malta von Januar bis Dezember. Schau sie an und beantworte dann die Fragen.

Monat	Sonnen- stunden	Regen (mm)	Temperatur (°C)		
			max.	min.	v. Meer
Januar	5,4	90,1	15,1	9,5	14,5
Februar	6,3	60,8	15,3	9,3	14,5
März	7,3	44,7	16,5	10,2	14,5
April	8,4	24,0	18,8	11,9	16,1
Mai	9,9	8,9	23,1	15,1	18,4
Juni	11,2	3,8	27,4	18,6	21,1
Juli	12,1	0,9	30,2	21,2	24,5
August	11,3	8,8	30,6	21,8	25,6
September	9,0	40,4	27,8	20,4	25,0
Oktober	7,2	123,6	23,8	17,2	22,2
November	6,5	76,8	20,0	13,9	19,5
Dezember	5,2	100,2	16,6	11,1	16,7

1. Wie viele Stunden scheint die Sonne im September?

2. Wie ist die Meerestemperatur im November?

3. Wieviel regnet es im April?

4. Was ist die höchste Temperatur im Februar?

5. Was ist die niedrigste Temperatur im Juli?

6. In welchem Monat haben wir die höchste Temperatur?

7. In welchem Monat haben wir die niedrigste Temperatur?

8. Wann ist die Meerestemperatur 18,4°C?

9. Wann regnet es 123,6mm?

10. Was sind die höchsten und die niedrigsten Temperaturen
im Juni?

Es ist das Wochenende und deshalb haben wir keine Schule. Wir gehen ins Kino. Aber was für Filme gibt es? Lies bitte den Dialog und beantworte dann die folgenden Fragen. Dann kannst du einen Dialog zwischen dir und deinen Freunden schreiben.

 EMBASSY CINEMA CENTRE EMBASSY - AMBASSADOR - GOJJELL - GAWHRA Phone 2 45 991		ALHAMBRA CINEMA - Sliema Tel: 3 1 3 4 6 3
Sylvester Stallone Wesley Snipes DEMOLITION MAN (A.A.) showing at 2, 4.15, 6.30, 8.45 p.m.	Kevin Kline Sigourney Weaver DAVE (U) showing at 2, 4.15, 6.30, 8.45 p.m.	Charlie Sheen HOT SHOTS Part Deux (U) showing at 4.15 p.m.
Mary Lennox Colin Craven THE SECRET GARDEN (U) showing at 2, 4.15 and 6.30 p.m.	Walt Disney Pictures presents HOMeward BOUND (U) showing at 2 and 4.15 p.m.	Clint Eastwood Kevin Costner A PERFECT WORLD (A.A.) showing at 6.30 and 9 p.m.
Rebecca De Mornay Don Johnson GUILTY AS SIN (A.A.) showing at 8.45 p.m.	Robert De Niro Ellen Barkin THIS BOY'S LIFE (A.A.) Showing at 6.30 and 8.45 p.m.	

 EDEN CENTURY FILMCENTRE RESERVATIONS TEL: 376401 AFTER 10.00 AM INFORMATION TEL: 376408 24 HOUR SERVICE		
ROBERT DE NIRO in THIS BOY'S LIFE TODAY 9.05 11.40 (AA)	MAGGIE SMITH in THE SECRET GARDEN (U) TODAY 2.00 4.15 6.35 9.00 11.20	KEVIN KLINE SIGOURNEY WEAVER in DAVE (U) TODAY 2.00 4.20 6.45 9.15 11.40
SYLVESTER STALLONE WESLEY SNIPES in DEMOLITION MAN TODAY 4.20 6.55 9.30 11.50 (AA)	CHRISTIAN SLATER PATRICIA ARQUETTE BRAD PITT in TRUE ROMANCE TODAY 3.55 6.35 9.20 11.50 (AO)	REBECCA DE MORNAY DON JOHNSON in GUILTY AS SIN TODAY 4.25 6.55 9.25 11.45 (AA)
WALT DISNEY'S HOMeward BOUND THE INCREDIBLE JOURNEY TODAY 2.00 4.25 6.45 (U)	HOCUS POCUS (U) ALLADIN (U) TODAY 1.55	DENNIS THE MENACE TODAY 2.00 (U)

Karl: Wohin gehen wir - nach Valletta, Sliema oder Paceville?

Lisa: Am besten fahren wir nach Paceville - da gibt es mehr Filme!

John: Gut, also fahren wir nach Paceville. Aber welchen Film sehen wir?

Rita: Meine Schwester hat *Dave* gesehen. Es ist toll und es hat ihr sehr gut gefallen.

Karl: Ja, aber auch *Demolition Man* ist prima. Sylvester Stallone und Wesley Snipes sind die Hauptdarsteller.

Lisa: Ach ja, Sylvester Stallone ist mein Lieblingsschauspieler!

John: Welche andere Filme gibt es, Karl?

Karl: Es gibt auch *The Secret Garden*, *Homeward Bound* und *True Romance*, zum Beispiel.

Rita: Aber *The Secret Garden* habe ich schon gesehen. Sag mal, mir gefällt Sylvester Stallone auch. Sehen wir *Demolition Man*?

John: Mir ist es egal.

Karl: Na gut, sehen wir *Demolition Man*?

Die anderen: Ja!

Beantworte die Fragen:-

1. Wohin fahren die vier Freunde?

2. Wer hat *Dave* gesehen?

3. Wer ist Lisas Lieblingsschauspieler?

4. Welchen Film hat Rita schon gesehen?

5. Welchen Film sehen sie dann?

6. Schau die Anzeige an. Um wieviel Uhr fängt *Demolition Man* an?

7. Nenn fünf Filme, die man im Eden Century Filmcentre sehen kann.

8. Was läuft im Alhambra Cinema, Sliema?

9. Wer sind die Hauptschauspieler in *Guilty as Sin*?

10. In welchem Film sehen wir Robert De Niro?

WAS LAUFT?

Canale 5	Rete 4	Italia 1
6:10 TF - Nonno Felice 6:40 Buona Domenica Sera 8:25 L'Edicola di Gommapiuma 8:40 FILM - Poliziotto Superpiu 10:40 CIAK 11:05 Nonsolomoda	6:00 Lui, Lei L'Altro 7:00 TG4 7:30 Punto di Svolta 8:30 FILM - Guilty By Suspicion 10:30 Dossier Cronaca 11:00 Amica Mia	6:30 Volleyball 7:30 Studio Aperto 8:00 Benny Hill Show 8:30 FILM - Air America 10:30 Pressing 11:45 Mai Dire Gol 12:00 Strudio Sport 12:30 Il Grande Golf

TVM	RAI Uno	RAI Due	RAI Tre
6:00 News In Brief 6:05 Road To Avonlea 6:55 Sportsilhadd 8:00 News, Weather Report 8:35 FILM - Taking Care Of Business 10:25 The Mikado 11:00 News 11:15 Continuation of The Mikado	6:00 TG1 6:10 TGS 90 Minuto 7:00 Continuation of Domenica In... 8:00 TG1 8:40 FILM: Gone With The Wind 10:25 La Domenica Sportiva 11:20 TG1 11:25 Tempi Supplimentari 00:40 FILM - Two For The See-Saw	7:45 TG2 8:00 Domenica Sprint 9:00 The Bold & The Beautiful 10:30 Donne e Guai 11:20 Tg 2 Notte 11:40 Protestantesimo 00:10 Tennis ATP Tour 01:00 Winter Olympics	6:50 TG3 7:20 Domenica Gol 7:45 TGR Lo Sport 8:05 La Zattera 8:30 Avanzi - Variety 9:45 Eppur si Muove 10:30 TG3 Ventidue e Trenta 10:50 FILM—Pepi, Luci, Bon e Le Altri Ragazze del Mucchio 12:05 TG3—Edicola 12:20 FILM—His Girl Friday

1. Was läuft auf TVM um fünfunddreißig Minuten nach acht?

2. Wo kann man die *Benny Hill Show* sehen?

3. Um wieviel Uhr läuft der Film *His Girl Friday* auf RAI Tre?

4. Nenn drei Filme, die ich um halb neun sehen kann.

5. Um wieviel Uhr gibt es die Nachrichten auf TVM?

6. Wann können wir TG1 sehen?

7. Wo und wann kann ich Tennis sehen?

8. Nenn zwei Sportarten, die man auf Italia 1 sehen kann.

9. Um wieviel Uhr gibt es den Wetterbericht auf TVM?

10. An welchem Tag gab es diese Programme?

Es ist jetzt Wochenende. Am Samstag und auch am Sonntag gibt es viel Sport in Malta. Was für Sportarten gibt es, wann und wo finden sie statt? Schau bitte den Stundenplan an und beantworte die folgenden Fragen.

SOCCKER

TA' QAL: Rothmans International tournament: 2.30 p.m. Tunisia vs Georgia; 4.30 p.m. Malta vs Slovenia.

PACE GRASSO: Rothmans Division III: 8.30 a.m. Luqa SA vs Mgarr U.; 10.20 a.m. Attard vs Ghaxaq.

SANNAT: GFA Cup preliminary round matches. At 1 p.m. and 3 p.m.

UNIVERSITY: ISA Div. III Panta Lesco League: 1.30 p.m. Foster Clark vs Pharmamed; 3 p.m. Hertz Thomson vs Delta Power.

CORRADINO: ISA Div. III: 1.30 p.m. Nylon Knitting vs Vassallo Bros. Division III: 3 p.m. Brand vs Toly Prod.

SIGGIEWI: MAFA Division IV: 1 p.m. Dingli SY vs Zabbbar A.; 2.25 p.m. Tarxien Knitting vs Pembroke Ath.

BASKETBALL

TA' QAL: Women under 16: 9 a.m. Luxol Fitgar vs Zebbug Sibis; Men under 16: 10 a.m. Siggiewi vs Elkrone; 11 a.m. Hibs vs Rabat Depiro SPMC; 12.00. Luxol vs SJ Aperol; Hi-Spot leagues Women Division I: 1.15 p.m. Calve vs Floriana; Men Division I: 2.45 p.m. Birkirkara vs Floriana; Men Division II: 4.15 p.m. St George's vs Fiat.

VOLLEYBALL

CORRADINO: Ladies league: 2.30 p.m. AS Kerygma B vs Depiro YV; 4 p.m. Bank of Valletta vs AS Kerygma A.

RUGBY UNION

MARSA: Farsons National league: 1.30 p.m. Phoenixians vs Overseas; 3.15 p.m. University vs Allcomers.

CRICKET

MARSA: Friendly match. 12.30 p.m.

TOMORROW

PACE GRASSO: Rothmans Division III: 8.30 a.m. Qrendi vs Lija A.; 10.20 a.m. San Gwann vs Melita.

DINGLE: Rothmans Under 21: 8.30 a.m. Sirens vs Gzira U.; 10.20 a.m. Siggiewi vs Sta. Lucia.

ST PAUL'S BAY: Bank of Valletta Youth League: 8.30 a.m. Hamrun S. vs Birkirkara; 10.20 a.m. Sliema W. vs Zurrieq.

SANNAT: GFA Rothmans Division II: 1 p.m. Gharb vs St. Lawrence; Division I: 3 p.m. Munxar vs Victoria Hotspurs.

CORRADINO C GROUND: ISA 7-Up Cup second round: 8.30 a.m. M. Packaging vs Baxter; Div. I: 10 a.m. Farsons vs Attard Bros.

ST JOSEPH GROUND: IASC KO preliminary round: 8.15 a.m. Zejtun Alb vs Birkirkara SJ; 9.30 a.m. Msida RS vs Marsa Trinity; Amateur Cup final: 10.45 a.m. Senglea Y vs Zurrieq W.

SIGGIEWI: MAFA Div. II: 8.15 a.m. Burmarrad AFC vs Bir id-Deheb; Division I: 9.40 a.m. Senglea G. vs Floriana A.; 11 a.m. Marsa WS vs Birkirkara GO; Division II: 1 p.m. Attard E. vs Valletta S.; Division IV: 2.25 p.m. Lija L. vs Pieta U.

NICHOLL GROUND: Swan League: 9 a.m. Victorians vs Data Express; 10.15 a.m. Santos vs La Vittoriosa Stars.

NEW LYCEUM: SSA Easter Cup: 9 a.m. Ta' Giorni In-Market vs San Giljan; Pastapetit; 10.15 p.m. Balluta V. Plaza Hotel vs Young Boys.

TAL-QROCC: GIDA League: 8.30 a.m. Inter Travel vs Elbros; 9.45 a.m. WPU vs Memories; 11 a.m. AZ vs Bir-napa.

BASKETBALL

TA' QAL: Men Under 22: 9 a.m. Hibs vs Hamrun Liberty; Hi-Spot Leagues Women Div. I: 10.30 a.m. Selektta Hibs vs Birkirkara Purity; 11.45 a.m. Rabat Depiro Dormax Press vs Luxol; 1.15 p.m. Siggiewi vs SJ Aperol; Men Division I: 2.45 p.m. SJ Aperol vs Siggiewi Mid-Med; 4.15 p.m. Luxol Fitgar vs Rabat Depiro Eden Leisure.

HOCKEY

CORRADINO: Blue Label National League: 9 a.m. Sony Hotsticks vs Pasta Poiatti; 10.30 a.m. Peter's Val VS vs Perrier Qormi.

VOLLEYBALL

CORRADINO: Men's 7-Up League: 2.30 p.m. MUSC Mid-Med vs 7-Up Volley Club; 4 p.m. Depiro Vibro Blocks vs AS Kerygma.

RACING

MARSA: 22nd meeting of the season. First race at 1.15 p.m.

SHOOTING

BIDNIA: Trap 100 + 25 for the Prof. Zammit Maempel Cup. Shoot starts at 9 a.m.

BADMINTON

DE LA SALLE: Tikams League Division I: 9.30 a.m. Acer De la Salle vs All Shuttles; Paola W. vs Hibernians DiMilano.

ARCHERY

MARSA: Middle FITA. Shoot starts at 8.30 a.m.

MODEL CAR RACING

HAL-FAR: GT - F2-F1. First event at 2 p.m.

1. Um wieviel Uhr spielen Malta und Slovenien am Samstag Fußball?

2. Was für Sport gibt es in De La Salle am Sonntag?

3. Heute ist Sonntagmorgen - es ist halb neun. Nenn drei Fußballspiele, die man sehen kann.

4. Wo kann ich ein Basketballspiel sehen?

5. Was für Sport gibt es am Sonntag um neun Uhr in Corradino?

6. Wann spielen Birkirkara und Floriana Basketball?

7. Wohin gehe ich, um Volleyball zu sehen?

8. In welchem Dorf in Gozo gibt es Fußballspiele?

9. Wo und wann gibt es Pferderennsport am Wochenende?

10. Wann spielen Phoenicians und Overseas Rugby?

Es ist Wochenende und viele Jugendliche und Familien gehen aus. In Malta haben wir viele Restaurants und jedes Wochenende sind sie voll. Malteser und auch Touristen essen, trinken und reden miteinander. Schau die Anzeigen an und beantworte dann die Fragen.

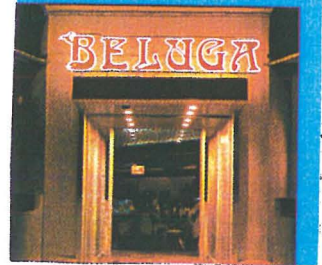
Bacchus
RESTAURANT

INGUANEZ STREET,
MDINA - MALTA
TEL: 674981



a la carte menu — French and International Cuisine
Open for lunch and dinner every day except Sunday evening

BELUGA
BAR & RESTAURANT
For Seafood Lovers
ST. THOMAS R.D. MARSASCALA
TEL: 829460, 829452



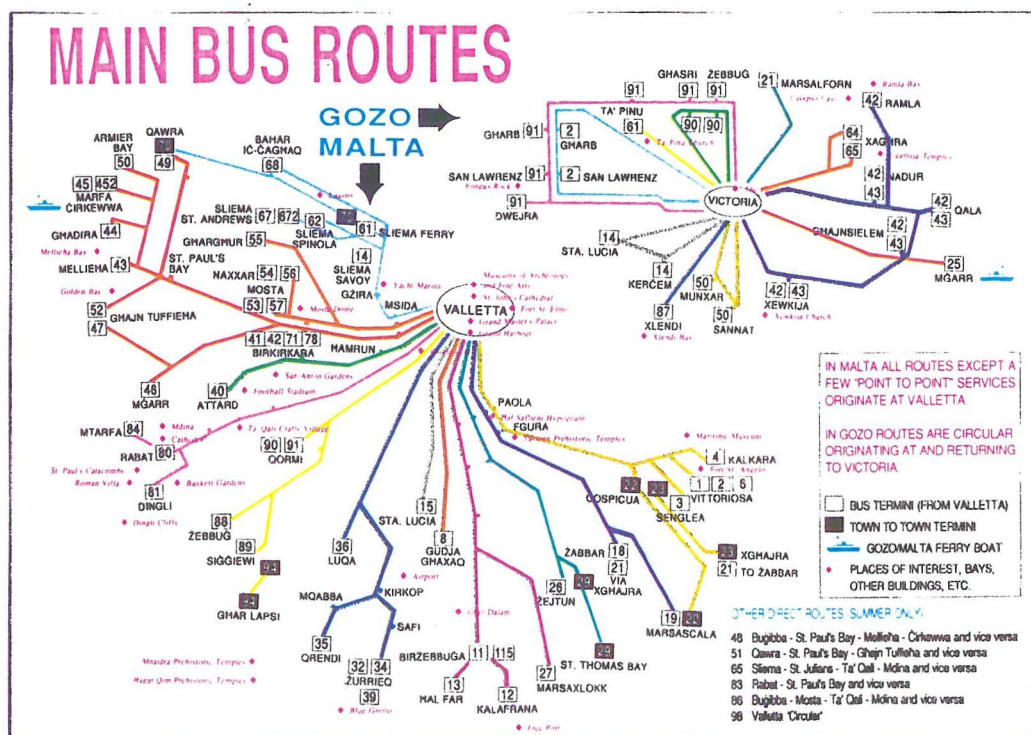

THE HIGHLANDER
PUB & RESTAURANT
Elia Zammit Street,
Paceville (Behind Telemalta)
Tel: 319135

*Specialising in a la carte menu
and Maltese dishes*



1. Maria und Rita mögen chinesisches Essen. In welches Restaurant gehen sie?
2. Meine Freunde und ich essen Pizza sehr gern. Wohin gehen wir am besten?
3. Eine Gruppe von Touristen möchte maltesisches Essen probieren. Gibt es ein Restaurant, wo sie das finden?
4. Fisch schmeckt mir am besten. Kennst du ein Restaurant, wo man Fisch serviert?
5. Meine französische Brieffreundin ist in Malta. Sie möchte ein Restaurant besuchen, das französisches Essen serviert. Wohin können wir gehen?
6. Was ist dein Lieblingsessen?
7. Welches Restaurant gefällt dir am besten?
8. Wie oft ißt du in einem Restaurant?
9. Nenn eine Stadt/ein Dorf in Malta, wo man viele Restaurants findet.
10. Deine Mutter hat Geburtstag. Du rufst das Restaurant an und reservierst einen Tisch für fünf Personen. Was sagst du?

Zwischen allen maltesischen Städten und Dörfern und der Hauptstadt Valletta gibt es Busverbindungen. In Gozo ist der Busbahnhof in Victoria. Alle maltesische Autobusse sind grün, aber in Gozo sind sie rot und grau. Jede Stadt und jedes Dorf hat ihre/seine eigene Nummer. Hier sind die Buslinien in Malta und Gozo:



1. Ich bin in Valletta und möchte nach Sta. Lucia fahren.
Welche Linie ist das?

2. Wohin fährt Linie 36 von Valletta?

3. Nenn vier Linien, die durch Paola fahren.

4. Welche Linien fahren nach/durch Birkirkara?

5. Ich will Mdina besuchen. Welche Linie nehme ich?

6. Welche Linie fährt zum Flughafen?

7. Jetzt sind wir in Gozo und wir möchten zur Ramla Bay fahren. Welche Linie ist das?

8. Welche Linie fährt zur Ta' Pinu Kirche?

9. Ich bin in San Lawrenz und will nach Victoria fahren.
Welche Linie ist das?

10. Wohin fährt Linie 50 von Victoria?

Heutzutage kann man mit dem Hubschrauber von Malta nach Gozo fahren. AIR MALTA bietet diesen Service an. Der Flug dauert nur ungefähr zehn Minuten. Schau den Flugplan an und beantworte dann die folgenden Fragen.

MALTA - GOZO - MALTA (Helicopter Services)

Flight	Dep. Malta	Arr. Gozo	Flight	Dep. Gozo	Arr. Malta
MAC 900	0400	0410	MAC 901	0600	0610
MAC 902	0745	0755	MAC 903	0800	0810
MAC 904	1015	1025	MAC 905	1030	1040
MAC 906	1200	1210	MAC 907	1215	1225
MAC 908	1400	1410	MAC 909	1415	1425
MAC 910	1645	1655	MAC 911	1745	1755
MAC 912	1920	1930	MAC 913	1935	1945
MAC 914	2200	2210	MAC 915	2215	2225

1. Welcher Flug geht um zehn Uhr abends von Malta ab?

2. Um wieviel Uhr kommt MAC 903 in Malta an?

3. Um wieviel Uhr kommt MAC 910 in Gozo an?

4. Wann geht der erste Flug von Malta ab?

5. Wann geht der letzte Flug von Malta ab?

6. Es ist Mittag. Wann geht der nächste Flug von Gozo ab?

7. Ich will um halb acht abends in Gozo sein. Welchen Flug muß ich nehmen?

8. Es ist fünf Uhr morgens. Habe ich den ersten Flug nach Gozo verpaßt?

Maltas nationale Fluglinie - AIR MALTA - hat
viele Büros auf der ganzen Welt. Hier sind einige Adressen
und Telefonnummern:-

AUSTRIA
GSA: Ernst W. Braun Touristik GmbH
Hilton Centre Top 1730
Landstr. Haupstr. 2
A-1030 Vienna (01)7139331/2

BELGIUM
GSA: Aviasales
International Rogier Centre
PO Box 33, B-1210 Brussels (02)2181024

DENMARK
GSA: Globetrotter Tour Production SA
Kalvebod Brygge 20
1560 Copenhagen V (01)930822

EGYPT
2 Talaat Harb Street,
Cairo 747302, 747399

FRANCE
37 Rue Lafayette, 75009 (01)48743956
Paris (01)48743980

GERMANY
Muenchenerstrasse 49
6000 Frankfurt/Main 1 (069)239076
Briener Strasse 48
8000 Muenchen 2 (089) 525479

GREECE
GSA: George A. Callitis
Succsrs SA
48 Nikis Street
105 58 Athens 3243628

ITALY
Via Barberini 50 (06)4883106
00187 Rome (06)4884685

SOCIALIST PEOPLE'S LIBYAN ARAB JAMAHIRIJA
135, First September Street 30542
Tripoli 46896

NETHERLANDS
Singel 540 (020)6246096-8, 6206981
1017 AZ Amsterdam 6232087, 6256586,

SPAIN
GSA: Intelco
Gran Via 88
28013 Madrid (01)5425775

SWITZERLAND
1-216 Terminal B (01)8163012-3-7
CH-8058 Zurich Airport (01)8163016

UNITED KINGDOM
23/24 Pall Mall
London SW1 5LP (071)8395872-4

MALTA
11, 12 Freedom Square
Valletta 240686/7/8
285 Republic Street 234397, 237041
Valletta 237066, 236819
28 Tower Road 330646
Sliema 316242
Luqa Airport 223596, 234149

Beantworte diese Fragen:

1. In welcher englischen Stadt findet man ein AIR MALTA Büro?
2. Schreib bitte die Adresse des AIR MALTA Büros in Wien.
3. Wie viele AIR MALTA Büros gibt es in Deutschland? Wo sind sie?
4. Ich bin Italiener und möchte mit AIR MALTA nach Malta fliegen. Welche Telefonnummer/n wähle ich?
5. Schreib bitte die Adresse und auch die Telefonnummer des AIR MALTA Büros in Spanien.
6. Ich will nach Malta fahren und wähle 3243628 für Information. In welchem Land wohne ich?
7. Ein Schweizer fliegt in den Sommerferien nach Malta. Wo kauft er seinen Flugschein?
8. Wie ist die Telefonnummer des AIR MALTA Büros in Dänemark?
9. Welches AIR MALTA Büro hat die Telefonnummer 747399?
10. In Malta haben wir vier AIR MALTA Büros. Schreib bitte die Adresse und Telefonnummer/n von zwei maltesischen Büros.

Stell dir vor, du fährst mit deiner Familie nach Deutschland. Im Flugzeug kauft ihr verschiedene Sachen. Hier ist die Preisliste:-

IN-FLIGHT PRICES		
DRINKS	50cls	Miniature
Cognac	Lm3.00	45c
Whisky	1.75	45c
Gin	1.75	45c
Vodka	1.75	45c
Rum	1.75	45c
Campani		45c
Liqueurs		45c
Vermouth		35c
Beer (can)		25c
Wine (¼ bottle)		35c
Champagne (¼ bottle)		Lm1.80
CIGARETTES AND CIGARS		
Cigarettes (200)		Lm4.00
Cigars (10)		1.20
Cigars (5)		70c
Pipe tobacco (tin/pouch)		1.00
PERFUMES		
Carven Ma griffe		Lm6.00
Chanel No. 5		18.00
Eaux de Toilette/Parfumes		
Yves Saint Laurent Opium	Lm13.50	
Yves Saint Laurent Paris	10.00	
Nina Ricci L'Air du Temps	11.50	
Coco Chanel	19.00	
Gres Cabochard	5.50	
Worth Je Reviens	5.00	
Parfum D'Hermes	10.50	
Van Cleef & Arpels First	10.50	
Ungaro	11.00	
Diva	9.50	
Givenchy Ysatis	10.00	
Poison	14.00	
Byzance Rochas	13.00	
Lancome Tresor	15.00	
Nina Ricci Nina	10.50	
Boucheron	12.50	
Silences de Jacomo	5.50	
Chloe	9.00	
Designer Collection Coffret	8.00	
GENTS' FRAGRANCES		
Yves Saint Laurent Jazz EDT	Lm7.50	
Ricci Club EDT	8.50	
Giorgio Armani EDT	9.50	
Fahrenheit EDT	9.00	
Boss EDT	9.50	
Givenchy Gentleman	5.00	
Givenchy Xeryus	8.00	
Yves Saint Laurent Kouros	6.50	
Paco Rabanne After Shave	5.00	
Antraeus After Shave	9.00	

1. Dein Bruder möchte Paco Rabanne After Shave kaufen.
Wieviel muß er bezahlen?

2. Vati will 400 Zigaretten für seinen Freund in Deutschland kaufen. Wieviel kosten sie?

3. Deine Schwester hat LM10.50. Nenn drei Parfüms, die sie kaufen kann.

4. Aber du hast nur LM5. Schau die Preisliste an. Was kannst du mit LM5 kaufen?

5. Mutti kauft zwei Parfüms - Poison und Chloe. Wieviel kosten sie insgesamt?

6. Was für Getränke kann ein AIR MALTA Passagier für LM1.75 kaufen?

1. Fliegt AIR MALTA nach Griechenland? Wenn ja, in welche Stadt?

2. AIR MALTA fliegt nach Madrid. Von welchem Land ist Madrid die Hauptstadt?

3. Fliegt AIR MALTA nach Polen?

4. Nach welchen zwei Städten in Sizilien fliegt AIR MALTA?

5. Nenn vier englische Städte, die AIR MALTA Reiseziele sind.

6. AIR MALTA fliegt nach Deutschland. Nach welchen deutschen Städten fliegt sie?

7. Wo liegt Ankara? Fliegt AIR MALTA dahin?

8. Finde bitte zwei Städte in Nordeuropa, die AIR MALTA Reiseziele sind.

Du möchtest mit **Lufthansa** nach Deutschland fahren.
 Du verbringst zwei Wochen in den Sommerferien bei deinem/r
 Brieffreund/in in München. Er/sie schickt dir ein Formular.
 Kannst du dieses Formular auf deutsch ausfüllen?



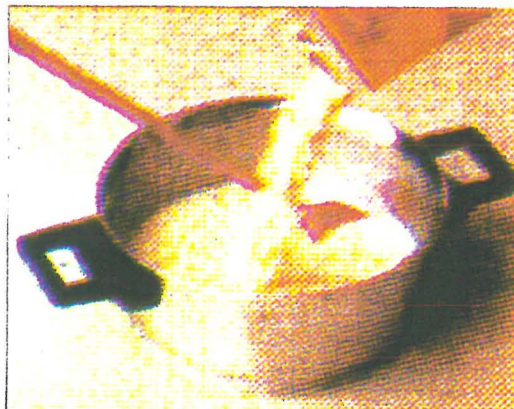
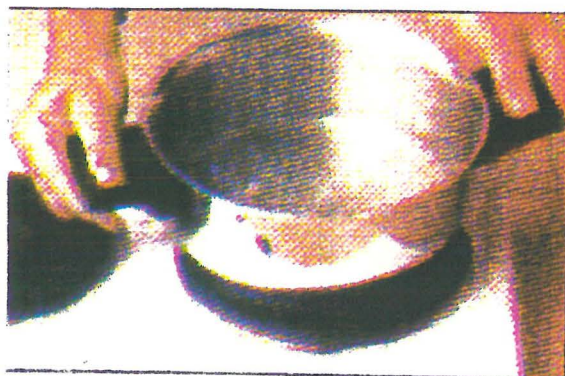
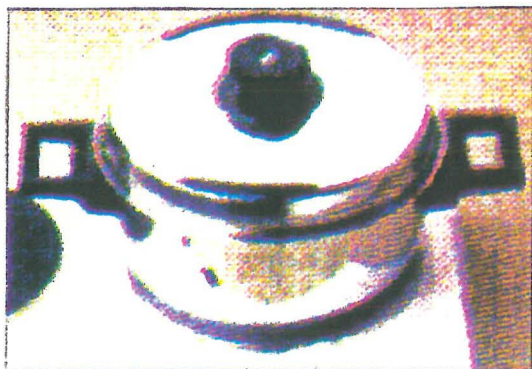
Lufthansa Miles & More

Ja, ich möchte am Bonusprogramm Lufthansa Miles & More teilnehmen.
 Yes, i would like to participate in the Lufthansa Miles & More bonus program.

☐ Herr/Mr.	☐ Frau/Ms.		
		Titel/title	
Vorname/First Name			
Familiename/Last Name			
Anschrift Address	☐ privat oder Home or	☐ Firma Company	Bitte nur eine Adresse angeben. Please state only one address.
Straße und Hausnummer/Street and Number			
Ländercode Countrycode	Postleitzahl/Postal Code	Ort/City	
Falls Firmenadresse, hier bitte Firmennamen eintragen. If company address, please enter company name.			
Abteilung/Department			
Tel. Nr. privat/Home Phone		Tel. Nr. Firma/Company Phone	
Tragen Sie bitte hier Ihr Geburtsdatum ein. Please enter your date of birth here.		Tag Day	Monat Month
		Jahr Year	
Haben Sie eine Lufthansa Senator-, Frequent Traveller- oder AirPlus Card? Wenn ja, tragen Sie bitte Ihre Kunden Nr. hier ein.			
Are you the holder of a Lufthansa Senator Card, Frequent Traveller Card or AirPlus Card? If so, please enter your Customer Number here.			
Datum/Date		Unterschrift/Signature	
		Bevorzugte Korrespondenzsprache Preferred Correspondence Language	
		☐ I ☐ D ☐ GB ☐ E ☐ F ☐ P	

INT

In maltesischen Lebensmittelgeschäften und Supermärkten finden wir viele deutsche Produkte. Lies dieses Rezept von Maggi Flockenpüree und schreib die richtigen Nummern neben die vier Bilder.



1. 1/2 Liter Wasser mit 1/2 Kaffeelöffel Salz aufkochen.
2. Topf von der Kochstelle nehmen.
3. 1/4 Liter kalte Milch und ein Stück Butter oder Margarine zugeben.
4. Püreeflocken kurz einrühren, ca. 1 Minute quellen lassen und noch einmal mit dem Kochlöffel durchrühren.

IN MALTA

H	K	L	A	V	E	N	R	A	K	T	A	N	I
U	A	T	N	S	V	I	C	T	O	R	I	A	N
K	R	U	K	L	I	M	A	U	S	F	E	F	S
R	F	M	P	D	B	O	R	A	T	I	C	H	E
E	R	M	A	T	L	I	W	F	E	S	T	E	L
W	E	E	I	Ö	S	V	G	A	R	C	D	R	P
R	I	E	L	M	N	T	O	K	N	H	Ä	Z	A
U	T	R	U	S	Z	R	A	B	T	F	N	E	O
E	A	S	F	I	N	S	V	D	A	E	K	N	P
F	G	R	N	O	L	M	A	U	T	Z	I	T	H
B	R	O	T	S	E	T	B	S	R	M	A	L	W
A	T	C	Z	E	S	I	Ü	B	O	O	T	I	E
G	O	N	P	O	W	K	L	C	P	H	S	A	I
R	E	P	U	B	L	I	K	N	H	A	F	E	N

Finde 22 Wörter, die etwas mit Malta, Gozo oder Comino zu tun haben.

Jede Richtung

Boot	Karfreitag
Brot	Karneval
Comino	Klima
Feste	Küste
Feuerwerk	Meer
Fisch	Ostern
Gozo	Republik
Hafen	Stadt
Hauptstadt	Tourismus
Herzen	Victoria
Insel	Wein.

Hier ist ein Stadtplan von Valletta - der Hauptstadt von Malta. Ein deutscher Tourist kommt und stellt dir einige Fragen. Was antwortest du?

Beispiel:

1. Tourist: Ich möchte das Manoeltheater besuchen. Wo ist es, bitte?
Du: Das Manoeltheater liegt in Old Theater Street.
2. Tourist: Wie komme ich am besten zu Auberge de Provence, bitte?
3. Tourist: Ist die St. Pauls Kirche von der St. Barbara Kirche weit entfernt?
4. Tourist: Welches ist die Hauptstraße von Valletta, bitte?
5. Tourist: Ich kann Victoria Gate nicht finden. Wo ist es, bitte?
6. Tourist: Ist Palazzo Parisio in der Nähe der Auberge de Castille?
7. Tourist: Ist der Großmeisterpalast in der St. Nicholas Straße?
8. Tourist: Wie komme ich am besten zur St. Frederick Straße?



In den Sommerferien fahre ich nach Berlin. Natürlich ist Berlin eine sehr große Stadt und man fährt mit der S-Bahn, mit der U-Bahn oder mit dem Zug. Ich bin jetzt am Bahnhof und möchte verschiedene Orte in Berlin besuchen.

Welche Linie ist das?

1. Charlottenburg - R5 oder S6
2. Bernau - _____
3. Schlesisches Tor - _____
4. Wannsee - _____
5. Strausberg Nord - _____
6. Rathaus Spandau - _____
7. Oranienburg - _____
8. Königs Wusterhausen - _____
9. Wartenberg - _____
10. Blankenburg - _____
11. Nauen - _____
12. Innsbrucker Platz - _____
13. Alt-Mariendorf - _____
14. Spindlersfeld - _____
15. Potsdam Stadt - _____





The following is an example of a German lesson, where the teacher wants to consolidate the pupils' perception of Dative and Accusative. It displays how one can teach a particular grammar point through Landeskunde of both cultures, thus promoting intercultural communication.

The topic of the lesson is "Wo?" (Where?) and Wohin? (Where to?). The aims of the lesson are that:

- (a) the pupils consolidate the use of Dative and Accusative in answer to the question "Wo?" and "Wohin?";
- (b) the teacher leads the pupils from the known - Valletta (native culture) - to the unknown - Berlin (target culture).

The following is the development of the lesson in German:

- 1. L: Einige deutsche Schüler fahren nach Malta. Sie sind jetzt in Valletta - der Hauptstadt von Malta.

L-S: Was gibt es in Valletta?

S: z.B. viele Geschäfte, die St. Johns Co-Kathedrale, das Kunstmuseum, usw.

- 2. L. gibt S1 ein Bild und S2 ein anderes Bild.

L: Was für ein Bild hast du?

S1: Die St. Johns Co-Kathedrale.

L: Und du?

S2: Das Manoeltheater.

L. fragt den anderen Schülern:

L: Wo ist Paul?

S: Er ist in der Kathedrale.

L: Und wo ist John?

S: Er ist im Manoeltheater. (L-S u. S-S)

3. S1 und S2 tauschen Bilder.

L: Wo bist du jetzt?

S1: Ich bin im Manoeltheater.

L: Und du?

S2: Ich bin in der Kathedrale. (S-S)

L. fragt den anderen Schülern.

L: Wohin geht Paul?

S: Er geht ins Manoeltheater.

L: Und wohin geht John?

S: Er geht in die Kathedrale.

4. L: Jetzt fahren wir nach Berlin. Was ist Berlin?

S: Die Hauptstadt von Deutschland.

L: Wo liegt Berlin?

(L. zeigt Landkarte von Deutschland)

S: Berlin liegt in Nordostdeutschland / in der Nähe von Polen.

5. L. gibt S3 ein Bild und S4 ein anderes Bild.

S: Was für ein Bild hast du?

S3: Die Charlottenburg.

S: Und du?

S4: Das Reichstagsgebäude.

L. fragt den anderen Schülern:

L: Wo ist Mark?

S: Er ist in der Charlottenburg.

L: Und wo ist Peter?

S: Er ist im Reichstagsgebäude.

6. L. macht dasselbe wie in Nummer 3.

S: Wohin gehst du, Mark?

S3: Ich gehe ins Reichstagsgebäude.

S: Und wohin gehst du, Peter?

S4: Ich gehe in die Charlottenburg.

7. Partnerarbeit:

L. gibt S. Bilder von Valletta und anderen maltesischen Städte/Dörfer, und auch von Berlin und anderen deutschen Städten. Zuerst fragt S1 und S2 antwortet, und dann umgekehrt.

z.B. S1: Wo bist du?

S2: Ich bin in der blauen Grotto.

Und wohin gehst du?

S1: Ich gehe ins Schloß Neuschwanstein.

CONCLUSION:

The above are but a few examples of how one can teach a language through culture, starting from the native culture and proceeding to the target one. Some other possible topics would be:

- Maltese houses;
- Maltese schools;
- Making a telephone call;
- Shopping in Maltese towns and villages.

In my opinion, a foreign language lesson should ideally be carried out in this way - Landeskunde can easily be used to introduce or consolidate a particular grammar point. The foreign language teacher should present attractive authentic material so that learning could take place smoothly and effectively -

"The learners realise differences of behaviour and attitudes between the cultures they are confronted with, the foreign as opposed to their own culture, and they are able to explicate these differences." (4)

An interesting activity would be an exhibition of an aspect of both Maltese and German cultures. Let's say the current theme is "Die Mahlzeiten", i.e. **Meals** - the teacher could provide information and material about German meals and eating habits, while the pupils do the same with the Maltese situation. For example, the teacher could point out what Germans eat for breakfast, like *Schwarzbrot*, and that in the evening they eat light. On the contrary, the pupils could collect Maltese recipes, like the rabbit steak or Maltese

(4)D. Buttjes & M. Byram, op. cit., M. Meyer, "Developing Transcultural Competence: Case Studies of Foreign Language Learners," p. 143.

cheese - *gbejniet*. They could also write about food connected with particular feasts, for example Christmas - the *qaghaq ta' l-ghasel* in Malta and the *Lebkuchen* in Germany!

Whether the pupils make progress or not depends to a large extent on the teacher's approach. Through comparing and contrasting both cultures, the pupils would not feel lost in a strange language and culture. As they are very familiar with their own culture, they would identify with it and thus be able to contribute to the lesson, even the least 'bright' pupils. This approach focuses on the pupils' active participation, and in this way they learn better. It is a far cry from the traditional approach where the teacher dictates or writes on the blackboard and the pupils are the passive receivers on the other end. The intercultural approach, apart from enhancing the pupils' perception of their own culture, leads to curiosity about the new foreign country and people - of their way of life. It does away with previous clichés and misconceptions. Moreover,

"Die Schüler entwickeln auf diese Art und Weise ein kritisches Bewußtsein, indem sie beide Länder miteinander vergleichen, Unterschiede abwägen und Gemeinsamkeiten entdecken." (5)

(5) "In this way the pupils develop a critical awareness by comparing both countries with each other, weighing differences and discovering common grounds."

R. Wicke, *Aktive Schüler lernen besser - Ein Handbuch aus der Praxis für die Praxis*, Verlag Klett Edition Deutsch GmbH, München 1993, p. 33.

CHAPTER 4

Extra-curricular Activities Promoting Intercultural Communication

INTRODUCTION:

Up till now, we have taken a look at how foreign language teachers and learners can take part in intercultural communication within the classroom. Through these language lessons, our pupils are already acquiring perceptions of the foreign country and its people, almost without them being fully aware of it! The teacher's job is to make them realize that

"The cultures of societal systems are composed not only of a range of shared symbols - language, currency, flags, heroes - but also of common patterns of greeting one another, expressing affection and hostility, standing while conversing, dressing, gesturing, eating, defining gender roles differentially, valuing the objects in the environment, and so on." (1)

I think that many teachers have a misconceived idea about what Landeskunde is actually about and they naturally convey it, directly or otherwise, to their pupils. First impressions about foreign language lessons will remain forever imprinted on the pupils' minds, so why not strive to give them favourable impressions? A good teacher instils in his/her pupils a sense of curiosity, of being hungry for more information. As I have myself experienced, both as a pupil and as a teacher, a teacher's enthusiasm is catching and makes the pupils eager as well!

What I consider as a very important aspect is that

"If pupils are to understand a culture from the inside ... they must use the language as it is used by native speakers, not merely in grammatical but more importantly in

(1)W. Gudykunst, *Intercultural Communication Theory: Current Perspectives*, Sage Publications, Beverly Hills - 1993, p. 43.

semantic terms." (2)

First and foremost the teacher must set an example for the pupils how the language should be spoken. Apart from speaking the language her/himself and encouraging the pupils to do so as well, s/he can bring cassettes by native speakers. Another good idea would be that of bringing native speakers in class, or else meeting them outside the four walls of the foreign language classroom. The latter brings us to the aspect of foreign language learning outside the actual classroom. Throughout this final chapter, we are going to see how extra-curricular activities enhance intercultural communication and build up on what the teacher and pupils have been tackling in the classroom. Visits outside the school are quite a rare occurrence for our pupils, so it's no wonder that they look forward to such 'red letter' days! Such activities help in encouraging positive attitudes towards foreign language learning, as they are carried out outside the 'sterile' walls of the classroom. They also make the pupils feel closer to native speakers of the foreign language, in our case the Germans. This is, in fact, an ideal way to do away with clichés, stereotypes and any preconceived erroneous ideas the pupils might have had. Moreover the pupils see German people as human beings and not like the mysterious, all-embracing term "THE GERMANS"! Thus a sympathetic approach to other cultures and civilisations is brought about, together with the positive fact

"daß man Landeskunde nicht als isolierten Aspekt

(2)M. Byram, "Foreign Language Education and Cultural Studies" in E. Murphy, *Language, Culture and Curriculum* Vol. 1, No. 2, 1988, p. 22.

der Forschung, Didaxis oder Ideologie sieht." (3)

(3) "that one does not regard *Landeskunde* as an isolated aspect of research, teaching methods or ideology."

S. Schmidt, "Was ist bei der Selektion landeskundlichen Wissens zu berücksichtigen?" in *Jahrbuch Deutsch als Fremdsprache* 3, Julius Groos Verlag, 1977, p. 25.

VISITS OUTSIDE THE GERMAN CLASSROOM

Where can the German teacher take the pupils to enhance further intercultural communication? In my opinion, Malta International Airport would provide a good opportunity for this. There the pupils would have a wonderful opportunity to see how our airport operates and also to meet German-speaking tourists. The pupils can go both in the Departures and in the Arrivals, where they can take a look at the flight information monitors, as well as listen to the public announcements being made, paying particular attention to those in German. The teacher can also encourage the pupils to speak with German tourists, as

"Schüler müssen die Chance erhalten, ihre erworbenen Kenntnisse direkt im Kontakt mit Muttersprachlern erproben zu können." (4)

They can ask them about their impressions of Malta, in which hotel they were, where they live in Germany, etc. In their turn, the pupils can tell them something about themselves, like how long they have been learning German, the school they attend, etc. They can also talk to the employees in the airport, like the stewardesses and airport representatives. Another incentive would be that of taking photos of the airport in general and of themselves with German tourists or with airport employees.

Another interesting outing would be a visit to the Deutsche Welle radio station in Delimara. As a

(4) "Pupils must be given the opportunity to test their acquired knowledge directly in contact with native speakers."

R. Wicke, *Aktive Schüler lernen besser - Ein Handbuch aus der Praxis für die Praxis*, Verlag Klett Edition Deutsch GmbH, München 1993, p. 31.

preparation for this visit, the teacher could record a particular programme, be it the news, sports or music, and take it to the classroom for the pupils to listen to. The teacher can encourage the pupils to listen to the Deutsche Welle at home and listen to it, even if only for a few minutes. For this purpose, s/he can give them a timetable of the several programmes on this radio station. Then, to further encourage the learners, the teacher can give them the address of the Deutsche Welle in Germany, so that they could send for further information. The teacher can show them several leaflets of Deutsche Welle Radio and also Deutsche Welle T.V. Here the teacher could attract their attention that those pupils who have the Cable Television can easily watch the Deutsche Welle T.V. Once at the actual Deutsche Welle radio station, the pupils can talk to the employees and the person in charge. Thus, the individual pupil

"... is no longer a passive receiver of impressions, but is drawn naturally into activity." (5)

A particular employee can act as their guide and show them around the radio station, where they can also watch the people at work.

Yet another extra-curricular activity I am going to suggest is a visit to one or more German companies in Malta. For example the teacher could take the pupils to visit the Brandstätter Group of Companies in Bulebel Industrial Estate. The teacher, together with the pupils,

(5)W. Gudykunst, op. cit., p. 44.

can look around the factory or company, naturally with someone from the company explaining what is going on. They can also take a look at the company's offices, naturally if the company manager or director grants them the permission to do so! If possible, the pupils can talk to the company's manager or director in German. Where they do not understand, they can then switch back to English. The pupils could also take a look at the products for the local market or else for exportation. All these visits outside the school area would certainly be more interesting for the pupils than just hearing about them in class. These visits instill in them a sense of adventure and make them come to terms with the fact that learning a foreign language, German in particular, can be very useful. Moreover, such activities, apart from promoting intercultural communication, offer

" ... die Gelegenheit zu einem interessanten interkulturellen Experiment." (6)

Here the German Resource Centre should play an important role - it would be a good idea if the teacher takes her/his pupils there to see the various types of material it offers. There they can also watch either a video or slides about several aspects of German culture. Two other places of interest for German learners are the German-Maltese Circle in Valletta and the German Embassy in Sliema. Here the pupils can see directly what type of opportunities these centres offer.

All these extra-curricular activities are a very effective way of practising a foreign language. But

(6) " ... the opportunity for an interesting intercultural experiment." R. Wicke, op. cit., p. 32.

certainly no-one would deny the fact that the most interesting activities which enhance intercultural communication are student exchanges. In fact,

"It is a widespread belief that a pupil exchange is the best way to achieve international understanding, because the pupils experience the complexities of a foreign culture at first hand." (7)

In the foreign country, the pupils can come into direct contact with the places and people, together with their particular way of life, which until now they have only heard from their foreign language teacher. Maltese pupils fortunately have the opportunity to participate in student exchanges between Malta and Germany at least twice a year. Such exchanges have been taking place for a period of twelve years, that is from 1982. Such exchanges are organised by the Education Department through the Y.S.O. (Youth Service Organisation), with the collaboration of the Education Assistant of German. Most of the expenses for such exchanges are borne by the Maltese government.

Naturally these exchanges have an educational aim - in this way the Maltese pupils in Germany practice the language. Apart from the aspect of language, we also come face to face with Landeskunde - after all the pupils are in the actual country and

"The best way to understand a foreign culture is to see it from within and to get to know the different perspectives which are shown in the habits, value judgements, characteristics, beliefs and attitudes of the people in the target culture." (8)

(7)G. Keller, "Stereotypes in Intercultural Communication: Effects of Pupil Exchanges" in D. Buttjes & M. Byram. *Towards an Intercultural Theory of Foreign Language Education*, Clevedon: Multilingual Matters, 1991. p. 120.

(8)ibid., p. 121.

As the pupils, both Maltese and German, are living with a German and Maltese family respectively, they have a wonderful opportunity to see life in the countries from inside - how the members of the family communicate with each other and also how and where they spend their free time, to mention only two examples. The effect of such pairing, which is the result of correspondence between Malta and Germany, leads to close friendship between the two partners. The Maltese and German pupils keep contact even after the exchange, they correspond through letters and sometimes meet again, as they visit the corresponding countries for a holiday.

At present student exchanges between Malta and Germany take place twice a year - one around Easter and another one in the summer holidays. On these occasions it is the Maltese group that travels to Germany. Then the German group comes to Malta once a year - around Easter or before. This is a marked progress, as at first these exchanges took place every two years, then once a year, and presently, as we said, twice a year. Due to increased contacts between the two countries, as from next year we are going to have three exchanges per year - good news for Maltese pupils! This is a good sign for the future, as it seems that even more pupils have come to realise that

"Natürlich stellt die Reise in das Land der Zielsprache immer mehr die beste Form des Erlebens der fremden Sprache und Kultur dar." (9)

(9) "Of course, the journey to the target country always represents the best form of experience in the foreign language and culture."
R. Wicke, op. cit., p. 30.

Up till now, there have been fourteen student exchanges in all. These took place in the following German cities:

- one in Hamm;
- two in Schifferstadt;
- three in Lohr;
- four in Grafing;
- four in Sankt Augustin.

Next year, there is going to be a student exchange between Malta and Berlin, and in 1996 the same is going to happen with Koburg.

The groups which come to Malta or go to Germany are made up of twenty pupils as a minimum and thirty pupils as a maximum. Naturally they are accompanied by two or three teachers from both countries acting as group leaders - depending on the number of participants. Thus, both in Germany and in Malta, there are four or six group leaders in all - half Maltese and half German. The pupils stay in the foreign country for two weeks. During their stay either in Malta or in Germany, the foreign pupils are taken to several excursions, while the native pupils are at school. Then, in the afternoon and in the evening, they are left entirely in the hands of the respective families. In this way, Maltese pupils have to speak in German all the time, while the German pupils speak in English. Apart from this, the participants from both countries have a wonderful opportunity

" ... sich wie ein Einheimischer in der fremden Kultur interaktiv zu bewegen." (10)

(10) " ... move about interactively like a native in the foreign culture." Julius Groos Verlag, op. cit.. A. Wierlacher, "Die Gemütswidrigkeit der Kultur." p. 119.

While with their partner and his/her family, the pupils eat at the same table, frequent the same places as they do and also take part in the same activities.

As Germany is such a big country, the exchanges are organized with individual schools. On the contrary, Maltese pupils learning German in each secondary school can participate in these exchanges, as Malta is such a small country. Not all pupils can attend these student exchanges, though - only those in the last three years of a secondary school and those who are in their first year at the Sixth Form can apply. The Maltese parents only have to pay the airfare, and also give the amount of pocket money they deem appropriate to their son/daughter. Everything else is free, including the lodging, food and excursions. But German parents have to pay DM300 for their daughter/son to participate in such an exchange, as they are not sponsored by the German government, like in Malta. Apart from this, the school also contributes to the expenses. Some German schools who organise these student exchanges with Malta regularly have a bank account solely for this purpose. These German pupils prefer to practice English in our sunny island, as they prefer it to the English climate.

German pupils who come to Malta are prepared, in that their teacher has given them beforehand some information about Malta. When it comes to our pupils, this is more difficult, as they come from different schools. So, in order to overcome this obstacle, the Maltese teachers sometimes ask the pupils to do a project on several topics. The participants are divided in groups of two or three and each group

tackles a different topic. The German teachers send the programme beforehand, so that our pupils can start their research from Malta, then carry it on in Germany. The project, which has to be handed in in Germany, has to be one third write-up and two thirds material, like photos, maps, etc. Naturally their German partners lend a helping hand. Then these projects are displayed in an exhibition. The German pupils do something similar as well - when they are in Malta, they write articles on different aspects of Maltese life and all their articles are then put together in a pamphlet with photos and illustrations. This enhances the educational, particularly the 'landeskundliche' aim of these student exchanges!

CONCLUSION:

Throughout this chapter, we have taken a look at how visits outside the classroom, and especially outside the country, provide the foreign language learners with a wealth of opportunity to indulge in intercultural communication. This prevents them from regarding the foreign language, here German, as yet another subject they have to cope with, somehow or other! There cannot be language without culture -

"Dennoch müssen sich Schüler und Lehrer ständig vor Augen führen, daß es nicht möglich sein kann, eine Fremdsprache und die mit ihr verbundene Landeskunde isoliert zu vermitteln, da Sprache bereits ein wichtiger Bestandteil des kulturellen Lebens einer Nation ist." (11)

Through activities outside the classroom and interesting activities in the foreign language classroom, our pupils can be led to realise the importance of our own culture as well as the foreign one. In doing so, the teacher would have achieved something very important - that the pupils do not look at the foreign culture in a confused way, but from within the framework of the culture of their own country, in which they are at home.

As time goes by, the importance of culture in foreign language teaching is increasing. This can be seen clearly from the ever-increasing number of books about this subject, which is quite a new field of study. These authors stress the point that

"There is a wealth of intuitive and incidental

(11) "Nevertheless the pupils and the teacher must always bear in mind that it is not possible to convey a foreign language and the Landeskunde connected with it in isolation, as language is already an integral part of the cultural life of a nation."

R. Wicke, op. cit., p. 32.

experience and knowledge in cultural studies teaching." (12)

They also insist on the need of in-service training for foreign language teachers about how to integrate culture in the language lesson, and to make them realise that language and culture are inseparable. Naturally the teachers, once in the classroom, will then be able to convey this to their pupils. Foreign language teachers ought to keep themselves up-to-date about what's going on in the particular country and then provide their pupils with valid information. For example, I cannot imagine a German teacher not being fully aware of what's going on in Germany, and the effects of the re-unification of the former East and West Germany. They should be in a position to answer questions which might crop up in the lesson, for example a pupil might want to know about the coming elections in Germany, or another one might enquire about the rate of unemployment in the country!

In my opinion, learning a foreign language ought to result in expanding the learners' repertoire of experience. Learning a foreign language and thus a foreign culture enriches the pupils' cultural awareness, not only of the foreign culture, but first and foremost their own. Through this modern approach,

"Sprache wird als Vehikel für die Konkretisierung und Bildung von Meinungen, Einstellungen, Werten, Erwartun-

(12)M. Byram, op. cit., p. 26.

gen, Ritualen und vor allem von Wissen verstanden." (13)

This is what I have been striving to show throughout my dissertation. I hope that number of pupils who drop a subject or simply decide not to bother any more will decrease as time goes by. Eager, enthusiastic pupils reflect a likewise eager enthusiastic teacher, bubbling with ideas about new teaching aids and methods for her/his pupils. I regard teaching language through the cultures of both countries as the ideal way of teaching a foreign language. Through this method, the concept of intercultural communication is at its peak. Pupils need to see the goals of learning a foreign language, especially German, as in our country German-speaking tourists are increasing. I am going to end my dissertation with a comment which struck me, as it summarizes the aim of *Landeskunde* -

"Culture is the product of communication, and human communication processes and outcomes are the result of culture." (14)

(13) "Language here is considered as a vehicle for the manifestation and acquisition of opinions, attitudes, values, expectations, rituals and above all knowledge."

R. Wicke, "What is Culture? Cross-Cultural Activities and Second Language Teaching" in *Focus on German(y), Cross-Cultural Aspects of Second Language Education*, Language Services Branch, Schriftenreihe Alberta Education, Edmonton, Alberta Canada, Spring 1990, p. 4.

(14) W. Gudykunst, op. cit., p. 41.

Bibliography

Baumgratz-Gangl, G. "Relating Experience, Culture and Language" in Buttjes, D. & Byram, M. *Towards an Intercultural Theory of Foreign Language Education*, Clevedon: Multilingual Matters, 1991.

Buttjes, D. "Mediating Languages and Cultures: The Social and Intercultural Dimension Restored" in Buttjes, D. & Byram, M. *Towards an Intercultural Theory of Foreign Language Education*, Clevedon: Multilingual Matters, 1991.

Buttjes, D. "Landeskunde - Didaktik und landeskundliches Curriculum" in *Fremdsprache Deutsch - Zeitschrift für die Praxis des Deutschunterrichts - Landeskunde* Goethe Institut: Klett - Juni, 1992.

["Regional Studies - Teaching Methods and Regional Curriculum" in *German as a Foreign Language - Journal for the Practice of the German Lesson - Regional Studies*]

Byram, M. "Teaching Culture and Language: Towards an Integrated Model" in Buttjes, D. & Byram, M. *Towards an Intercultural Theory of Foreign Language Education*, Clevedon: Multilingual Matters, 1991.

Byram, M. "Foreign language education and cultural studies" in Murphy, E. *Language, Culture and Curriculum*, Vol. 1, No. 2, 1988.

Delmas, H. & Vorderwülbecke, K. "Landeskunde" in *Fremdsprache Deutsch - Zeitschrift für die Praxis des Deutschunterrichts - Landeskunde*, Goethe Institut: Klett - Juni, 1992.

["Regional Studies" in *German as a Foreign Language - Journal for the Practice of the German Lesson - Regional Studies*]

Fischer, S. & Hicks, D. *World Studies 8 - 13: A Teacher's Handbook*, Edinburgh: Oliver & Boyd, 1985.

Froese, V. & Straw, S. *Research in the Language Arts: Language and Schooling*, Baltimore: University Park Press, 1981.

George, G. "Designing a foreign language syllabus" in *Modern Languages - Journal of the Modern Language Association*, Vol. LXIV, No. 1, March 1983.

Gudykunst, W. *Intercultural Communication Theory: Current Perspectives*, Sage Publications, Beverly Hills, 1993.

Keller, G. "Stereotypes in Intercultural Communication: Effects of Pupil Exchanges" in Buttjes, D. & Byram, M. *Towards an Intercultural Theory of Foreign Language Education*, Clevedon: Multilingual Matters, 1991.

Kordes, H. "Intercultural learning at school: limits and possibilities" in Buttjes, D. & Byram, M. *Towards an Intercultural Theory of Foreign Language Education*, Clevedon: Multilingual Matters, 1991.

Krumm, H. "Bilder im Kopf" in *Fremdsprache Deutsch - Zeitschrift für die Praxis des Deutschunterrichts - Landeskunde*, Goethe Institut: Klett - Juni, 1992.

["Pictures in our minds" in *German as a Foreign Language - Journal for the Practice of the German Lesson - Regional Studies*]

Kuna, F. "From Integrative Studies Context Theory: A Project

of In-service Education" in Buttjes, D. & Byram, M. *Towards an Intercultural Theory of Foreign Language Education*, Clevedon: Multilingual Matters, 1991.

Lawton, D. "Curriculum and Culture" in Skilbeck, M. *Readings in School-based Curriculum Developments*, Harper, 1984.

Meyer, M. "Developing Transcultural Competence: Case Studies of Foreign Language Learners" in Buttjes, D. & Byram, M. *Towards an Intercultural Theory of Foreign Language Education*, Clevedon: Multilingual Matters, 1991.

Müller, B. "Interkulturelle Verstehensstrategien - Vergleich und Empathie" in Neuner, G. *Kulturkontraste im DaF-Unterricht* München, 1986.

["Intercultural Understanding Strategies - Comparison and Emphaty" in *Cultural Contrasts in the German Lesson*]

Risager, K. "Cultural References in European Textbooks: An Evaluation of Recent Tendencies" in Buttjes, D. & Byram, M. *Towards an Intercultural Theory of Foreign Language Education*, Clevedon: Multilingual Matters, 1991.

Round, N. "Language and Culture in the University Discipline" in *Modern Languages - Journal of the Modern Language Association*, Vol. LXI, No. 4, Dec. 1980.

Schmidt, S. "Was ist bei der Selektion landeskundlichen Wissen zu berücksichtigen?" in *Jahrbuch Deutsch als Fremdsprache* 3, Julius Groos Verlag, 1977.

["What do we have to consider in the selection of regional knowledge?" in *Yearbook German as a Foreign Language* 3

St. Patrick's College of Education, Dublin. "The Cultural Dimension in Foreign Language Teaching" in Murphy, E. *Language, Culture and Curriculum*, Vol. 1, No. 2, 1988.

Wicke, R. *Aktive Schüler lernen besser - Ein Handbuch aus der Praxis für die Praxis*, Verlag Klett Edition Deutsch GmbH, München, 1993.

[*Active Pupils learn better - A Handbook from Practice to Practice*]

Wierlacher, A. "Die Gemütswidrigkeit der Kultur" in *Jahrbuch Deutsch als Fremdsprache* 3, Julius Groos Verlag, 1977.

["The Difficulties one meets in Culture" in *Yearbook German as a Foreign Language* 3]