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I am submitting herewith a thesis written by Jenessa Gale Hunter entitled “Improving the Connection Between Grammar and Culture in Today’s Foreign Language Classroom.” I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts, with a major in German.

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IMPROVING THE CONNECTION BETWEEN GRAMMAR AND CULTURE
IN TODAY'S FOREIGN LANGUAGE CLASSROOM

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ABSTRACT

The purpose of this paper was to examine the existing degree of integration between grammatical and cultural elements in beginning college level German foreign language classrooms. Out of this analysis, some of the shortcomings to successful integration were identified and sample activities were created to address these shortcomings while demonstrating ways to further strengthen the connection between grammar and culture.

Chapter One provides a theoretical background to the concept of integration. It focuses on the communicative approach to teaching and the 1996 *Standards for Foreign Language Learning*, both of which support a connection between grammar and culture even at the beginning levels of foreign language learning. Chapter Two then explores to what degree two beginning German textbooks based on these approaches integrate grammatical and cultural elements as the approaches promote. This analysis revealed that both *Deutsch: Na klar! An Introductory German Course* and *Kontakte: A Communicative Approach* have underdeveloped elements of culture (emphasizing primarily the Products of the National Standards' 3 P's of culture while neglecting Practices and Perspectives). As a result, very little culture is present with which to integrate grammar, and what limited culture is present is rarely connected to grammar, thus reflecting only minimal integration in both textbooks despite theoretical support for it.

In response to these findings, Chapter Three provides four sample activities that better develop culture while also connecting it more closely with grammar. These exercises demonstrate that improved integration is possible, but they also expose some of

the risks of a stronger connection between grammar and culture as well. The sample activities devote substantially more time to culture, for example, which some teachers might resist adding to an already over-filled curriculum. In addition, combining culture with grammar could overwhelm students with too many new elements at once if activities are not carefully constructed.

As a result, this paper concluded that integrating grammar and culture is desirable and beneficial in many ways as the communicative approach and the National Standards point out, but the reality of integration is complex and requires a careful balancing of many factors in order to be accomplished successfully.

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INTRODUCTION

Recent years have witnessed an increasingly integrated approach to language learning. Since the height of audiolingualism, the goal of foreign language learning has shifted increasingly from a focus on grammar toward an emphasis on the social context in which a language is spoken in addition to knowledge of its grammatical components (*A Brief History of Language Teaching Methodology*, n.d.). This trend toward more multi-faceted language learning is reflected in a number of approaches that are applied to the classroom today. One such approach is the communicative approach to foreign language teaching. The approach recognizes that language use cannot take place in a contextual void, and FL¹ learners are encouraged to understand not only the linguistic aspects of a language, but also the society and cultural expectations of the person with whom they are communicating in order to use the language effectively (Johnson, 1999). This addition of cultural elements reflects the expanded view of FL learning that has developed since audiolingualism.

The need for other elements in addition to grammar is also reflected in the 1996 *Standards for Foreign Language Learning*. These standards promote the importance of 5 content areas known as the 5 C's--Communication, Cultures, Connections, Comparisons, and Communities (*Standards for Foreign Language Learning*, 1996). The Standards stress that each of these 5 C's is equally important and support a multi-faceted approach to FL learning similar to that of the communicative approach. Rather than one content area (such as the one that encompasses grammar) taking precedence over the others, each content area is valued equally (*Standards for Foreign Language Learning*, 1996). As a

¹ FL refers to foreign language throughout this paper.

result, grammar is only as important as other aspects of FL learning under this approach², and the Standards support an expanded view of FL learning parallel to that of the communicative approach in response to audiolingualism's more narrow perspective.

Nevertheless, despite the multi-faceted goals promoted by both the communicative approach and the National Standards, classroom reality often falls short of this ideal. For example, teachers often lack training on how to integrate additional elements beyond grammar into FL learning (Wesche & Skehan, 2002). In addition, many teachers are frustrated by the fact that textbooks often fail to provide any guidance regarding how to accomplish this difficult task (Stryker & Leaver, 1997). While textbooks sometimes incorporate elements of the communicative approach and/or the National Standards, they still often fail to actually integrate these components with each other, thus leaving some teachers wondering how to create a cohesive picture of a language out of so many disparate elements (Strkyer & Leaver, 1997). Also, with the addition of more components to language learning beyond grammar, many teachers struggle to establish concrete measures of evaluating these elements and consequently might even avoid them altogether (Savignon, 2002). How does one test the acquisition of less quantifiable skills such as “communicative ability” and “making connections between cultures,” for example?

As these difficulties demonstrate, a severe gap often exists between the theories of integrated language learning proposed by the communicative approach and the National Standards on the one hand and the classroom reality of many teachers teaching under

² Although the National Standards are not technically an ‘approach’ by definition, this term is used throughout this paper for ease of reference to the National Standards. It is not meant to suggest that the Standards are in fact an approach.

such methodology on the other. This paper will assess the disparity between theory and practice regarding integrated FL learning and propose potential teaching materials to narrow the gap between the two. Since the role of grammar in FL learning has been firmly established by earlier methodologies such as audiolingualism and grammar translation, this paper will focus specifically on better integration of cultural elements into the grammatical elements already being taught as part of most FL curricula. This combination represents an initial step towards the more integrated approach to language learning proposed by both the communicative approach and the National Standards.

The paper will be guided by the following questions: How do the communicative approach and the National Standards promote integrated language learning, especially with regard to the integration of grammar and culture? Also, why is integration of grammar and culture desirable? In addition, how well do current textbooks and materials actually achieve such integration? Finally, how can the integration of grammar and culture in textbooks and in today's FL classroom be improved?

To answer these questions, the paper will begin with a theoretical chapter that investigates the history of the communicative approach and explores the ideology behind the National Standards. Beginning with Dell Hymes' theory, I will examine how communicative competence has been defined over the years and how this concept has developed into the communicative approach to teaching. This chapter will also illustrate how the National Standards share common elements with the communicative approach. After defining the role of the communicative approach and the National Standards within modern language teaching theory, the paper will look more specifically at the role of grammatical competence and cultural awareness as aspects of these theories.

In the second chapter, the paper will examine if and how grammatical competence and cultural awareness are developed in two foreign language textbooks. Both the communicative approach and the National Standards call for integration of these two components, but to what degree are they actually being linked? To answer this question, the connection between grammar and culture in two popular German textbooks, *Deutsch: Na klar! An Introductory German Course* and *Kontakte: A Communicative Approach*, will be evaluated. Because the texts claim to be based on the communicative approach as well as the National Standards, it is expected that the texts will have integrated cultural and grammatical components as these approaches propose. The analysis of the texts will therefore explore aspects in which grammar and culture are successfully integrated in the texts, as well as identify possible areas where further integration might be possible.

After analyzing the strengths and weaknesses of these two textbooks with regard to their integration of grammar and culture, a sample teaching unit with exercises will be presented in the third chapter. This unit will be designed to reflect the successful elements of *Kontakte* and *Deutsch: Na klar!*, while also providing exercises that compensate for areas where the two texts fall short of their integration goals. These materials will be based on the theory of the communicative approach and the ideology of the National Standards as they address the integration of grammar and culture.

Although the benefits of the integrated learning of grammar and culture are acknowledged from a theoretical standpoint, few language classrooms currently link grammar and culture successfully on a regular basis (Lange, 1999). The purpose of this paper is therefore to assess some of the obstacles to integration that currently exist and

propose exercises to overcome these obstacles so that this difficult task can be more easily and successfully accomplished.

CHAPTER ONE: Should Grammar and Culture Be Integrated?

The Communicative Approach

This chapter provides an overview of two popular approaches to teaching that encourage integration between grammar and culture, thus providing a theoretical background to justify the goals of this paper. One of these approaches is the communicative approach to teaching. Defined as an approach rather than a methodology due to variations in its degree of implementation, the communicative approach began as a reaction to previous methodologies that heavily emphasized grammar (Johnson, 1999). While such methodologies often produced relatively error-free utterances from learners in controlled environments, students usually remained less capable of producing spontaneous speech outside of such environments (Wesche & Skehan, 2002). In response, theorists who recognized that linguistic knowledge alone was insufficient for using a language effectively began promoting more *meaningful* language use in the classroom to better reflect real-life communication (Johnson, 1999). Thus the communicative approach was born.

Today's communicative classroom focuses on combining a number of elements--including but not limited to the grammatical and cultural aspects of language--to generate this type of meaningful and authentic communication. According to Hall (1999, p. 36),

...learning to communicate does not mean accumulating sets of context-free, structurally based linguistic units and vocabulary lists in the target language. Rather, it involves developing an understanding of and ability to use the symbolic tools and resources associated with meaningful and goal-directed communicative activities in the target language. These resources include the particular linguistic, actional or rhetorical, discursive, sociocultural, and strategic competences that are typical of the activities of interest and crucial to their realizations.

As Hall suggests, the communicative approach focuses on more than just linguistic ability; it seeks to develop all of the elements that together result in meaningful communication. The approach recognizes that each of these abilities individually is insufficient for successful communication and thus promotes the interconnectedness of the elements in order to produce holistic communicative ability among FL learners. Such an emphasis by the communicative approach on multiple elements of FL learning supports the focus of this paper on the need for the integration of grammar and culture among these elements.

Background to the Communicative Approach

At the heart of the communicative approach is the notion of communicative competence, first developed in 1970 by Dell Hymes (Cook, 1999). Communicative competence, according to the *Encyclopedic Dictionary of Applied Linguistics*, is “the knowledge which enables someone to use a language effectively and their ability actually to use this knowledge for communication” (Cook, 1999, p. 62). Hymes developed this concept in response to Chomsky’s idealized and consequently narrow view of competence. Unlike the current view of communicative competence, Chomsky’s theory recognizes only the ideal language speaker and does not address the needs of FL learners at all (Hymes, 1970). Chomsky (1965, p. 3).wrote:

Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogenous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.

Hymes (1970) recognized that these ideal speaker-listeners do not exist and that linguistic theory must be adapted to reflect real speakers rather than idealized speakers.

Chomsky himself was not concerned with the additional elements necessary for speakers to make effective use of grammar since his ideal speakers existed in a contextual void and were unaffected by non-grammatical factors. Hymes (1970), however, recognized that other elements of the language must also be developed in order for speakers to convey real meaning through grammatically correct statements. Specifically, real speakers must have knowledge of social rules of conduct and an awareness of the way grammar is actually put to use in addition to linguistic knowledge in order to communicate successfully. This focus on cultural context alongside linguistic knowledge supports this paper's interest in the integration of grammar and culture.

To embody his expanded concept of competence, Hymes (1970) coined the term 'communicative competence' to refer not only to grammatical ability, but also the capacity to *communicate* through grammatical ability. According to Hymes (1970), communicative competence consists of four main components that speakers should have knowledge of:

- 1) Whether (and to what degree) something is formally possible
- 2) Whether (and to what degree) something is feasible
- 3) Whether (and to what degree) something is appropriate
- 4) Whether (and to what degree) something is done

The first component of Hymes' definition, formal possibility, immediately reflects his broadened definition of competence. According to Hymes, speakers must determine not just whether a statement is grammatically possible, but also whether it meets the standards of "non-verbal and cultural 'grammaticality'" (Cook, 1999). This means that a statement must be possible not just according to the linguistic rules of the language itself, but also according to the social rules of the culture in which the language

is spoken (Hymes, 1970). This viewpoint represents a significant departure from Chomsky's strictly linguistic theory of language and emphasizes the role of culture within language use.

The second element of Hymes' communicative competence, feasibility, refers to formally possible language that is nonetheless incomprehensible due to psycholinguistic limitations of the speaker or listener (Hymes, 1970). Since speakers rarely produce such statements, this area garners little attention (Cook, 1999).

In contrast to feasibility, Hymes' third component, appropriateness, has been the center of much attention (Cook, 1999). While statements may be both formally possible and feasible, they may nevertheless be inappropriate for a given context of use (Hymes, 1970). This aspect of communicative competence emphasizes once more that actual language use requires more than just grammatical knowledge to result in effective communication.

The fourth component of Hymes' theory, whether or not something is actually done, further emphasizes the need for a cultural element to FL learning and refers to the potential lack of authenticity of speakers' language (Hymes, 1970). According to this component, speakers must recognize that even if a statement is formally possible (both grammatically and culturally), feasible, and appropriate, it is not always used by native speakers of the language (Hymes, 1970). In this case, cultural knowledge is important as a means of evaluating whether or not something is actually done and thus allows speakers to make more effective use of their linguistic knowledge.

As these four components demonstrate, Hymes' notion of communicative competence requires an awareness of more than just the linguistic rules of a language

focused on by Chomsky. The next section will explore expansions to Hymes' original theory that further emphasize the need for a connection between grammatical and cultural aspects of a language.

Developments to Hymes' Theory of Communicative Competence

Canale and Swain

In 1980, Canale and Swain suggested a number of changes to Hymes' original theory, several of which make the link between grammar and culture as part of communicative competence even more clear. Canale and Swain (1980) argued that although the interconnectedness of the grammatical and cultural elements of communicative competence is at the heart of the concept, Hymes' overlapping description of these elements within his definition (i.e. grammatical possibility and cultural possibility as part of the same category) was confusing.

As a result, Canale and Swain separated the grammatical and cultural parts of Hymes' theory into two distinct categories. The first of these categories, grammatical competence, encompasses the grammatical elements of Hyme's notion of formal possibility (Canale & Swain, 1980). The second category, sociolinguistic competence, consolidates all of the cultural aspects of Hymes' theory into a single category, including the cultural component of formal possibility as well as the culturally-based notions of appropriateness and whether or not something is actually done (Canale & Swain, 1980). By separating out the linguistic and socio-cultural parts of Hymes' theory in this manner, Canale and Swain attempt to more clearly delineate the distinct aspects of communicative competence, yet maintain the interconnectedness of these components as an integral part of the theory (Cook, 1999).

The biggest departure from Hymes' original concept of communicative competence is Canale and Swain's addition of strategic competence to the theory. Strategic competence is particularly relevant for non-native speakers, including FL learners, and is defined according to Canale and Swain as "verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence" (Canale & Swain, 1980, p. 30). This component is significant because it is the first to acknowledge a performance aspect of communication in addition to knowledge (Cook, 1999).

Previously, both Chomsky and Hymes focused primarily on what a speaker *knows* about a language (i.e. which grammatical structures are possible or what statements are appropriate in a given context), but did not address speakers' ability to actually *make use* of this knowledge. For example, some FL learners may have general knowledge of the language but still not possess specifically the degree of linguistic or cultural knowledge necessary to convey meaning effectively. Thus, it is important for these speakers to have knowledge that extends beyond the language itself (such as strategic competence) that allows them to communicate even in the absence of sufficient knowledge about the language specifically.

Savignon

Three years after Canale and Swain's additions to and adaptations of Hymes' theory, Sandra Savignon, in her book *Communicative Competence*, further expands the performance elements of communicative competence. Not only must speakers know what to do when their linguistic and cultural knowledge is insufficient (as Canale and Swain suggest with the addition of strategic competence), they must also know what to

do with their linguistic and cultural knowledge when it is sufficient. Although communicative competence remains a measure of a speaker's knowledge rather than the ability to use that knowledge, Savignon (1983) argues that knowledge and performance are so inextricably linked that communicative competence is irrelevant without the ability to successfully apply it. She writes:

There is a theoretical difference between *competence* and *performance*. Competence is defined as a *presumed underlying ability*, and performance as the *overt manifestation* of that ability. Competence is what one *knows*. Performance is what one *does*. Only performance is observable, however, and it is only through performance that competence can be developed, maintained, and evaluated (Savignon, 1983, p. 9).

Through this explanation, Savignon again suggests that the ability to apply linguistic and cultural knowledge in addition to possessing the knowledge itself is necessary in order for learners to fully realize communicative competence. While Canale and Swain's addition of a performance element to communicative competence is limited to what to do when a speaker's knowledge of the language fails, Savignon's performance element encompasses all aspects of how to make effective use of their knowledge of a language. Most significantly, this addition of a more substantial performance element in connection with communicative competence reflects the shift in language learning toward real, applied language use and away from knowledge of language from a more linguistic standpoint (*A Brief History of Language Teaching Methodology*, n.d.)

From Hymes' original definition of what actual FL learners must know to Savignon's addition of the need to demonstrate such knowledge, communicative competence has developed over the years from linguistic theory into classroom practice in the form of the communicative approach. The development of this theory is

significant in several ways. First, it addresses the needs of real FL learners both in and out of the classroom rather than idealized speakers in unrealistic contexts. As a result, the communicative approach develops useable language skills applicable to real-life situations that FL learners are likely to encounter. Second, with the addition of Canale and Swain's and Savignon's notion of a performance element, the communicative approach not only teaches FL learners important and multi-faceted language skills, but also emphasizes how to make effective use of these language skills. Finally, the approach is significant because it supports the integration of grammatical and cultural elements argued for in this paper by emphasizing how these components interconnect to generate successful communication.

The next section will examine in more detail the specific elements of this approach, including how it translates Hymes' theory into classroom practice and specifically how it encourages the integration of grammar and culture related to his theory as well.

The Communicative Approach Revisited

As stated earlier, the communicative approach is based on Hymes' theory of communicative competence and the subsequent expansions made by Canale and Swain and Savignon. Unlike previous methodologies such as grammar translation and audiolingualism that focused heavily on linguistic accuracy but paid little attention to the context and purpose of linguistic goals, the communicative approach promotes a broader view of FL learning (Johnson, 1999). Specifically, it stresses meaningful communication over grammatical accuracy alone and emphasizes the importance of cultural knowledge alongside linguistic awareness (Hall, 1999). Like Hymes' notion of communicative

competence on which it is based, the communicative approach is intended to address real FL learners' real needs.

Some characteristics of the communicative approach include:

- classroom goals are focused on all aspects of communicative competence (both linguistic and socio-cultural elements as well as knowledge in addition to performance aspects) (Stryker & Leaver, 1997)
- classroom activities are meaning-focused (Johnson, 1999)
- language use beyond the classroom is explored to contextualize language and enhance its meaningfulness (Wesche & Skehan, 2002)
- exercises are learner-centered; learners pursue meaningful goals and play a role in the outcome of exercises (Wesche & Skehan, 2002)
- exercises often require interaction among learners and learners are encouraged to use the language in unrehearsed contexts (Stryker & Leaver, 1997)
- typical exercises include information transfer, information gap, and role-play, which are designed to foster interaction among learners and convey new information (Savignon, 2002)

These characteristics, in addition to developing useful language skills among FL learners, support integration between grammar and culture in a number of ways. First, having communicative competence at the heart of the approach immediately suggests a link between grammar and culture since communicative competence itself requires knowledge of both the linguistic and socio-cultural elements of a language. The additional goals of the approach also support the link between grammar and culture. For example, the approach uses cultural knowledge to create a meaningful context for

linguistic use. This connection promotes the approach's emphasis on meaning while simultaneously linking culture with the use of grammar. The approach also encourages interaction among FL learners and with other speakers of the language. This type of interaction leads FL learners to integrate grammar and culture since communicating with other speakers requires joining cultural knowledge with grammatical knowledge in order to be effective. Without making use of cultural knowledge alongside knowledge of grammar, FL learners' speech might not be understandable to other interlocutors based on the social and cultural expectations of that person. This type of interaction also supports the communicative approach's focus on meaningful communication by enhancing real, meaningful communication between real people.

The Communicative Approach and the *Standards for Foreign Language Learning*

As the previous discussion of the communicative approach demonstrates, communicative teaching is a holistic approach to language learning that encourages the integration of grammatical and cultural elements along with other skills. It focuses on meaningful communication between FL learners in order to develop not just linguistic knowledge of a language, but also the ability to use that language by understanding how it fits within its cultural context. Not only does this approach reflect the aspects of communicative competence out of which it developed, but it also complements many of the goals of the *Standards for Foreign Language Learning* developed a number of years later.

Like communicative competence, the *Standards for Foreign Language Learning* support the integration of grammar and culture. The Standards were developed in the early 1990s as part of the first Bush administration's efforts to develop national standards

for learning in seven subject areas. The overall program was known as America 2000 under the Bush administration and Goals 2000 as part of the Clinton administration. With regard to foreign languages, the Standards were created as a joint effort between the American Council on the Teaching of Foreign Languages (ACTFL), the American Association of Teachers of French (AATF), the American Association of Teachers of German (AATG), and the American Association of Teachers of Spanish and Portuguese (AATSP). These standards serve as a guide for K-12 teachers regarding what students should know and be able to do through the study of a foreign language (*Standards for Foreign Language Learning*, 1996).

Rather than specifying an exact curriculum, the Standards focus on five content goals collectively known as the 5 C's: Communication, Cultures, Connections, Comparisons, and Communities (*Standards for Foreign Language Learning*, 1996). The Standards stress equal development of these 5 C's and promote an understanding of how each of the C's fits together with the others. This perspective supports integration of grammar and culture since FL learners are not only expected to develop knowledge of multiple aspects of a language, but also understand how these individual elements, including grammar and culture, relate to one another. Although not a methodology itself, the National Standards guide current methodologies by promoting this more holistic approach to language learning that encompasses awareness of grammar and culture among the 5 C's. The goal of the Standards can be summarized by the statement "knowing how, when, and why to say what to whom" (*Standards for Foreign Language Learning*, 1996, para. 7).

Although the communicative approach emerged well before the Standards, it can still be used to accomplish many of the Standards' goals. By encouraging meaningful language use, for example, the communicative approach develops the first of the Standards' 5 C's, Communication. In addition, the communicative approach builds Connections by promoting use of the language for other purposes besides the learning of the language itself (Wesche & Skehan, 2002) and thus connects the foreign language with other content areas beyond the language. Furthermore, efforts by the communicative approach to use the language outside the classroom (Wesche & Skehan, 2002) also help build Communities, and the development of a social and cultural context for the language as proposed by Hymes is often achieved through the study of Cultures and by making Comparisons between one's own people and culture and that of the target language.

As is clear, the goals of the communicative approach and the goals of the National Standards overlap in many ways. Perhaps the most important commonality between the two is their shared emphasis on integration of the multiple elements that comprise each theory. Among these elements are grammar and culture within each approach. The next section will examine specifically how the communicative approach and the National Standards treat grammar and culture and establish how these concepts should then be expected to be developed in the classroom.

Grammar within the Communicative Approach and the National Standards

Grammar, as defined according to the book, *Teaching By Principles: An Interactive Approach to Language Pedagogy*, is "the system of rules governing the conventional arrangement and relationship of words in a sentence" (Brown, 2001, p. 362). Under the communicative approach, learning grammar as defined above is no

longer about attaining linguistic perfection according to these rules. Instead, grammar represents a way to create meaning and communicate ideas through the effective application of such rules (Savignon, 2002). While the approach recognizes that a certain degree of grammatical accuracy is necessary in order to be understood, it also acknowledges that effective communication can take place without linguistic perfection (Savignon, 2002). As a result, grammar under the communicative approach is a means to an end, rather than the end itself as with previous methodologies such as grammar translation and audiolingualism.

Similarly, grammar has a more understated role within the National Standards as well. Instead of comprising its own content area, grammar is represented under the larger umbrella of the first C, Communication. According to the Standards, this content area is "at the heart of second language study" (1996, para. 6). However, even though Communication is a significant part of foreign language learning under the National Standards, grammar itself has a less prominent role. Its place as just one part of the larger Communication goal positions it as one of many components rather than a central component. Such a shift is significant because it acknowledges that grammar no longer stands alone as a central element in foreign language education (*Standards for Foreign Language Learning*, 1996)

As this discussion demonstrates, the communicative approach and the National Standards share a common view of grammar's place within FL learning today. Namely, both approaches stress its position as just one component among many rather than the primary focus of FL learning. The next section will examine how these two approaches address the role of culture within FL learning.

Culture within the Communicative Approach and the National Standards

Unlike grammar, the definition of precisely what comprises culture is less clear cut. Over the years, a number of varying definitions have been proposed (Hadley, 2001). Though diverse, many of these definitions can be narrowed down to some delineation between "big-C" culture and "little-C" culture. Big-C culture consists of a society's notable contributions to such recognizable arenas as the arts, sciences, and literature (Hadley, 2001). Little-C culture, on the other hand, deals with more internal aspects of a society such as "the patterns of everyday life, the do's and don'ts of personal behavior, and all points of interaction between the individual and the society" (Hadley, 2001, p. 349).

These aspects of culture have experienced a new role within the communicative approach in comparison to their role within earlier methodologies. The previous presence of culture in the FL classroom consisted primarily of culture as information (Kramsch, 1993). Learners were presented with cultural facts, but little effort was made to integrate these facts with the language being learned. Under the communicative approach, culture is now becoming a more central part of language learning and no longer takes a backseat to grammar (Lange, 1999).

Within the communicative approach, culture as knowledge of facts alone is insufficient since learners must be able to *do* something with the culture they have acquired by demonstrating social proficiency and an ability to communicate appropriately with other interlocutors in the target culture (Johnson, 1999). This view of culture is highly pragmatic since it focuses on how knowledge of culture facilitates communication, and this perspective promotes the integration of grammar and culture by tying cultural

knowledge to the effective application of linguistic knowledge.

In comparison to the communicative approach's view of culture, the National Standards present a broader perspective of culture designed to help FL learners not just communicate effectively in the target language, but also to understand the point of view of another group of people and to develop an expanded worldview. While the meaningful communication that the communicative approach encourages through cultural knowledge could also lead to better understanding of others and an expanded worldview, the National Standards explicitly state these goals in addition to the pragmatic benefits of cultural knowledge with regard to effective communication. In light of this broader view of culture, culture is assigned its own content area within the National Standards and represents a significant part of the Standards' goals. According to the guidelines, “[students] cannot truly master the language until they have also mastered the cultural contexts in which the language occurs” (1996, para. 6).

These 'cultural contexts' referenced in the National Standards consist of 3 P's:

- Products--which include the tangible and intangible objects that a culture produces such as books, tools, foods, laws, music, dance, and games (1996, Cultures section, para. 2)
- Practices--which are the "patterns of behavior accepted by a society" such as its rites of passage, forms of discourse, and social “pecking order” that reflect "knowing what to do when and where” (1996, Cultures section, para. 2)
- Perspectives--which are perhaps the most complex of the 3 P's and represent a culture's "meanings, attitudes, values, and ideas," all of which combine to form the group's world view (1996, Cultures section, para. 2)

The 3 P's of the National Standards incorporate not only the pragmatic value of culture for communication as identified by the communicative approach, but also encompass other benefits connected to FL learners' view of the world and understanding of other people. Because it represents a more comprehensive view of culture that includes the communicative approach's definition and more, the National Standards' definition will be the one used henceforth in this paper when referring to culture.

Now that it has been established what is meant by grammar and culture, as well as the fact that both the communicative approach and the National Standards promote the integration of these two components as part of FL learning, the next chapter will examine how well the integration goals of these approaches have been translated into classroom practice through the communicative approach. In addition, the chapter will also explore how well two current German textbooks that claim to reflect the communicative approach and the National Standards have established a connection between grammar and culture as promoted by these approaches.

CHAPTER TWO: Are Grammar and Culture Currently Being Integrated?

Integration in the Classroom

While both the communicative approach and the National Standards encourage the integration of grammar and culture in the classroom, proponents of both approaches recognize that such integration has yet to be achieved consistently despite support for it (Johnson, 1999; *Standards for Foreign Language Learning*, 1996). As the Standards themselves state (1996, para. 3):

The standards do not describe the current status of foreign language education in this country. While they reflect the best instructional practice, they do not describe what is being attained by the majority of foreign language students. *The Standards for Foreign Language Learning* will not be achieved overnight; rather, they provide a gauge against which to measure improvement in the years to come.

A number of reasons exist for this lack of consistent integration in today's foreign language classroom. One problem is the continuing debate among teachers about the degree of emphasis to put on various components of FL learning (Wesche & Skehan, 2002). For teachers trained in grammar translation or audiolingualism, for example, it is often difficult to shift away from the strong focus on grammar encouraged by these methods (Stryker & Leaver, 1997). Although most teachers teaching according to the communicative approach and the National Standards concede that grammar's role should be de-emphasized in comparison to its more elevated status under such earlier methodologies, variation still persists about exactly how much to shift the focus away from grammar (Wesche & Skehan, 2002).

In addition, many teachers continue to debate the role of culture under the communicative approach and the National Standards as well. For example, some teachers continue to view culture as an extra and time-consuming distraction from what

they consider the more important component of grammar (Lange, 1999). This view persists partly due to the lack of specific guidelines regarding the degree of culture to incorporate under the communicative approach (Lange, 1999). Consequently, variation sometimes exists between teachers with regard to the amount and style of cultural elements they include. Some teachers maintain grammar at the center of language learning and add additional elements related to culture only occasionally. Others deemphasize grammar completely and focus almost exclusively on communication, while still others teach somewhere between these two extremes (Stryker & Leaver, 1997).

As the above discussion demonstrates, teacher training on how to effectively implement the communicative approach and develop the National Standards lags behind development of the theories themselves. This discrepancy is one cause for the lack of consistent integration in the classroom even though many teachers support it (Stryker & Leaver, 1997). This complex situation is further complicated by the fact that in addition to a lack of teacher training in some cases, many communicative classrooms are also faced with a lack of exercises and materials that effectively reflect the goals of the communicative approach and the National Standards, including their goals related to the integration of grammar and culture (Wesche & Skehan, 2002). In particular, many textbooks are unclear on how to convert the approaches into appropriate activities and frequently fail to do so successfully (Wesche & Skehan, 2002.). In many cases, textbooks that claim to support the communicative approach, for example, do nothing more than add a number of communicative activities to an otherwise grammar-based text without truly integrating the elements of the text as the communicative approach promotes (Wesche & Skehan, 2002).

All of the factors mentioned above sometimes contribute to a lack of consistent integration between grammar and culture under the communicative approach despite support for such integration according to the approach itself and the National Standards guidelines. Of all the problems that hinder integration--uncertainty regarding the degree of grammar and culture to include, lack of teacher training on how to incorporate these elements, and a lack of appropriate materials that support these goals--the latter continues to be one of the most significant obstacles (Stryker & Leaver, 1997). Specifically, a number of textbooks claim to support the communicative approach and the National Standards, yet do not do so effectively (Wesche & Skehan, 2002; *Standards for Foreign Language Learning*, 1996). Thus, teachers who embrace these approaches are often left to adapt these materials to fit the needs of a truly integrated classroom, and those who are just beginning to adopt these approaches are often misguided by textbooks that are only partially communicative (Stryker & Leaver, 1997).

Since the lack of appropriate materials is a common contributor to a lack of consistent integration in the classroom, the next section will analyze two popular introductory German textbooks that claim to reflect the communicative approach and the National Standards that support such integration. In particular, this analysis will focus on how the two texts support the integration goals of the communicative approach and the National Standards specifically with regard to grammar and culture. This section will examine in what ways the texts are successful in supporting this aspect of these approaches and if they sometimes fall short of this goal.

The texts, *Deutsch: Na klar!* and *Kontakte: A Communicative Approach*, are both introductory German textbooks designed for the beginning college level of FL learning.

These texts are commonly used in German FL classrooms today and were chosen for their popularity and because of their claim to reflect the communicative approach as well as the National Standards. As the previous section has demonstrated, however, their claim to support these approaches does not guarantee that the texts do so effectively. As a result, the analysis will include ways in which the texts are successful in supporting their claims as well as if and how they fall short of these goals. Out of this analysis, suggestions for improving materials to better accommodate the integration goals of the communicative approach and the National Standards will be made and sample materials provided that incorporate such improvements.

Deutsch: Na klar! An Introductory German Course

Overview

Deutsch: Na klar! An Introductory German Course (4th edition) is written by Robert Di Donato, Monica D. Clyde, and Jacqueline Vansant and is published by McGraw-Hill Companies in the US. It is designed for English-speaking learners of German as a foreign language at the beginning college level. This text was chosen for analysis because of its claim to support the communicative approach and the National Standards (Di Donato, Clyde, & Vansant, 2004), both of which are integral to this paper. The text is comprised of the textbook itself, audio and video materials incorporated into the text, and supplemental materials including a student workbook, online activities, and an interactive CD-ROM. For the purpose of this evaluation, only the activities in the textbook were examined since supplemental materials might not be used by some teachers.

In *Deutsch: Na klar!*, the main text is comprised of one introductory chapter, fourteen main chapters, and a summary chapter at the end. Each of these chapters is developed around a particular theme such as "Über mich und andere" (About Myself and Others), "Auf Reisen" (On Vacation), and "Wie man fit und gesund bleibt" (How One Stays Fit and Healthy). The "Auf Reisen" chapter, Chapter 10, was selected for detailed analysis in this paper because it is comparable in length, content, and style to the other chapters in the book and is therefore representative of the text as a whole. The chapter was analyzed for overall structure and content, type and number of activities that support the communicative approach and/or the National Standards, and type and number of activities that integrate grammar and culture as encouraged by the above approaches.

For the purposes of this analysis, the activities in Chapter 10 of *Deutsch: Na klar!* were classified according to a commonly used classification system (Brown, 2001) as either mechanical, meaningful, or communicative. Mechanical activities are those that "have only one correct response from a student, and have no implied connection with reality [that is, no meaningful context]" (Brown, 2001, p. 132). This type of activity is often used to emphasize the proper form of new grammatical structures because it limits responses to one possibility (Brown, 2001). With the correct answer narrowed down to a single construction, students must produce the desired structure and are not given the freedom to avoid it; however, students are also unable to express their own ideas and opinions in this type of activity and answers are not meaningful because they are not linked to reality.

A second type of activity, meaningful, also has "a predicted response or a limited set of possible responses, but it is connected to some form of reality" (Brown, 2001, p.

132). Like mechanical exercises, meaningful activities are commonly used to practice grammatical structures since their responses are also controlled. However, since more than one response is possible in a meaningful exercise and activities are connected to reality, students have the ability to include at least some of their own ideas and opinions.

The third type of activity, communicative, is the least controlled and encourages students to fully express their own ideas and opinions. Responses in communicative activities are relatively open-ended and focus on expressing real meaning rather than eliciting a specific response or grammatical structure (Brown, 2001). Communicative activities are the most closely linked to a realistic context and "offer the student the possibility of an open response and negotiation of meaning" (Brown, 2001, p. 132).

In *Deutsch: Na klar!*, mechanical, meaningful, and communicative activities are all present. Chapter 10 begins with an introduction of travel vocabulary in a section titled "Wörter im Kontext" (Words in Context) that contains drawings labeled with relevant German words. Vocabulary introduced in this section is reinforced by a number of mechanical and meaningful activities that make use of the new vocabulary. Such activities include asking students to select their travel preferences from a list and to share this information with other students, to identify which items they would take with them to various travel destinations, to listen to dialogues and fill in blanks using relevant travel vocabulary, and to complete information gap activities by asking other students about characters' travel plans in the text. All of these exercises are designed to practice new vocabulary in a relatively controlled manner that still allows for some communication of meaning.

The vocabulary section is followed by a grammar section ("Grammatik im Kontext" [Grammar in Context]) that introduces new grammatical concepts and applies them to the travel theme of the chapter as well. The grammar in Chapter 10 includes the comparative and superlative forms of adjectives and adverbs, adjectival nouns, the use of 'als' as a conjunction, a review of the simple past, and an introduction of the past perfect tense. This section begins with explanations of these grammar points in English along with examples in German. Some of the examples were written specifically for the textbook while others are authentic materials that include advertisements for travel destinations within German-speaking countries, advertisements for means of travel through German-speaking countries (train, plane, bike, etc.), and newspaper articles related to travel stories and events. Figure 1 offers an example of *Deutsch: Na klar!*'s use of an authentic advertisement to demonstrate the comparative and superlative forms of adverbs taught in the chapter.



Fahr & Spar. Die neuen Preise der neuen Bahn.

Günstig fahren Sie zum Fahrpreis. Er beträgt 10 Cent pro Kilometer. **€-,10**

€90,- Günstiger fahren Sie zum Sparpreis von 90 Euro.

Am günstigsten fahren Sie zum Super-Sparpreis von 60 Euro. **€60,-**

Source: Di Donato et al., 2004

Figure 1 Authentic material, p. 298

Grammatical explanations in the "Grammatik im Kontext" section are followed by mostly mechanical and sometimes meaningful activities designed to practice the newly-learned grammar. These activities include: comparing methods of travel and identifying which ones are faster/cheaper/safer, choosing which landmarks in German-speaking countries are the oldest/most interesting/most beautiful, manipulating nouns and verbs in texts about travel to practice new grammar forms (especially the verb tenses dealt with in this chapter), and adding details to existing sentence chunks using the conjunction 'als' as a means of discussing previous travel experiences. As with the vocabulary, the exercises in this section are designed for controlled practice of the new grammar while still generating some degree of meaning through the addition of some personal information and opinion.

After the new vocabulary and grammar have been introduced in two separate sections and practiced in this controlled manner through mostly mechanical and meaningful activities, these two elements are combined and put to use in a more open-ended context in the "Sprache im Kontext" section (Speech in Context). This section is made up of mostly communicative activities that reinforce both the vocabulary and grammar in the chapter in a meaningful context. Activities in this section include questions that encourage students to discuss their own travel experiences in an open-ended format while making use of new grammar and vocabulary to do so, videos and readings about travel that incorporate new vocabulary and grammar and require students to use these to understand the material and to answer discussion questions about the material, and role-play activities that allow students to practice new vocabulary and grammar in a realistic context.

Unlike the vocabulary and grammar sections earlier in the chapter, the communicative activities in the "Sprache im Kontext" section are less controlled and focus more on meaning than form as students' familiarity with the words and structures increases. In general, the activities in *Deutsch: Na klar!* proceed in this manner from mechanical to meaningful and communicative as students' knowledge develops and each chapter progresses. Overall, the bulk of the exercises (78%) in Chapter 10 are either meaningful or communicative, as Table 1 illustrates.

This ratio of more meaningful and communicative exercises in *Deutsch: Na klar!* is significant because it backs up the textbook's claim to support the communicative approach. Since the responses to meaningful and communicative activities are more open-ended than in mechanical exercises, meaningful and communicative activities better encourage students to communicate real ideas and opinions in a real context. This ability to use language for real communication is an important component of communicative competence (Cook, 1999), and developing communicative competence is a major goal of the communicative approach (Stryker & Leaver, 1997). As a result, incorporating activities that focus on communication, such as the meaningful and communicative

Table 1

Types of Activities in Chapter 10 of Deutsch: Na klar! by Percent

Type of Activity	Percent of Total Activities
Mechanical	22%
Meaningful	48%
Communicative	30%

exercises in Chapter 10, is one way that *Deutsch: Na klar!* develops the goals of the communicative approach. In addition, because communicative activities require learners to generate their own responses rather than using already supplied responses, this type of activity is more learner-centered, and a focus on the learner is also valued by the communicative approach.

Another way in which *Deutsch: Na klar!* supports the goals of the communicative approach is through its focus on language use in a meaningful context, which is also central to communicative language teaching (Johnson, 1999). The preface of the textbook explicitly states that "each chapter provides opportunities for students to communicate in German in real-life situations for real-life purposes" (Di Donato et al., 2004, p. xviii). In addition, the titles of the main sections in each chapter called "Wörter im Kontext," "Grammatik im Kontext," and "Sprache im Kontext" also suggest contextualized language use. This emphasis of *Deutsch: Na klar!* on language use in a meaningful context, like its presentation of meaningful and communicative activities, is noteworthy as another way through which the text develops the goals of the communicative approach and backs up its claim to support this approach.

In addition to reflecting the goals of the communicative approach to teaching, *Deutsch: Na klar!* also claims to support the National Standards. According to the preface of the textbook, "the five C's of the National Standards...permeate the activities, exercises, readings, cultural and language tips, and video of *Deutsch: Na klar!*" (Di Donato et al., 2004, p. xvii). The textbook's claim to support the National Standards is substantiated by the fact that each of the 5 C's are developed to some degree through the activities in Chapter 10.

Communication, for example, is promoted through activities such as role-plays and discussion questions that encourage students to interact with one another using the foreign language. Another C, Cultures, is developed by exposing FL learners to the travel experiences, travel writings, and travel attitudes of German-speaking people in several activities, and Connections are also made by helping students discover this information through the target language. Comparisons exist between structures in the target language and structures in English, as well as between the travel practices of German-speaking people and students' own travel experiences. Finally, Communities are established by preparing students to travel abroad and make use of the target language.

Despite this overall support of the National Standards, one area in which *Deutsch: Na klar!* falls short of its goals with regard to this approach is through its presentation of Cultures. In order to develop the 3 P's of culture (Products, Practices, and Perspectives) as defined by the National Standards, culture must be presented as more than just facts. Students should be encouraged to analyze, evaluate, and assess the significance of cultural information with which they are confronted rather than simply memorizing such information (*Standards for Foreign Language Learning*, 1996). However, many of the exercises in Chapter 10 of *Deutsch: Na klar!* fail to take this additional step. One such example is the exercise shown in Figure 2.

In Figure 2, the interview exposes FL learners to the Practices of German-speaking people regarding their travel preferences and regarding social interaction between an interviewer and an interviewee. Initially, Question B seems to go beyond culture as information by encouraging students to examine popular travel destinations in their own country after learning about popular destinations in a German-speaking

Sprache im Kontext

Videoclips



A. Thomas Möllmann arbeitet im Reisebüro. Schauen Sie sich das Interview mit ihm an und ergänzen Sie die folgenden Informationen.

1. Ein Reiseziel, das im Moment „in“ ist, ist _____.
2. Andere beliebte Reiseziele der Kunden sind _____ und die _____.
3. Wie kommen die Kunden an den Urlaubsort? Die meisten Kunden _____.

4. Herr Möllmann hat dieses Jahr eine _____ an die _____ gemacht. Er ist mit der _____ gefahren.
 5. Herr Möllmann hat vor, in ungefähr sechs Wochen nach _____ zu reisen.
 6. Herr Möllmann arbeitet seit ungefähr _____ Jahren im Reisebüro.
- B. Was sind beliebte Reiseziele in Ihrem Land?

Source: Di Donato et al., 2004

Figure 2 “Videoclips” activity, p. 313-314

country. However, by not eliciting a direct comparison between the two countries and not exploring reasons for the similarities and differences in each country's travel preferences, the question does not take full advantage of the opportunity presented to develop FL learners' understanding of the foreign culture.

More developed discussion questions are needed in this activity and most other cultural activities in the chapter to truly promote the well-rounded view of culture encouraged by the National Standards through the 3 P's. Notably, another analysis of *Deutsch: Na klar!* conducted by Linda Williams Gilliam (2003) for her thesis reached a similar conclusion about the shortcomings of culture in *Deutsch: Na klar!*. These findings suggest that the limitations of the cultural elements in Chapter 10 are not isolated.

Table 2*Aspects of the 3 P's Developed in Chapter 10 of Deutsch: Na klar!*

Goal Area	Number of Cultural Activities Developing Goal Area	Percent of Cultural Activities Developing Goal Area
<u>P</u> roducts	11 of 14	79%
<u>P</u> ractices	6 of 14	43%
<u>P</u> erspectives	2 of 14	14%

In addition to its underdeveloped presentation of culture, *Deutsch: Na klar!* also presents an imbalanced treatment of culture. As Table 2 illustrates, the chapter analyzed places much greater emphasis on the Products and Practices of German-speaking countries than on the Perspectives of these countries. This imbalance further precludes full development of the National Standards' culture goals in the textbook.

Overall, *Deutsch: Na klar!*'s limited treatment of culture is problematic because it is difficult to integrate culture with grammar without successfully developing culture by itself. Nonetheless, integration of these two elements is valued by both the communicative approach and the National Standards that guide *Deutsch: Na klar!*. Because of its underdeveloped presentation of culture, the textbook might not be able to achieve such integration, however.

The above discussion demonstrates that the textbook nevertheless supports many aspects of the communicative approach and the National Standards successfully. It includes meaningful and communicative activities and focuses on meaning to reflect the goals of the communicative approach, and the textbook incorporates each of the 5 C's in Chapter 10 to support the National Standards. However, it remains unclear how

effectively *Deutsch: Na klar!* also develops the broader goals of these approaches to integrate these individual elements together into a cohesive view of the language.

In the following section, the level of integration between two individual elements of particular interest to this paper--grammar and culture--in *Deutsch: Na klar!* will be assessed. The purpose of this analysis is to determine whether or not the textbook is successful in achieving the integration goals of the communicative approach and the National Standards at least with regard to these two components of FL learning.

Integration in Deutsch: Na klar!

Of the 58 total activities in Chapter 10, 28 % involve some aspect of grammar and 26% reflect elements of culture. As this statistic indicates, culture and grammar are weighted almost evenly within the chapter, which is consistent with the goals of the communicative approach and the National Standards that stress no one component should be more important than the others (Cook, 1999; *Standards for Foreign Language Learning*, 1996). However, despite the textbook's equal presentation of grammar and culture, only 4 of the 31 activities that deal with either grammar or culture in Chapter 10 address both elements together (either as part of one activity or across multiple activities based on the same material). Worse yet, even these 4 exercises do not do address both grammar and culture completely. Table 3 shows a complete breakdown of the activities that develop grammar and culture in Chapter 10.

These statistics suggest that although *Deutsch: Na klar!* acknowledges the individual roles of grammar and culture according to the communicative approach and the National Standards, this text, like many others (Wesche & Skehan, 2002), still fails to fully develop the overall goal of these approaches that promotes integration of individual

Table 3

Activities Developing Grammar, Culture, or Both in Chapter 10 of Deutsch: Na klar!

Focus	Number of Activities Developing Focus	Percent of Activities Developing Focus
Grammar	15 of 58	26%
Culture	16 of 58	28%
Grammar AND Culture	4 of 58	7%

components, including grammar and culture. While it is decidedly not practical to incorporate cultural information into every grammatical activity or grammar practice into every cultural activity, *Deutsch: Na klar!* does nevertheless leave substantial room for improved integration between the two. It is not the quantity of grammatical and cultural information that is lacking in this text; it is the interconnectedness between the two that is missing.

One example of this lack of interconnectedness between grammar and culture in Chapter 10 involves the learning of the comparative and superlative forms of adjectives. One activity requires students to manipulate an adjective given at the end of each sentence into the superlative form to create a question. The resulting questions include things such as "Wo regnet es am meisten?" (Where does it rain the most?), "Wo sind die Berge am höchsten?" (Where are the mountains the highest?), and "Wo sind die Burgen am ältesten?" (Where are the castles the oldest?), etc. Although this activity provides ample opportunity to discuss Products of Germany (in this case, geographical and architectural Products), no cultural context is provided for this exercise. Any context that does exist is reliant on teachers' and students' existing knowledge. As such, it is possible

to overlook the cultural elements of this activity altogether and instead focus strictly on the grammatical form being practiced.

Another exercise in Chapter 10 also attempts to integrate grammatical and cultural elements but still falls short of this goal. The activity asks students to read one of the travel tales of the Baron von Münchhausen³. Students are then asked to fill in the missing verbs in a summary of the story using the simple past to retell the story. This exercise not only reviews the story itself and increases familiarity with the cultural Product, but it also practices the story-telling verb tense reviewed in the chapter. In this way, grammar is made relevant in the activity as a means of better understanding the story, and culture provides a more interesting context for an otherwise mechanical exercise.

However, this activity suffers from the same shortcoming with regard to its cultural elements as many of the other cultural activities in *Deutsch: Na klar!*--it does not develop students' understanding of the background to and significance of the cultural Product presented. More discussion questions regarding the cultural context of the Baron von Münchhausen's story are needed to fully integrate the teaching of culture into the grammar taught through this exercise.

Disregarding the overall shortcomings of this text with regard to the integration of grammar and culture, a small number of activities in *Deutsch: Na klar!* come closer to accomplishing this goal successfully. One such activity shown in Figure 3 asks students to identify the comparative form of adjectives in two advertisements about less expensive ways to get to work in Germany.

³ Baron von Münchhausen is similar to Don Quixote and appears in numerous stories.

ANALYSE

- Identify all adjectives and adverbs in the two ads. Which adjectives or adverbs are in the comparative?
- One comparative form is irregular; however, you can recognize it because it is a cognate. What is this form?
- For whom is the **B & S-Karte** favorably priced? What are the conditions that make commuting cheaper for these people?
- The adjective **sicher** is used in its basic form. What would be the comparative of **sicher**?
- The **Mitfahrzentrale** is a national ride-sharing agency. The ad implies a comparison. How would you complete the comparison? **Mitfahren ist günstiger als... und macht mehr Spaß als...**



Billiger zur Arbeit. Billiger zur Schule

B & S-Karten: die Fahrkarten für Berufstätige³ und Schüler

Ist Ihr Weg zwischen Wohnort und Arbeits- oder Schulort weiter als 50 km? Dann fahren Sie mit der B & S-Karte auf dieser Strecke⁴ etwa 15 % billiger Bahn.

¹ride-sharing ²schont... protects the environment ³working people ⁴route

Source: Di Donato et al., 2004

Figure 3 “Analyse” activity, p. 300

By using authentic materials to demonstrate the use of the comparative, this exercise emphasizes the grammatical structure to be learned and makes understanding it more meaningful by connecting students to the Products of the society in which such grammar is used. In addition, the last question about the "Mitfahrzentrale" could serve as a springboard for a deeper discussion of the values and social situations that contribute to the popularity of a ride-sharing agency in Germany, thus incorporating the Practices and Perspectives of German people alongside grammar in the activity. However, further questions that explicitly develop this discussion are needed so that the burden of generating the discussion does not fall on the teacher.

Summary

As this discussion of *Deutsch: Na klar!* indicates, the text generally supports the individual content goals of the communicative approach and the National Standards through its focus on meaningful and communicative activities and development of each of the 5 C's. However, like many texts (Wesche & Skehan, 2002), it fails to support the broader goal of these approaches that promotes the integration of individual components such as grammar and culture into a well-rounded language proficiency that facilitates students' awareness of other cultures and their ability to communicate successfully with these other groups (Cook, 1999; *Standards for Foreign Language Learning*, 1996). Consequently, the disconnected presentation of grammar and culture in *Deutsch: Na klar!* does little to make up for the overall lack of appropriate materials that reflect this goal of the communicative approach and the National Standards successfully. *Deutsch: Na klar!*'s non-unified presentation of grammar and culture is also problematic because it continues to leave the burden of integrating these components on the teacher.

While *Deutsch: Na klar!* has the potential to address these difficulties, it first needs to develop its treatment of cultural material to better reflect the depth of the 3 P's, then focus on connecting this improved material with grammar more often. The next section will examine if a comparable text, *Kontakte: A Communicative Approach*, is more successful at integrating grammar and culture as part of the overall integration goals of the communicative approach and the National Standards that also guide it.

Kontakte: A Communicative Approach

Overview

Kontakte: A Communicative Approach (4th edition) is written by Tracy D. Terrell, Erwin Tschirner, and Brigitte Nikolai. It is published by McGraw-Hill Companies in the US and is designed for English-speaking learners of German as a foreign language at the beginning college level. *Kontakte* was chosen for analysis because of its claims to support the communicative approach and the National Standards. As a result, it should reflect the integration goals of these approaches central to this paper.

In addition, the text is comparable to *Deutsch: Na klar!* in target audience and the aspects of grammar and culture it addresses, which facilitates comparison between the two textbooks as well. *Kontakte* is made up of the textbook itself, a video and an audio CD that accompany the text, and a number of supplemental materials including a student workbook, student CD-ROM, instructor CD-ROM, and online learning center. However, only the activities in the textbook itself were examined in this analysis since some teachers might not make use of supplemental materials.

The textbook is comprised of two introductory chapters and twelve main chapters. Like *Deutsch: Na klar!*, the chapters in *Kontakte* are built around specific themes such as "Wer ich bin und was ich tue" (Who I am and What I do), "Wohnen" (Living), and "Essen und Einkaufen" (Eating and Shopping). Chapter 7, "Unterwegs" (Underway), was selected for more detailed analysis because it is similar in structure and content to the other chapters in *Kontakte* and is therefore representative of the text as a whole. It was also chosen because it contains similar content both thematically and grammatically to

the chapter analyzed in *Deutsch: Na klar!*. As with the "Auf Reisen" chapter from *Deutsch: Na klar!*, the "Unterwegs" chapter in *Kontakte* was analyzed for overall structure and content, type and number of activities that support the communicative approach and/or the National Standards, and the type and number of activities that integrate grammar and culture as encouraged by these approaches.

The chapter begins with a section titled "Sprechsituationen" (Speaking Situations) that is designed to incorporate the vocabulary and grammar from the chapter into a meaningful context. "Sprechsituationen" starts with a presentation of travel vocabulary in picture form, followed by a number of activities that make use of this vocabulary along with various grammatical structures introduced in the chapter. The grammatical structures in Chapter 7 include relative clauses, the superlative form of adjectives and adverbs, da- and wo-compounds, and a review of the perfect tense. Most of the exercises in the "Sprechsituationen" section that deal with this grammar are either meaningful or communicative. These activities include information gap exercises where students acquire travel information from a partner and use this information to complete the exercise, interview and role-play activities that ask students to detail their own travel experiences, and story-telling exercises where students make up narration to accompany sets of travel pictures.

As the large number of meaningful and communicative exercises in this section suggest, the "Sprechsituationen" section places a strong emphasis on communication rather than grammatical form. Although students must understand new grammar in the "Sprechsituationen" section, they are not required to produce it themselves until the "Strukturen und Übungen" (Structures and Exercises) section at the end of the chapter.

This emphasis on the communicative function of new grammar instead of grammatical form at the beginning of the chapter is important because it values grammar for communication as promoted by the communicative approach and the National Standards (Johnson, 1999; *Standards for Foreign Language Learning*, 1996). One downside, however, is that students might not notice the grammatical aspects of these activities since they are not explicitly stated.

The next section in the chapter is comprised of three parts: “Kulturecke” (Culture Corner), “Videoecke” (Video Corner), and “Lesecke” (Reading Corner). The materials in this section are designed to enhance students’ understanding of the chapter’s travel theme from a German-speaking perspective. They include short readings about travel destinations in German-speaking countries, interviews with native speakers about where they live and how they travel, and authentic poems and stories related to travel topics. The exercises that accompany these materials do not usually reflect any grammar from the chapter, although they do sometimes incorporate important vocabulary. These activities are primarily meaningful or communicative and require students to extract information from the materials to answer questions as well as have discussions based on the ideas presented in these materials.

The final section in the “Unterwegs” chapter of *Kontakte* is called “Strukturen und Übungen” (Structures and Exercises). This section is mainly form-focused and presents detailed explanations in English of each of the grammatical elements addressed in the chapter accompanied by examples in German. Each explanation is followed by a series of mechanical and sometimes meaningful activities designed to practice the grammar point explained. Activities in this section include constructing sentences with

the parts provided using relative clauses, describing geographical destinations in German-speaking countries using the superlative, and filling in the blanks in texts using the appropriate da-compound or present perfect verb.

Notably, the activities in the “Strukturen und Übungen” section are the first that require students to actively produce grammatical structures in the chapter. Up to this point, students have worked with the grammar in the chapter for recognition only in the “Sprechsituationen” section. Students’ attention is therefore drawn first to the communicative function of grammar in the beginning section, then to its grammatical form in the last section. On the other hand, *Deutsch: Na klar!* develops grammar in the opposite manner. Nevertheless, both of these approaches are justifiable since both textbooks ultimately emphasize grammar as part of communication, and this treatment satisfies the goal of learning grammar according to both the communicative approach and the National Standards (Johnson, 1999; *Standards for Foreign Language Learning*, 1996) that guide these texts.

With regard to the communicative approach, several aspects of *Kontakte* support its claim to reflect this approach. As mentioned earlier, meaningful and communicative activities are one way of developing the goals of this approach because the answers encourage students to communicate real information in a real context. This type of meaningful communication is an important aspect of the communicative approach. Of the 36 activities in Chapter 7 of *Kontakte*, 66% are either meaningful or communicative, and this high percentage backs up *Kontakte*’s claim to support the communicative approach. Table 4 presents the full breakdown of the activities in Chapter 7.

Table 4*Types of Activities in Chapter 7 of Kontakte by Percent*

Type of Activity	Percent of Total Activities
Mechanical	33%
Meaningful	33%
Communicative	33%

In addition to including a large number of meaningful and communicative activities, *Kontakte* also supports the communicative approach through its emphasis on learner-centered activities. Learners play a role in the outcome of many of the exercises, especially in the “Sprechsituationen” section where a number of interview and role-play activities are presented. This focus on the learner is valued by the communicative approach because it encourages meaningful communication on the part of the learners, and the presence of this type of activity in *Kontakte* lends further credibility to its support of the communicative approach.

In addition to reflecting the communicative approach, *Kontakte* also claims to support the National Standards. In the preface of the text, the authors state directly, “*Kontakte* supports the National Standards...The five C’s of Communication, Cultures, Connections, Comparisons, and Communities describe what students should know and be able to do as a result of their language study. *Kontakte* provides a solid foundation for their implementation” (Terrell, Tschirner, & Nikolai, 2000, p. xiv). This claim to support the National Standards is then backed up in Chapter 7 through activities that develop aspects of each of the 5 C’s .

Communication, for example, is encouraged in Chapter 7 through role-play, information gap, and discussion activities that promote interaction between students using the foreign language. These activities include group discussions, partner work, and authentic readings that actively use the language to share ideas. In addition, Cultures are developed by exposing students to cultural information about travel in German-speaking countries, authentic materials related to travel, and the opinions of native speakers about travel through the video. Furthermore, this theme in Chapter 7 also builds Connections by linking the foreign language to students' own lives and travel needs. Comparisons exist throughout the chapter between structures in the target language and in German as well as between the travel-practices of German-speakers and Americans. Finally, Communities exist since the chapter provides students with the relevant linguistic and cultural competence necessary to travel in a German-speaking country.

Although *Kontakte* generally develops the goals of the National Standards, the textbook suffers from many of the same shortcomings as *Deutsch: Na klar!* with regard to its development of Cultures specifically. Like *Deutsch: Na klar!*, many of the cultural components in *Kontakte* present cultural information but do not enhance students' understanding of the significance of this cultural information, and such limited treatment of cultural elements is insufficient to fully support the development of Cultures in the text.

One example of an activity that lacks full development of culture is the "Kulturprojekt" (Culture Project) presented in the "Kulturecke" section. This project asks students to answer 10 questions about Austria using information they find in maps and encyclopedias. The questions include identifying how many states Austria has and

naming them, locating the capital of Austria, identifying its currency, etc. While all of these questions address factual information about Austria, none of them consider more meaningful information such as the Practices and Perspectives of the country and its people. Although cultural facts are certainly relevant to beginning learners, the activity would also need to address the Products, Practices, and Perspectives of Austria in order to truly develop Cultures as intended by the National Standards (either in this exercise or throughout subsequent exercises).

As the cultural shortcomings of this “Kulturprojekt” suggest, *Kontakte* suffers from an imbalanced presentation of the 3 P’s similar to that of *Deutsch: Na klar!*. As Table 5 illustrates, much more emphasis is placed on Products than Practices and Perspectives in *Kontakte*.

Despite this imbalanced presentation of the 3 P’s in *Kontakte*, there are a few activities in the textbook that do successfully develop all 3 of the National Standards 3 P’s. Most of these exercises are found in the “Kultur...Landeskunde...Information” (Culture...Geography....Information) insets located throughout the “Sprechsituationen” section of the chapter. These insets present cultural information about German-speaking

Table 5
Aspects of the 3 P’s Developed in Chapter 7 of Kontakte

Goal Area	Number of Cultural Activities Developing Goal Area	Percent of Cultural Activities Developing Goal Area
<u>P</u> roducts	10 of 11	91%
<u>P</u> ractices	3 of 11	27%
<u>P</u> erspectives	2 of 11	18%

countries related to travel such as the types of trains in Germany and the number of cars used in the country. But rather than just presenting these facts as information only (as is the case with the cultural insets in *Deutsch: Na klar!*), this information is accompanied by discussion questions that explore the Perspectives behind these Products and Practices and thus develop a more well-rounded view of culture as promoted by the 3 P's of the National Standards.

Even though *Kontakte* has these successful elements of culture, its overall treatment of culture is still limited. As mentioned in the analysis of *Deutsch: Na klar!*, this limited treatment of culture can be problematic. When cultural components are underdeveloped in the chapter individually, it is difficult to have many exercises that fully develop cultural *and* grammatical elements successfully together. As a result, it is difficult for the text to support the integration goals of the communicative approach and the National Standards explored in this paper.

Nevertheless, *Kontakte* does clearly support many of the other goals of the communicative approach and the National Standards. As this discussion has demonstrated, the textbook includes meaningful and communicative exercises that are learner-centered to develop the goals of the communicative approach, and the activities in Chapter 7 reflect each of the 5 C's to varying degrees in support of the National Standards. The following section will examine if and how *Kontakte* also accomplishes the integration goals of these approaches as well.

Integration in Kontakte

Both the communicative approach and the National Standards promote integration of various elements--including grammar and culture--into a cohesive ability to

Table 6

Activities Developing Grammar, Culture, or Both in Chapter 7 of Kontakte

Focus	Number of Activities Developing Focus	Percent of Activities Developing Focus
Grammar	14 of 38	37%
Culture	11 of 38	29%
Grammar AND Culture	3 of 38	8%

communicate using the language (Johnson, 1999; *Standards for Foreign Language Learning*, 1996). Although *Kontakte* certainly addresses elements of grammar and culture individually, it remains unclear how well it also connects these elements with each other. To answer this question, Table 6 details specifically how many activities in Chapter 7 develop grammar, culture, or both.

In total, of the 38 activities in the "Unterwegs" chapter of *Kontakte*, 14 teach grammar and 11 address aspects of culture. These numbers suggest a relatively balanced treatment between grammar and culture, which is on par with the goals of the communicative approach and the National Standards that suggest no one element of FL learning should be emphasized too strongly (Johnson, 1999; *Standards for Foreign Language Learning*, 1996).

Even though *Kontakte* has a balanced emphasis on the individual goals of grammar and culture as the communicative approach and the National Standards both encourage, the table above suggests that it does not consistently connect these elements with each other as these approaches also propose. For example, of the 28 exercises that develop some aspect of either grammar or culture in the "Unterwegs" chapter, only 3

develop both components together (either as part of a single activity or across multiple exercises based on shared materials).

This small number of exercises that address aspects of grammar and culture together in the chapter indicates that although *Kontakte* may recognize the value to FL learning of grammatical and cultural elements individually, it does not consistently acknowledge the additional need to foster an interconnectedness between these components. As a result, *Kontakte*, like *Deutsch: Na klar!*, falls short of achieving the integration goals held by the communicative approach and the National Standards despite claiming to support these approaches.

One reason activities in the “Unterwegs” chapter sometimes fall short of these integration goals is because either the grammatical or cultural aspect of the activity is underdeveloped. One such activity shown in Figure 4 is an exercise designed to familiarize students with the superlative while introducing notable landmarks in German-speaking countries.

On the surface, this exercise seems to incorporate both grammar and culture by using new grammatical structures to introduce geographical landmarks from German-speaking countries. However, although this exercise has a vague cultural element, exposing students to the names of various landmarks does little to develop students' meaningful knowledge of German-speaking culture. The exercise could better reflect the National Standards' view of Cultures by comparing these geographical Products to the geographical Products in students' own country as well as discussing which of these are popular travel destinations in each country and why. Such an analysis would reveal the Practices and Perspectives behind these cultural Products and better develop all 3 of the

Situation 2 Ratespiel: Stadt, Land, Fluss

1. Wie heißt der tiefste See der Schweiz? 2. Wie heißt der höchste Berg Österreichs? 3. Wie heißt der längste Fluss Deutschlands? 4. Wie heißt das salzigste Meer der Welt? 5. Wie heißt der größte Gletscher der Alpen? 6. Wie heißt die nördlichste Millionenstadt Deutschlands? 7. Was ist die heißeste Wüste der Welt? 8. Wie heißt die älteste Universitätsstadt Deutschlands? 9. Wie heißt das kleinste Land, in dem man Deutsch spricht? 10. Wie heißt die berühmteste Höhle in Österreich?	a. die Dachstein-Mammuthöhle b. das Tote Meer c. der Genfer See d. der Großglockner e. die Libysche Wüste f. der Rhein g. Hamburg h. Liechtenstein i. der Große Aletschgletscher j. Heidelberg
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Source: Terrell et al., 2000

Figure 4 Situation 2, p. 242

P's set forth by the National Standards regarding culture. Thus, although the exercise has elements of both grammar and culture as intended by the communicative approach and the National Standards, the cultural elements in the activity are not developed enough to adequately meet the integration goals of these approaches.

Another reason why activities in *Kontakte* sometimes do not develop the integration goals of the communicative approach and the National Standards is because a grammatical or cultural component is missing entirely instead of just being underdeveloped. Examples of this type of activity include the “Kultur...Landeskunde...Information” insets throughout the “Sprechsituationen” section of the chapter. As mentioned earlier, these insets do an excellent job of fully developing

culture based on the 3 P's of the National Standards. However, this cultural material is not linked to any of the grammar in the chapter.

For example, one inset discusses the types of trains in Germany and compares these to the trains in the students' own country. Despite an opportunity to make use of the superlative and other grammatical forms in this activity, no grammar from the chapter is incorporated into the exercise, nor is the cultural information about the trains included in any of the grammatical activities surrounding the inset. In order to develop the integration goals of the communicative approach and the National Standards that guide *Kontakte*, this exercise needs to include a grammatical element. Doing so would not only connect FL learners to the Products, Practices, and Perspectives of the target culture, but it would also provide a meaningful context for the use of new grammar, and such interconnectedness is reflective of the goals of integration intended by the communicative approach and the National Standards.

Summary

As this discussion of *Kontakte* indicates, the text generally supports the goals of the communicative approach and the National Standards. It includes meaningful and communicative exercises that are learner-centered to develop the communicative approach, and it builds each of the 5 C's in support of the National Standards. However, like many texts, it fails to fully develop the integration goals of these approaches.

Although *Kontakte* includes elements of grammar and culture individually, rarely does it link the two despite the fact that the communicative approach and the National Standards both suggest an interdependence between these elements.

To better achieve the interconnectedness promoted by these approaches, the text must first expand the existing cultural elements beyond Products in many of its grammatical exercises so that *both* grammar and culture are fully developed in these activities. In addition, the text should also add grammatical elements to exercises that fully develop culture already so that these activities incorporate grammar in addition to their cultural components. By connecting grammar and culture more thoroughly and consistently in these ways, *Kontakte* would be more successful at reflecting the integration goals of the communicative approach and the National Standards.

Conclusion

Both the communicative approach and the National Standards stress that FL learning is comprised of multiple elements and that FL learners must grasp not only each of these components individually, but also how these components fit together (Johnson, 1999; *Standards for Foreign Language Learning*, 1996). Students' ability to combine these elements, including grammar and culture, into successful communication is valued over their knowledge of each element separately (Johnson, 1999; *Standards for Foreign Language Learning*, 1996). For example, students must understand not only the grammatical structures of a language, but also the cultural context of the language, and more importantly, how to put the grammatical structures to use within the language's cultural context to communicate effectively (Johnson, 1999; *Standards for Foreign Language Learning*, 1996). As a result, in order for a textbook to fully develop the goals of the communicative approach and the National Standards with regard to grammar and culture, it must recognize not only the goals of these approaches relative to individual elements, but also the need to integrate these individual elements into a cohesive

command of the language (Johnson, 1999; *Standards for Foreign Language Learning*, 1996).

Like many texts, neither *Deutsch: Na klar!* nor *Kontakte* is fully successful in accomplishing this goal. One of the primary obstacles to successful integration of grammar and culture in these texts is the overall underdevelopment of culture in both textbooks. Both *Deutsch: Na klar!* and *Kontakte* place much more emphasis on cultural Products than Practices and Perspectives. As a result, the texts do not successfully integrate grammar and culture in many cases simply because culture is not sufficiently present. The next chapter will therefore propose sample exercises based on the communicative approach and the National Standards that address this shortcoming of *Deutsch: Na klar!* and *Kontakte* while also reflecting areas where these texts were semi-successful in accomplishing integration.

CHAPTER THREE: Can Grammar and Culture Be Better Integrated?

Within the "Auf Reisen" chapter of *Deutsch: Na klar!* and the "Unterwegs" chapter of *Kontakte*, the following major grammatical structures are addressed in one or both of the textbooks:

- comparative forms of adjectives and adverbs
- superlative forms of adjectives and adverbs
- review of the present perfect tense
- review of the simple past tense
- introduction of the past perfect tense
- relative clauses
- da- and wo-compounds

In addition to the grammatical features listed above, the following cultural elements are also addressed in one or both of the chapters:

- popular travel destinations for German-speaking people
- popular activities when traveling for German-speaking people
- how to plan travel in German-speaking countries
- popular means of travel in these countries
- travel literature (both fiction and non-fiction) from German-speaking countries

As the previous chapters in this paper have demonstrated, the communicative approach and the National Standards both promote the interdependence of the grammatical and cultural features of language such as those listed above. Under both of these approaches, knowledge of grammar provides FL learners with the means to

communicate information and ideas, and knowledge of culture allows students to communicate this information and these ideas more *effectively* (in a manner that is not just grammatically comprehensible, but also understandable and appropriate according to the behavior and beliefs of the target culture) (Johnson, 1999; *Standards for Foreign Language Learning*, 1996). This interdependent view of language is supported by both approaches, yet as the previous chapter demonstrates, neither *Deutsch: Na klar!* nor *Kontakte* is consistent in integrating grammatical and cultural elements successfully. As a result, the importance of this chapter is to establish whether or not integration goals regarding grammar and culture are in fact realistic and feasible. Do the shortcomings of some current materials such as the textbooks analyzed in the last chapter result from the actual *impossibility* of achieving such a task, or did other factors come into play?

With this question in mind, the next section contains four activities, each of which focuses on a different grammatical structure and cultural issue listed above, yet attempts to combine elements of both within a single set of materials. Two of these activities are based on existing exercises from *Deutsch: Na klar!* and *Kontakte* to explore the opportunity of meeting integration goals through the adaptation and expansion of existing materials. The other two exercises are original activities that further explore the possibility of developing grammar and culture interconnectedly, but do so based on new materials.

Activity One

Activity One (Figure 5) is an original activity designed to practice the comparative form of adjectives and adverbs (grammar) while also discussing the

Part One:

Diskutieren Sie die folgenden Fragen in einer Gruppe.

1. Wenn man auf eine Reise in Deutschland geht, fährt man oft mit dem Zug.
Wie heißt die Eisenbahnlinie in Ihrem Land?
2. Fahren viele Menschen mit dem Zug in Ihrem Land?
3. Wie reisen Geschäftsleute und Touristen meistens in Ihrem Land?
4. Warum, glauben Sie, ist der Zug ein wichtiges Transportmittel in Deutschland?
Warum ist das Flugzeug ein wichtiges Transportmittel in den USA?

**Teacher's note- Follow up group discussions by comparing between groups as a class. Do most groups have similar answers to Questions 2 and 3? If not, why not?*

Part Two:

Benutzen Sie folgenden Informationen, um die Fragen zu beantworten.

Ihre Verbindungsanfrage

von: München Hbf
nach: HAMBURG
Preisangaben: 1 Erw., 2. Klasse.

Kostenlose Reservierung bei OnlineTicket-Buchung!

Bahnhof/Haltestelle	Datum	Zeit	Dauer	Umst.	Produkte	Normalpreis 
München Hbf	04.06.04	ab 23:08	8:46	1	D	92,00 EUR
Hamburg Hbf	05.06.04	an 07:54				 Zur Buchung
München Hbf	05.06.04	ab 04:20	6:34	1	ICE	111,00 EUR
Hamburg Hbf	05.06.04	an 10:54				 Zur Buchung

Source: <http://www.diebahn.de>

1. Welcher Zug kommt in Hamburg *schneller* an?
2. Mit welchem Zug kann man billiger reisen?
3. Welcher Zug kommt in Hamburg *früher* an?
4. Welche Verbindung nach Hamburg ist *direkter*?

Jetzt planen Sie eine Reise von München nach Hamburg. Mit welchem Zug fahren Sie? Warum?

**Teacher's note- After students have had time to familiarize themselves with the train schedule, ask them to hypothesize what some of the symbols mean and discuss what some of the abbreviations (ICE, Hbf, etc.) stand for.*

Figure 5 Activity One

Part Three: Jetzt wissen Sie, wie Sie nach Hamburg kommen. Aber wo übernachten Sie? Wo essen Sie? Was machen Sie in der Stadt? Schauen Sie die folgenden Reisebroschüren an und wählen Sie ein Hotel, ein Restaurant, und eine Sehenswürdigkeit für Ihre Reise. Begründen Sie (justify) Ihre Wahl mit dem Komparativ. <i>Beispiel:</i> Wir bleiben im Hotel Ritz, weil das Hotel Ritz <i>schöner</i> als das Hotel Carlton ist.
<i>*Teacher's note- A brief review of the comparative before students complete this task will help them maintain a focus on form. Before beginning Part Three, introduce any new and important vocabulary in the travel information presented. If desired, students could also look up their own hotels, restaurants, and tourist attractions on the web and compare these instead of the ones presented here. After students have finished Part Three, ask various groups to read their answers aloud to the class. Check for grammatical accuracy while comparing students' choices.</i>

Figure 5. Continued.

Hotel Dorint am Alten Wall



Hotelinfo:					
	Hotel Dorint am Alten Wall				
Beschreibung:	: Lage und Ausstattung Exklusives Designer-Hotel in exzellenter Lage an einem Alsterfleet, nahe der Binnenalster. Das Rathaus ist nur wenige Schritte entfernt. Restaurants, Bar, Terrasse am Fleet. Grosser Wellnessbereich mit Seagull Spa mit Schwimmbad, Sauna, Dampfbad, Eisbrunnen, Laconium, Tepidarium, Fitnessraum, Solarium, Massage und Dampfbad. 215 Zimmer mit Telefon, TV, Fön, Minibar, Safe und Klimaanlage. Frühstücksbuffet. Preisvorteil: für die Nächte Freitag, Samstag und Sonntag				
Kategorie:	5				
Adresse:	Alter Wall 40 20457 Hamburg				
Telefon:	40/3 69 50-0				
Fax:	40-369501000				
Zimmervarianten					
Veranstalter	Zimmertyp	Ausblick	Verpf.	Preis p.P.	3 Übernachtungen
DERTOUR	Doppel		Frühstück	273 €	Preis prüfen + Buchen
DERTOUR	Doppel (Executive)		Frühstück	312 €	Preis prüfen + Buchen
Neckermann	Doppel		Frühstück	285 €	Preis prüfen + Buchen

Source: http://www.travel24.com/click.jsp;jsessionid=a5a5ep3fkdb2d.ua2?pid=-1&z=SearchOrResultPage_Menu_34&fwurl=/search.jsp?k=32

Figure 5. Continued.

Hotel Graf Moltke



Hotelinfo:					
	Hotel Graf Moltke				
Beschreibung:	: Lage Im Zentrum Hamburgs, ca. 100 m vom Hauptbahnhof entfernt. Ihr Hotel Ein modernes, persönlich geführtes Stadthotel mit "Casino-Bar" und Coffeeshop.Öffentliches Parkhaus in ca. 300 m Entfernung. 89 Zimmer mit Bad oder Dusche/ WC, Kabel-TV und Telefon.				
Kategorie:	3				
Adresse:	Steindamm 1 20099 Hamburg				
Telefon:	(40) 2801154				
Fax:	(40) 2802562				
Zimmervarianten					
Veranstalter	Zimmertyp	Ausblick	Verpf.	Preis p.P.	3 Übernachtungen
Ameropa	Doppel		Frühstück	156 €	Preis prüfen + Buchen
DERTOUR	Doppel		Frühstück	153 €	Preis prüfen + Buchen
FTI/Frosch	Doppel		Frühstück	147 €	Preis prüfen + Buchen

Source: http://www.travel24.com/click.jsp;jsessionid=a5a5ep3fkdb2d.ua2?pid=-1&z=SearchOrResultPage_Menu_34&fwurl=/search.jsp?k=32

Figure 5. Continued.

Restaurant



Backkartoffeln

Nr	Beschreibung	EUR
34	Chili-Kartoffeln gebackene Kartoffeln mit Chili con Carne, überbacken mit Edamer-Käse	7,80
36	Alaska Shrimps-Kartoffeln gebackene Kartoffeln in Bechamelsauce und shrimps, mit Edamer-Käse überbacken	8,80

Pizza

Nr	Beschreibung	EUR
50	Pizza Margherita Käse, Tomatensauce, schwarze Oliven	5,40
59	Pizza Frutti di Mare Käse, Tomatensauce, Thunfisch, Muscheln, Krabben, und Calamaris	8,50
60	Pizza Salmone Käse, Tomatensauce, norwegischer Lachs und Creme fraiche	7,80

Fleischgerichte

Nr	Beschreibung	EUR
80	Gulasch nach ungarischem Rezept, mit Bratkartoffeln und Gemüse	10,50
81	Hähnchenbrust "a la Mona Lisa" gebratene Hähnchenbrust in Gorgonzola-Sahnesauce, dazu Reis und Gemüse	9,80
90	Wiener Schnitzel Schnitzel auf Wiener Art, mit Rösti, Sauce Hollandaise und kleinem Salat	10,80

Fischgerichte und Meeresfrüchte

Nr	Beschreibung	EUR
104	Thunfisch-Steak Thunfisch vom grill mit einer Marinade aus Olivenöl, klein gehackten Zwiebeln, dazu Country Kartoffeln und kleiner Salat	13,50
106	Calamaris "Provencial" in pikanter Tomatensauce und Kräuter der Provence, dazu Langkorn-Reis und kleiner Salat	8,50
117	Fisch-Spieße verschiedene Fisch-Spieße aus Calamaris, Scampies und Baby-Sepia, dazu Kroketten und kleiner Salat	13,50

Source: <http://www.schwenders.de/>

Figure 5. Continued.

Restaurant



RESTAURANT FISCHERHAUS



Suppen

€

Tomatencremesuppe mit Sahnehäubchen	4,00
Hamburger Aalsuppe mit Schwemmkloßchen und Backpflaumen	4,50

Vorspeisen

Krabbencocktail	9,95
Hausgebeizter Lachs mit Dill-Senfsauce und Baguette	9,95

Fleischgerichte

Schweinemedallions mit Champignons, Nudeln und gem. Salat	13,60
Putenbruststeak mit Currysauce und Reis	14,60

Fischgerichte

"Hamburger Pannfisch"	
Steinbeißer, Rotbarsch- und Lachsfilet gebraten mit Bratkartoffeln und Senfsauce	13,00
Aal gebraten, mit Salzkartoffeln und gem. Salat	17,40
Weisser Heilbutt aus dem Sud, mit Lauchgemüse, Sahnemeerrettich und Salzkartoffeln	17,40

Source: <http://www.restaurant-fischerhaus.de/spk1.html>

Figure 5. Continued.

Sehenswürdigkeiten Hamburgs



Innenstadt - Gänsemarkt

Am Ende des Jungfernstiegs befindet sich der Gänsemarkt. Woher dieser Name kommt, lässt sich sicherlich leicht ableiten. Am und um den Gänsemarkt herum findet man Kinos, Restaurants und Kneipen. Nur wenige Meter weiter sind es zur Oper, zur Alster und den bekannten Einkaufspassagen Hamburgs.

Sources: <http://www.bildarchiv-hamburg.de/hamburg/plaetze/gaense/> (photograph);
<http://fhh1.hamburg.de/ansichten/> (information)



Altstadt - St. Nikolai

Der Turm der im Zweiten Weltkrieg zerstörten Nikolaikirche ist ein Mahnmal (memorial) für die Opfer des Krieges. Mit seinen 147 Metern ist der Nikolaikirchturm der dritthöchste Kirchturm Deutschlands.

Sources: http://www.hamburg-magazin.de/st_kirch1.htm (photograph);
<http://fhh1.hamburg.de/ansichten/> (information)

Figure 5. Continued.

Follow-up questions: Diskutieren Sie die folgenden Fragen. 1. Was für Sehenswürdigkeiten gibt es in Hamburg? Sind sie historisch? Drinnen oder draußen? 2. Was für Sehenswürdigkeiten gibt es in Ihrer Heimatstadt? 3. Wie sind die Sehenswürdigkeiten in Hamburg im Vergleich mit den Sehenswürdigkeiten in Ihrer Heimatstadt?
<i>*Teacher's note- The questions listed above can be completed in groups or as part of a class discussion.</i>

Figure 5. Continued.

Products, Practices, and Perspectives of German-speaking people related to train travel (culture).

Part One of the activity establishes the importance of train travel in Germany and provides a meaningful context for subsequent activities involving train travel. The questions ask students to make Comparisons to their own country and to contemplate factors that might influence the popularity of train travel in Germany versus their own country. In this way, the activity not only exposes students to the Practices of German-speaking people as frequent train travelers, but also exposes students to *why* such Practices exist, thus introducing Perspectives as well.

Now that the cultural context of the exercise has been established in Part One, Part Two introduces a grammatical component to the activity that requires recognition of the comparative form in order to complete the activity successfully. While introducing this grammatical structure, the exercise maintains a connection to the cultural elements discussed in Part One through the use of an authentic train schedule as the basis of the activity. This section prepares students for Part Three of the exercise by guiding them through the use of the comparative to analyze two options and select the better one.

The role of the comparative form in Part Three is made even more explicit by requiring students to actively produce the structure rather than just recognize it. Although this activity requires students to use the comparative, it is nevertheless communicative since justification of their answers is left up to the students. Then, after learners have compared the cultural Products of travel in Germany such as sights to see and places to stay in various cities, the exercise encourages an analysis of these travel Products to explore their significance. By asking students to compare the cultural

Products of Germany to parallel Products from their own country in the final follow-up questions, this exercise overcomes a shortcoming common to *Deutsch: Na klar!* in which cultural Products are presented, but the value and meaning of these Products are not discussed.

Overall, this exercise reflects the communicative approach through its use of a realistic context and the presence of both meaningful and communicative elements. In addition, it develops 3 of the National Standards' 5 C's: Communication (between students, the teacher, and the materials presented), Cultures (through exposure to the Products, Practices, and Perspectives regarding train travel and sights to see in Germany), and Comparisons (between train use in the students' own country and Germany and between sights to see in the students' own city and their destination city in Germany).

The activity also supports the communicative approach and the National Standards by combining elements of grammar and culture within a single set of exercises. Both of these approaches support a well-rounded command of the language in which students are equipped with the grammatical tools necessary to communicate (including a command of the comparative) in addition to the cultural background necessary to use this grammatical knowledge effectively (such as knowledge of the travel habits and attitudes behind the travel habits of Germans). Activity One combines these grammatical and cultural elements in a number of ways.

For example, by providing background information about the travel habits in German-speaking countries in Part One, students have a better understanding of what it would be like to make real travel plans in a German-speaking country as they complete Parts Two and Three. More importantly, this background also helps provide a realistic

context for the use of the comparative in Part Two and demonstrates one way in which the grammatical structure is connected to and might be used within the target culture. Such interdependence of grammar and culture supports the shared goal of the communicative approach and the National Standards to develop students' ability to use grammatical knowledge in a culturally-conscious manner.

In addition, by linking grammatical and cultural elements, Activity One also overcomes some of the shortcomings of *Deutsch: Na klar!* and *Kontakte* revealed in the previous chapter. The activity demonstrates, for example, how authentic materials such as the train schedule and information about hotels and sights to see can be presented as more than just 'culture as information.' By incorporating follow-up discussions based on these materials in addition to the grammatical exercises connected to them, this activity develops students' *understanding* of the significance of these cultural Products instead of just their awareness of them as is often the case in *Deutsch: Na klar!*

Overall, Activity One's combination of a fully-developed cultural discussion in tandem with the meaningful practice of a new grammatical structure represents one way in which the grammatical and cultural features of the language can be linked for learners even at the beginning levels of FL learning.

Activity Two

Activity Two is an expansion of an existing activity in *Kontakte*. In the textbook, the exercise is presented as a strictly cultural activity that compares car use in German-speaking countries and in the United States as part of the chapter's travel theme (see Figure 6). Although the activity is fairly successful at developing the 3 P's of culture, like many of the cultural activities in *Kontakte*, it does not incorporate any grammatical

Kultur ... Landeskunde ... Informationen

Autofahren

Was meinen Sie? Warum sind die USA die Autofahrer-Nation Nr. 1? Kreuzen Sie an.

- ☐ Weil Amerikaner gern Auto fahren.
- ☐ Weil die Massenproduktion von Autos in den USA begonnen hat.
- ☐ Weil das Land so groß ist.
- ☐ Weil Autos so billig sind.
- ☐ Weil es ein Tempolimit gibt.
- ☐ Weil das Benzin so billig ist.
- ☐ Weil es wenig öffentliche Verkehrsmittel gibt.
- ☐ Weil die Straßen so gut sind.

Nach¹ der Statistik wird am meisten in den USA Auto gefahren. Hinter den USA folgen² die beiden riesigen³ Länder Australien und Kanada. Die Deutschen liegen mit 6 600 gefahrenen Kilometern je⁴ Einwohner⁵ und Jahr im Mittelfeld.⁶

- Auf welchen Plätzen liegen die deutschsprachigen Länder?
- Wie viele Kilometer fahren die Autofahrer durchschnittlich im Jahr in Österreich, Deutschland und in der Schweiz?

¹according to ²follow ³big ⁴per ⁵resident ⁶middle of the scale

Autofahrer-Nationen
Durchschnittlich gefahrene Kraftwagen-Kilometer je Einwohner und Jahr

USA	14 100
Australien	9 300
Kanada	8 800
Österreich	8 200
Schweden	7 800
Schweiz	7 400
Dänemark	7 300
Frankreich	7 200
Großbritannien	6 600
Deutschland	6 600
Niederlande	6 100
Italien	5 900
Belgien	5 900
Norwegen	5 300
Japan	5 100
Griechenland	4 000
Portugal	3 600
Spanien	2 600
Polen	2 400
Ungarn	2 300
Türkei	500

Source: Terrell et al., 2000

Figure 6 “Autofahren,” p. 248 in *Kontakte*

points from the chapter along with these cultural elements. The modified version of the activity (Figure 7) thus incorporates use of the superlative into the cultural context of the activity.

Part One of this redesigned exercise incorporates the use of the superlative into questions that prepare students for the remainder of the activity. While the original exercise also includes some introductory questions, these questions do not reflect any grammatical components from the chapter. Thus the new pre-reading activity includes the use of the superlative as part of the discussion, and although students are not *required* to use it in their responses, they are encouraged to do so. Such a format emphasizes

Part One: Pre-reading

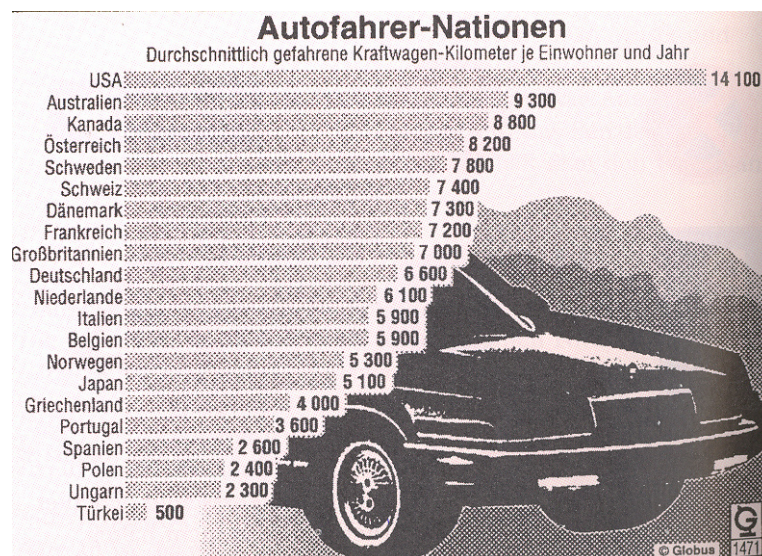
Diskutieren Sie die folgenden Fragen in einer Gruppe.

1. Mit welchem Transportmittel fahren Sie *am meisten*? Warum?
2. Gibt es andere Transportmittel in Ihrer Stadt? Welche?
3. Mit welchen Transportmitteln fahren Sie *am wenigsten*? Warum? Mit welchen Transportmitteln fahren andere Leute in Ihrer Stadt am wenigsten?
4. Was glauben Sie: Mit welchem Transportmittel fahren *die meisten* Amerikaner jeden Tag?

**Teacher's note- Have students report their group's answers to the class and discuss.*

Part Two:

Benutzen Sie folgenden Informationen, um Fragen 1-4 zu beantworten.



Source: Terrell et al., 2000

1. In welchem Land fahren Leute pro Jahr *am weitesten* mit dem Auto? Wie weit fahren die Einwohner in diesem Land?
2. In welchem Land fahren Leute *am wenigsten*?
3. Auf welchem Platz liegt Deutschland? Wie weit fahren die Einwohner in Deutschland pro Jahr?
4. Fahren die Einwohner in der Schweiz *mehr* oder *weniger* als die Deutschen? Fahren die Einwohner in Österreich *mehr* oder *weniger* als die Deutschen?

**Teacher's note- The above questions can be discussed either in small groups or as a class.*

Figure 7 Modified version of "Autofahren"

Part Three: Was meinen Sie? Warum sind die USA die Autofahrernation Nr. 1? Kreuzen Sie an. ☐ Weil Amerikaner gern Auto fahren ☐ Weil die Massenproduktion von Autos in den USA begonnen hat. ☐ Weil das Land so groß ist ☐ Weil Autos so billig sind ☐ Weil es ein Tempolimit gibt ☐ Weil Benzin billig ist ☐ Weil es wenig öffentliche Verkehrsmittel gibt ☐ Weil die Straßen so gut sind
<i>*Teacher's note: After students have completed the activity, discuss possible answers as a class. Ask students to compare their explanations of why the US is such a car nation with their reasons for using the transportation method of their choice discussed in the pre-reading exercise. Did many students choose the car as their primary means of transportation? Were their reasons for choosing a car similar to the reasons why many Americans drive cars? If not, what other factors influenced their decision?</i>
Follow up question: Was ist in Österreich/der Schweiz/Deutschland anders als in den USA? Welche Gründe (reasons), warum man in den USA so viel mit dem Auto fährt, spielen in diesen Ländern keine Rolle? Was für Gründe beeinflussen die Wahl von anderen Transportmitteln in Österreich/der Schweiz/Deutschland? Denken Sie daran, wie groß diese Länder sind, was für andere Transportmittel es in diesen Ländern gibt, usw.
<i>*Teacher's note- Have students discuss the final question either in small groups or as a class.</i>

Figure 7. Continued.

meaning over structure but still provides the opportunity for students to make use of new grammatical elements in addition to seeing their function.

This type of communicative grammar is best suited to later in the chapter after students have had time to practice the superlative in more controlled exercises. Once they have become familiar and comfortable with the structure through mechanical and meaningful exercises, they will be better able to use it effectively in a more open-ended and communicative format such as this. And even if students choose not to use the superlative in their own responses, the instructor can make use of this form when responding to students' answers to maintain a grammatical component to the exercise.

Although Part One incorporates a grammatical component, it does not yet directly address any elements of German-speaking culture. Instead, the questions draw students' attention to their own habits of car usage. Making comparisons like this is a popular pre-reading strategy (Brown, 2001). In the next section, the German-speaking perspective on car usage is presented. This discussion in Part Two does not yet develop students' understanding of *why* German-speaking car driving Pactices exist, but it prepares students to assess this question in the final section. The questions in Part Two are the same as at the end of the activity in *Kontakte*, except that they have been restructured to incorporate the use of the superlative. As a result, this section maintains a grammatical component that was lacking from the original activity in addition to its developing cultural elements.

Part Three of the activity brings together the knowledge acquired in Parts One and Two in meaningful and communicative exercises. In this section, students' awareness of the Pactices of American and German-speaking drivers is analyzed and then compared

to develop a better understanding of it. This analysis is important because it helps students recognize the Perspectives behind the car-driving Pactices of Americans and German speakers rather than just the cultural facts related to this topic.

Overall, the modified activity reflects the goals of the communicative approach and the National Standards. Although a grammatical component has been incorporated into the activity, the main focus remains on expressing ideas and opinions about the use of cars in the US and German-speaking countries. This emphasis on meaning over form reflects the communicative approach, as does the fact that the exercises are learner-centered (learners play a role in the outcome through their expression of opinion in the discussions) and either meaningful or communicative.

Not only does the exercise reflect the communicative approach, but it also develops many of the goals set forth in the National Standards. Among these is the development of Communication among the students, the teacher, and the authentic material in the exercise. Activity Two also generates Comparisons by comparing students' own car usage to that of German-speaking countries. Finally, the activity also addresses Cultures by examining the Pactices and Perspectives of German-speaking people's car driving habits.

Another way in which the activity reflects the communicative approach and the National Standards is through its integration of grammatical elements (the superlative form) and cultural components (the discussion of car usage throughout various countries). Linking these elements together in the exercise helps generate the more well-rounded perspective of the language promoted by both of these approaches. When joined,

grammar and culture enhance each other's relevance and expand students' understanding of how multiple facets of the language fit together.

In order to link grammar and culture in this activity, a grammatical component had to be added first. Like many of the existing cultural activities in *Kontakte*, this exercise focused entirely on cultural elements and had no specifically grammatical goals. As a result, the use of the superlative (grammar) was integrated into the existing discussion of car usage (culture) to join grammar and culture in this exercise. The result is that the superlative provides students with a means to express their ideas about their own car driving habits, as well as those of German-speakers. Such use of grammatical knowledge in conjunction with cultural awareness to express ideas and opinions demonstrates the interconnectedness of grammar and culture necessary to generate meaningful communication according to the communicative approach and the National Standards (Johnson, 1999; *Standards for Foreign Language Learning*, 1996).

Activity Three

Activity Three (Figure 8) is another original activity designed to integrate grammatical and cultural elements from the chapters analyzed in *Deutsch: Na klar!* and *Kontakte*. This activity practices relative clauses while discussing the importance of the environment in German-speaking countries as evidenced through their use of smaller cars and more public transportation. Like the previous activities, this exercise is also based on authentic materials and encourages FL learners to make Comparisons between their own country and the German-speaking countries.

Part One of this activity directs students' attention to the important aspects of the authentic materials while simultaneously practicing a relatively complex grammar point

Part One:

Schauen Sie folgende Tabellen an, und füllen Sie dann die Lücken mit den richtigen Antworten und Relativpronomen aus!

Hinweis: Manche Relativpronomen haben eine Präposition.

Beispiel: Der VW Touran ist ein Auto, mit dem viele Deutschen fahren.

2

1

**Teacher's notes-*

Step 1: Draw students' attention to the use of the relative pronoun in the sentences below. Point out how to determine the gender and case of the relative pronoun and ask students to fill in the relative pronoun (Blank 1) in each sentence first. Doing so will help them focus on form without getting overwhelmed by the task.

Step 2: Next, ask students to fill in the answers to Blank 2 using information from the charts. Point out that car makes and models are always masculine in German (you could even discuss how certain things have a set gender associated with them in English as well, such as "she" for ships).

Figure 8 Activity Three

USA

Here are the ten bestsellers, with total sales figures for the period from January through March 2004:

1. Ford F-Series
200,661
2. Chevrolet Silverado
147,337
3. Dodge Ram
102,845
4. Toyota Camry
96,180
5. Honda Accord
83,231
6. Honda Civic
73,149
7. Chevrolet Impala
72,624
8. Ford Taurus
68,679
9. Nissan Altima
63,029
10. Ford Explorer
60,195

Deutschland

April

TOP 50 ZULASSUNGEN		
Platzierung		
'04	Modelle	April 04
1	VW Golf	20131
2	Mercedes E-Kl.	8798
3	VW Touran	8720
4	BMW 3er	8694
5	VW Passat	8509
6	Audi A4, S4	8268
7	Mercedes C-Kl.	8174
8	Opel Astra	7821
9	VW Polo	7034
10	Mercedes A-Kl.	6646

Source:

<http://www.autozeitung.de/special/zulassungen/zulassungen.php?jahr=2004&monat=4>

<-- Source:

<http://autos.msn.com/advice/article.aspx?contentid=4021893&src=windowshopping>

1. Der _____ ist das Auto, _____ in Deutschland am populärsten ist.
2 1
2. Der _____ ist das Auto, mit _____ die meisten Amerikaner fahren.
2 1

Figure 8. Continued.

USA

Principal Means of Transportation to Work

	2001
	Percent
All workers	100.0%
Automobile	87.8
Drives self	78.2
Carpool	9.7
2-person	7.5
3-person	1.4
4+ person	0.8
Public transportation ¹	4.7
Taxicab	0.1
Bicycle or motorcycle	0.7
Walks only	2.8
Other means ²	0.9
Works at home	2.8

Source:

<http://www.infoplease.com/ipa/A0908113>

Deutschland

Wege zur Arbeit im Mai 2000

Verkehrsmittel	Erwerbstätige
	Anteil in %
öffentlicher Nahverkehr	38,2
davon	
Bus	6,8
U-/S-Bahn; Straßenbahn	31,3
Eisenbahn	0,6
Pkw	46,1
davon	
Pkw-Selbstfahrer	44,4
Pkw-Mitfahrer	1,8
Motorrad; Moped; Mofa	1,1
Fahrrad	6,7
Zu Fuß	7,3
Zusammen	100

Source: <http://www.statistik->

[berlin.de/pms2000/sq07/2001/01-08-07.html](http://www.moskauer-berlin.de/pms2000/sq07/2001/01-08-07.html)

- [illegible]

**Teacher's note- Call on groups to read their answers aloud; check for accuracy grammatically and conceptually.*

Figure 8. Continued.

Part Two:

Diskutieren Sie folgende Fragen in einer Gruppe.

1. Die Umwelt (environment) ist für die Deutschen besonders wichtig. Welche Fakten bemerken Sie in den Tabellen, die das deutsche Interesse an Umweltschutz (environmental protection) reflektieren? Nennen Sie mindestens zwei Beispiele.
2. Was sind mögliche Gründe (reasons), warum die Deutschen sich für die Umwelt interessieren müssen? Denken Sie daran, wie gross oder klein das Land ist, wie viele Einwohner das Land hat, usw.
4. Glauben Sie, dass Amerikaner sich für die Umwelt so viel wie die Deutschen interessieren? Warum oder warum nicht?

**Teacher's note- Have students discuss the above questions in small groups first, then discuss answers as a class.*

Figure 8. Continued.

in a partially controlled manner. The sentences that students produce are then used as the basis of the discussion questions in Part Two. Because relative pronouns are perhaps more difficult for students to generate than some other grammatical features (Brown, 2001), it is important to include them in a controlled manner in this part of the exercise so that students are not so overwhelmed by the grammar that they lose sight of the activity's cultural aspects (Lee & VanPatten, 1995).

The second part of the activity focuses more directly on the cultural elements of the exercise. Although cultural components were introduced in Part One through the authentic materials, no real analysis was made addressing the significance of the information presented in these materials. As a result, the discussion questions in Part Two are important because they explore the Perspectives behind the Pactices introduced in Part One and thus develop students' cultural knowledge as more than just an awareness of facts.

This activity reflects the communicative approach and the National Standards, as do the first two activities presented in this chapter. For example, the exercises in Activity Three are meaningful and communicative, both of which support the communicative approach. In addition, the discussion in Part Two focuses on conveying ideas rather than grammatical form, and this emphasis on meaning is also valued by the communicative approach. Finally, because learners play a role in the outcome of the activity by expressing their ideas, the exercise further supports the communicative approach. In addition, the exercise also reflects the National Standards through its development of Communication among students, the teacher, and the materials, through its development of Comparisons between American and German transportation habits as well as attitudes

towards the environment, and through development of Cultures by analyzing and discussing the authentic materials.

Another way in which the activity also supports the communicative approach and the National Standards is by linking grammar with culture. However, the connection between grammar and culture is less explicit in this exercise than it is in the previous activity that uses the superlative. The use of relative clauses to discuss the cultural material in this activity is contrived compared to the role of the superlative in the discussion of car usage. For example, "How do you travel *the most*?" is more likely to come up in natural conversation about car travel than are the specific relative clauses used in this activity in a discussion of popular cars and modes of transportation. Nevertheless, given the complexity of relative clauses, the more controlled use of grammar in this activity is justifiable.

The use of the relative clauses in Part One provides a format for organizing students' interaction with the charts and tables. Although another grammatical structure could have been used here, relative clauses are a logical choice since they are a target structure in the chapter analyzed from *Kontakte*. This use of relative clauses to discuss the information revealed in the charts and tables of the activity is significant because it demonstrates one way in which the target grammatical structure can be used to convey meaning. By linking grammar and culture in this way, the activity supports on a small scale the integration goals of the communicative approach and the National Standards.

Activity Four

Activity Four (Figure 10) is based on an existing activity that reviews the simple past in *Deutsch: Na klar!* (Figure 9). Like many of the exercises in this textbook, the

ANALYSE

Sonderbares Erlebnis einer Reise

Bizarre

Der Baron von Münchhausen lebte im 18. Jahrhundert und hatte einige merkwürdige Abenteuer. Man nannte ihn auch den „Lügenbaron“ („lying baron“), weil man ihm seine Geschichten nicht glaubte. Lesen Sie die folgende Geschichte und identifizieren Sie alle Verben im Imperfekt. Machen Sie eine Liste von den Verben und geben Sie den Infinitiv an. Welche Verben sind stark? Welche sind schwach?

Münchhausens Reise nach Russland

Meine Reise nach Russland begann im Winter. Ich reiste zu Pferde,^{*} weil das am bequemsten war. Leider trug ich nur leichte Kleidung, und ich fror^{*} sehr. Da sah ich einen alten Mann im Schnee. Ich gab ihm meinen Reisemantel und ritt weiter. Ich konnte leider kein Dorf^{*} finden. Ich war müde und stieg vom Pferd ab.^{*} Dann band^{*} ich das Pferd an einen Baumast^{*} im Schnee und legte mich hin. Ich schlief tief und lange. Als ich am anderen Morgen aufwachte, fand ich mich mitten in einem Dorf^{*} auf dem Kirchhof.^{*} Mein Pferd war nicht da, aber ich konnte es über mir hören. Ich schaute in die Höhe^{*} und sah mein Pferd am Wetterhahn des Kirchturms^{*} hängen. Ich verstand sofort, was

horse

froze

village

stieg... got off the horse / tied

branch of a tree

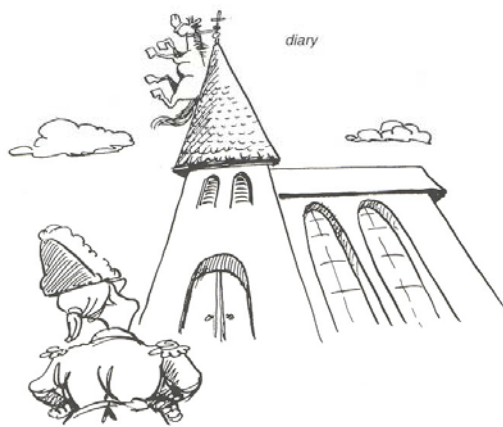
village / churchyard (cemetery)

in... up

am... on the weather-vane on top of the churchtower

snowed under
melted
gebunden... had tied
shot / halter
damage

passiert war. Das Dorf war in der Nacht zugeschneit^{*} gewesen. In der Sonne war der Schnee geschmolzen.^{*} Der Baumast, an den ich mein Pferd gebunden hatte,^{*} war in Wirklichkeit die Spitze des Kirchturms gewesen. Nun nahm ich meine Pistole und schoss^{*} nach dem Halfter.^{*} Mein Pferd landete ohne Schaden^{*} neben mir. Dann reiste ich weiter.



Übung 17. The six changes are 1. Er reiste mit Pferd und Wagen. Richtig: Er reiste zu

Übung 16 Aus Münchhausens Tagebuch^{*}

Ergänzen Sie die Verben im Imperfekt.

Ich _____¹ (beginnen) meine Reise nach Russland im Winter. Ich _____² (reisen) zu Pferde, weil das am bequemsten _____³ (sein). Leider _____⁴ (frieren) ich sehr, weil ich nur leichte Kleidung _____⁵ (tragen). Plötzlich _____⁶ (sehen) ich einen alten Mann im Schnee. Ich _____⁷ (geben) ihm meinen Mantel und _____⁸ (reiten) weiter. Bald war ich müde und _____⁹ vom Pferd _____¹⁰ (absteigen). Ich _____¹¹ (binden) das Pferd an einen Baumast im Schnee. Dann _____¹² ich mich _____¹³ (hinlegen) und _____¹⁴ (einschlafen). Als ich am anderen Morgen _____¹⁵ (aufwachen), _____¹⁶ (finden) ich mich mitten in einem Dorf. Ich _____¹⁷ (wissen) zuerst nicht, wo mein Pferd war. Ich _____¹⁸ (kennen) keinen Menschen in diesem Dorf.

Source: Di Donato et al., 2004

Figure 9 "Analyse," p. 311-312 in *Deutsch: Na klar!*

Part One:

Karl Friedrich Hieronymus, Baron von Münchhausen, *lebte* im 18. Jahrhundert. Er *war* ein Deutscher, der in der russischen Armee *kämpfte* und viele übertriebene (exaggerated) Geschichten von dieser Zeit *erzählte*. 1785 *veröffentlichte* (published) ein Freund des Barons diese Geschichten in einem Buch auf Englisch, das *The Surprising Adventures of Baron Münchhausen* hieß. Das Buch wurde sehr populär, und wurde 1786 ins Deutsche übersetzt. In dem Buch fliegt der Baron auf Kanonenkugeln (cannonballs), fährt zum Mond, und schwimmt im Ozean. Dieses Buch ist heute auf 123 Sprachen bekannt und wurde mehrmals verfilmt.

Diskussion:

1. Kennen Sie andere übertriebene oder unrealistische Reisegeschichten?
Kreuzen Sie an.

- | | |
|--|---|
| ☐ <i>Robinson Crusoe</i> | ☐ <i>Star Trek</i> |
| ☐ <i>Gulliver's Travels</i> | ☐ <i>Star Wars</i> |
| ☐ <i>Don Quixote</i> | ☐ <i>Finding Nemo</i> |
| ☐ <i>Journey to the Center
of the Earth</i> | ☐ <i>Lord of the Rings</i> |
| | ☐ _____ |

2. Was passiert in diesen Geschichten?
3. Was denken Sie, warum solche Geschichten interessant sind? Warum sind sie wichtig?

Figure 10 Modified version of “Analyse“

Part Two:

Lesen Sie die folgende Geschichte und identifizieren Sie alle Verben im Imperfekt. Machen Sie eine Liste von den Verben und geben Sie den Infinitiv an. Welche Verben sind stark? Welche sind schwach?

Münchhausens Reise nach Russland

Meine Reise nach Russland begann im Winter. Ich reiste zu Pferde (horse), weil das am bequemsten war. Leider trug ich nur leichte Kleidung, und ich fror (froze) sehr. Da sah ich einen alten Mann im Schnee. Ich gab ihm meinen Reisemantel und ritt weiter. Ich konnte leider kein Dorf (village) finden. Ich war müde und stieg vom Pferd ab (got off the horse). Dann band (tied) ich das Pferd an einen Baumast (branch of a tree) im Schnee und legte mich hin. Ich schlief tief und lange. Als ich am anderen Morgen aufwachte, fand ich mich mitten in einem Dorf auf dem Kirchhof (churchyard). Mein Pferd war nicht da, aber ich konnte es über mir hören. Ich schaute in die Höhe (up) und sah mein Pferd am Wetterhahn des Kirchturms (the weathervane of the churchtower) hängen. Ich verstand sofort, was passiert war. Das Dorf war in der Nacht zugeschneit (snowed under) gewesen. In der Sonne war der Schnee geschmolzen (melted). Der Baumast, an den ich mein Pferd gebunden hatte (had tied), war in Wirklichkeit die Spitze des Kirchturms gewesen. Nun nahm ich meine Pistole und schoss (shot) nach dem Halfter (halter). Mein Pferd landete ohne Schaden (damage) neben mir. Dann reiste ich weiter.

Source: Di Donato et al., 2004

**Teacher's note- Discuss students' lists, perhaps by writing the verbs they found under two categories on the blackboard (strong and weak). Check to make sure students have grouped verbs properly and discuss the differences between strong and weak verbs.*

Figure 10. Continued.

Ergänzen Sie die Verben im Imperfekt.

Ich _____ (beginnen) meine Reise nach Russland im Winter. Ich _____ (reisen) zu Pferde, weil das am bequemsten _____ (sein). Leider _____ (frieren) ich sehr, weil ich nur leichte Kleidung _____ (tragen). Plötzlich _____ (sehen) ich einen alten Mann im Schnee. Ich _____ (geben) ihm meinen Mantel und _____ (reiten) weiter. Bald war ich müde und _____ vom Pferd _____ (absteigen). Ich _____ (binden) das Pferd an einen Baumast im Schnee. Dann _____ ich mich _____ (hinlegen) und _____ (einschlafen). Als ich am anderen Morgen _____ (aufwachen), _____ (finden) ich mich mitten in einem Dorf. Ich _____ (wissen) zuerst nicht, wo mein Pferd war. Ich _____ (kennen) keinen Menschen in diesem Dorf.

Source: Di Donato et al., 2004

**Teacher's note- Have students read complete story aloud and check for accuracy and comprehension.*

Part Three:

1. Machen Sie eine Liste von den Aspekten in dieser Geschichte, die unglaublich sind.
2. Haben Sie selbst eine interessante Reisegeschichte? Was ist passiert? Wie könnten Sie diese Geschichte übertreiben, wie der Baron von Münchhausen das mit seiner Geschichte gemacht hat?
3. Schreiben Sie selbst eine "Baron von Münchhausen" Geschichte im Imperfekt. Ihre Geschichte sollte mindestens 5 übertriebene Elemente haben.

**Teacher's note- Discuss students' answers to Question 1 before they proceed with the rest of the exercise. What effect do these elements have on the story? What do these elements have in common? After students have written their own stories, have groups read the stories aloud or act them out and ask other groups to identify the exaggerated elements.*

Figure 10. Continued.

original activity has a cultural Product as its backdrop (one of the stories of the Baron von Münchhausen) but does not develop students' understanding of the significance and value of this cultural component. As a result, the modified activity features a more detailed introduction to the text and discussion questions that enhance students' understanding of Practices and Perspectives reflected in the story. The grammatical elements of the exercise remain the same, although an additional section at the end of the activity has been added to practice the simple past in a more communicative context.

Part One of the redesigned activity introduces students to the Baron von Münchhausen and the popularity of his stories. The introduction uses the simple past tense for recognition, which maintains a grammatical aspect to this part of the activity. In addition, the new introduction provides a more detailed background to the story than the original so that students are better prepared to discuss the story's significance, and the discussion questions that follow ask students to compare the Baron's story to other exaggerated stories with which they are familiar to further help them understand the cultural importance of the story. By enhancing students' understanding of the cultural value of this text, the new introduction and the discussion questions in Part One develop cultural elements that were missing from the original activity (other than the continuing presence of an authentic text).

Part Two of this activity remains the same as in the original exercise. It has a strictly grammatical focus that engages students with the simple past of verbs through two mechanical activities. These exercises are designed to strengthen students' familiarity with the strong and weak forms of these verbs so that they are better able to use them successfully in the more open-ended exercise in the last section. Although this

part of the activity continues to use the cultural Product of the Baron von Münchhausen's story as its foundation, it does not further develop students' understanding of the story beyond the events of the story itself.

The final section of the activity, Part Three, continues to emphasize the grammatical elements of this exercise. Students practice the simple past tense of verbs again in this section but do so in a communicative rather than mechanical context by using the simple past to tell their own “Baron von Münchhausen” stories. Since students have practiced the simple past in a controlled manner in the previous section, they are more prepared to use the simple past successfully in this more open-ended exercise (Brown, 2001).

In addition to practicing the target grammatical structure in a communicative context in Part Three, students are also analyzing the elements that make the original story exaggerated as they construct their own stories. In order to adapt these exaggerated elements to fit their own travel stories, students must consider the Perspectives that influence the use of such elements and what these elements contribute to the story. Although this development of Perspectives is less explicit than its development in other activities through direct discussion questions, it does nevertheless establish a deeper cultural connection than is found in the original version of this exercise.

In general, like the other activities in this chapter, Activity Four reflects both the communicative approach and the National Standards. The communicative approach is developed through the communicative components of the activity. Parts One and Three, for example, both focus on expressing ideas and opinions in a realistic context such as what students know about exaggerated travel stories and what kind of travel stories they

themselves have. In addition, these activities are learner-centered since students play a direct role in shaping these discussions. The National Standards are developed through the exercise's support of 1) Communication between students, the teacher, and the story, 2) Comparisons between this story and similar stories in the students' own culture and own lives, 3) Cultures through the development of familiarity with the Baron von Münchhausen Product as well as the Perspectives behind this story, and 4) Connections to a literary work students might not otherwise have access to.

In addition to supporting the individual content goals of the communicative approach and the National Standards, the exercise also links grammar and culture as these approaches also recommend. In the first part of the exercise, students' understanding of the simple past (grammar) allows them to understand the Baron von Münchhausen story (culture). Although this use of grammar merely exposes students to a cultural Product, the simple past is then used to connect students to the Pactices and Perspectives behind this Product by enabling them to understand the information presented in the introduction and to analyze it in the discussion that follows. In the third part of the activity, students' use of the simple past allows them to tell their own stories and thus further develop their understanding of the Perspectives behind the Baron von Münchhausen story. At the same time, the Baron von Münchhausen story provides a realistic and meaningful context for practicing the simple past.

This use of grammar and culture is perhaps the strongest example of successful integration between these elements in this chapter. In this activity, students' understanding of the simple past provides them direct access to the literature of the target culture. At the same time, their understanding of this culture and its story-telling values

allows them to make up their own similar stories and to truly communicate in the target language. This ability to communicate successfully, which is fostered by a balanced understanding of the grammatical and cultural elements that influence the communication of a story in the target language, is an excellent example of the integrated language ability promoted by the communicative approach and the National Standards.

CONCLUSION

The exercises in the third chapter demonstrate that it is possible to integrate grammar and culture successfully. The opportunity to do so exists not just with new materials, but also by adding to or adapting the existing materials found in these two textbooks. This fact is significant since it suggests that existing textbooks such as *Deutsch: Na klar!* and *Kontakte*, which already reflect many elements of the communicative approach and the National Standards successfully, would not have to start over completely in order to accommodate the integration goals promoted by these approaches. At the same time, new materials continue to provide a rich resource for accomplishing these goals as well.

The exercises in this chapter provide some guidance on specifically how the integration goals of the communicative approach and the National Standards can be better accomplished using both new and existing materials. Although these exercises are successful in a number of ways, they still have some shortcomings. One such shortcoming is the fact that grammar and culture are not always explicitly linked within a single activity. Most of the exercises presented in this chapter have multiple parts, and each part usually focuses primarily on either a grammatical or cultural aspect of the activity, but not directly on both. Although a cultural element may provide the background for a grammatical activity and grammar may indirectly aid students' understanding of a cultural component, most of these exercises do not fully develop students' use of new grammar along with their full understanding of the cultural component in a single part.

Such separation is justified, however, by the fact that it is difficult for students at this level to focus their attention on multiple new elements at once (Lee & VanPatten, 1995). As a result, separating the grammatical and cultural components within each activity is practical. However, the exercises still achieve integration by then adding cultural knowledge developed separately in one section to grammatical knowledge fostered in another section. Combining the two in subsequent activities demonstrates how the two fit together after students have grasped each element individually.

Another potential shortcoming of the exercises in this chapter is the fact that culture takes up equal and sometimes even greater classroom time than grammar in these activities. By expanding the treatment of culture beyond just cultural Products, substantially more classroom time is devoted to cultural elements in these activities. Although both the communicative approach and the National Standards stress that grammar is not the sole focus of FL learning (Johnson, 1999, *Standards for Foreign Language Education*, 1996), it is nevertheless an important aspect at this beginning level. As a result, it might be beneficial to incorporate more grammatical components along with each set of cultural materials to better balance the amount of time devoted to grammar and culture in these activities.

Despite the potential shortcomings discussed above, the benefits of integration as demonstrated through these exercises are clear. As the communicative approach emphasizes, students must command the grammatical features of a language in order to communicate ideas and information meaningfully in the target language (Johnson, 1999). However, knowledge of grammatical features alone is insufficient for successful communication; students must also have knowledge of the target culture that allows them

to communicate ideas and information *effectively* based on the expectations of interlocutors in the target language (Cook, 1999).

Likewise, the National Standards recognize grammar as part of the larger Communication goal as a means for students to express themselves and to understand others (*Standards for Foreign Language Learning*, 1996). However, knowledge of Cultures is also necessary alongside this grammatical knowledge in order for students to know "what to do when and where" (*Standards for Foreign Language Learning*, 1996, Cultures section, para. 1) with the grammatical knowledge that they have acquired and thus be able to use it effectively to communicate.

The end goal of integrating grammatical and cultural elements under both of these approaches is successful communication, which is a worthy pursuit. However, despite the value of achieving it, integration still remains relatively rare in the classroom (Johnson, 1999; *Standards for Foreign Language Learning*, 1996). One contributing factor, as mentioned in the last chapter, is the lack of materials that successfully integrate grammar and culture (Wesche & Skehan, 2002). As the shortcomings of the two textbooks analyzed in this paper demonstrate, even those that claim to support the communicative approach and the National Standards do not always integrate grammar and culture consistently. This problem is compounded by the fact that some teachers continue not to view culture as an equally necessary component of FL learning (Lange, 1999).

This paper suggests that at least the lack of materials reflecting the communicative approach's and the National Standards' integration goals can be overcome, and the activities in Chapter Three illustrate how. The exercises in this

chapter combine grammatical and cultural elements and demonstrate an interconnectedness between the two that the communicative approach and the National Standards both promote. Such integration develops students' understanding of how the multiple facets of a language fit together into an ability to communicate meaningfully in the target language, and this is a primary goal of FL learning today (*Standards for Foreign Language Learning*, 1996). Nevertheless, although much progress has been made in the direction of achieving this goal, much progress remains to be made.

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APPENDIX

APPENDIX

Standards for Foreign Language Learning

CONNECTIONS

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMMUNICATION

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

COMPARISONS

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

CULTURES

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

COMMUNITIES

Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Source: www.actfl.org

VITA

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