

Methodical-didactic approach to intercultural civilization in German lesson

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Abstract

While decades ago people still talked about factual regional studies and civilization, today everything revolves around cultural learning.

Information about culture and civilization has always been an integrated part of foreign language learning. In the last decades, several theoretical approaches related to that aspect have been developed, for example the cognitive, communicative or intercultural approach. In books and teaching materials, the notion of culture and civilization is mostly associated with the notion of language, but recently, it has become a priority in the intercultural aspect. Looking more closely at the traditional concept of civilization as a way of transmitting knowledge based on facts about the target culture, it can be said that there are new views on intercultural learning of civilization, which are included in intercultural learning. In the following article, it is intended to provide a didactic approach regarding the transmission of civilization in the learning of the German language, moving from a theoretical level to reflection with concrete practical proposals. While the first part of the article is devoted to the theoretical aspect, the second part presents examples of exercises related to the methodical-didactic approach to teaching. At the same time, relevant opinions and recommendations are given for the implementation of these exercises.

Keywords: methods, didactic, practical proposals, German language, culture, civilization

INTRODUCTION

Civilization and intercultural learning are currently two very closely related concepts (Biechele and Padrós, 2003). In recent years, an ever-increasing involvement of intercultural learning in the concepts of civilization has been noticed. *“The discussion about the concepts of interculturality is newer in time, while the one about knowledge about civilization in learning German as a foreign language is as early as modern foreign language learning itself”* (Casper-Hehne, 2008). But according to Röttger (2004) it is still not clear whether the concept of civilization should be equated with

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Relevant publications:

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intercultural learning, since for many authors there are differences between these concepts. For them, civilization means gaining knowledge based on facts and gaining information about foreign culture. The importance of intercultural learning begins precisely from discussions on the role of civilization in foreign language learning. However, I think that knowledge of civilization is not exactly the same as intercultural learning. This is because the inclusion of knowledge about civilization in intercultural learning has to do with the fact that the emotional aspects of communication between members of different cultures have always been at the center of didactic research.

In contrast to civilization, intercultural learning is about a mutual connection between two or more people. Another reason why intercultural learning transcends the concept of civilization is the fact that intercultural learning also involves the acquisition of intercultural communicative competences. It can be said that these skills in contact with foreign culture help in the development of perception and sensitivity to these cultures (Biechele and Padrós, 2003). However, it remains debatable how these concepts are presented in the field of intercultural education and what models of intercultural learning exist. Modern foreign language learning programs aim for the learner of a foreign language not only to deal with the structure of the language, but also with the cultural features of the countries of the language they learn, because foreign language learning should promote tolerance and understanding between people with different linguistic and cultural backgrounds. Since the mid-70s, a lot of attention has been paid to civility in teaching German as a foreign language in Germany. In the didactics of foreign languages, the opinion was spread that language and culture are inseparable and that teaching a foreign language also means passing on knowledge about other cultures. For these reasons, the books and methods of the 70s contained a lot of information about the country and civilization of the target language, but not necessarily specific information and data about the foreign culture. After the "return to the concepts of communication and pragmatics" in the 80s and the importance of intercultural learning, it was deemed necessary to re-examine once again the functions and role of civilization and information about this concept. New notions such as "intercultural civilization" and others related to it such as "intercultural learning of foreign languages" or "intercultural competence" etc., best testify to this development. Should "intercultural civilization" be approached in foreign language learning? If so, how should this be implemented? These issues are seen today as one of the most important research tasks in foreign language learning. In the didactics of modern foreign languages, the definitions of "civilization" occupy a wide place. Schmied (1980) defines the notion of "civilization" as "the totality of cultural, social, economic and historical events" of a country". While Buttjes (1980) defines civilization as "all references to societies whose language is taught in foreign language learning". Civilization summarizes all information related to a certain country and its population, the entire spectrum of social aspects, all forms of thinking and acting of a people in the historical context of the present. Since the areas of life in a society are constantly changing, then the objectives of civilization are not stable. Traditionally, civilization has been partially understood as a summary of factual knowledge. Therefore, "intercultural civilization" focuses on the development of awareness, certain attitudes and judgments, on the development of the ability to tolerate foreign culture, which must be related to the language competence and the ability to act of pupils or students (Tapan, 2000). The ability to master intercultural competence arises and is created, among other things, from the understanding of the foreign, that is, through dealing with the difficulties that

occur during the efforts to understand the members of other cultures. Therefore, the topics of intercultural civilization should be addressed in the lesson (House, 1996). However, it must be said that at the center of civic intercultural learning lies the development of skills based on the treatment of typical topics and the provision of concrete examples. This does not mean that traditional core subjects such as geography and history are excluded from civilization. On the contrary, they should contribute and help to understand the foreign culture and be current. At the same time, the teaching of intercultural civilization should include not only data and facts or linguistic phenomena, but also elements of non-verbal communication (such as the language of gestures, humor) or other aspects of verbal communication. Intercultural civilization is a very important component of language learning and should contain as much as possible the requirement to refer to several nations and have a regional character, i.e. instead of "German citizenship" talk about "civilization of German-speaking countries"; to refer to the present, the dynamics of contemporary history; originality of resources; expanding topics, student activation as well as mediating and conveying culture.

After we mentioned above important aspects of intercultural civilization and the connection that the notions "civilization" and "intercultural" have between them, we can briefly and succinctly say the differences between civilization and intercultural learning. The notion "Civilization" ("Landeskunde" in German), on the one hand, means knowing the countries, since we cannot have a process of learning and teaching a foreign language without also knowing the reality of the life of the country and the culture of the target language. Based on this, the inclusion of geographical information about cities, regions, centers in the methods (books) of learning foreign languages began. Then they began to be illustrated with photos, sketches or specific texts that dealt with the topics of civilization. On the other hand, this notion is also related to the comparison of phenomena. What does this mean? In order for the notion and meaning of civilization not to be limited only to information on the target language and culture countries, it was important to make comparisons of different phenomena not only at the national level, but also at the regional and cross-border level. Intercultural learning is mainly related to two aspects: reflection on the native culture and the development of tolerance. First, intercultural learning refers not only to other cultures, but mainly to the native culture as well. This is related to the development of the individual's personality, his affiliation and inclusion or integration in the foreign culture. Therefore, it works very well the principle of questions "Where do I come from?" and "Where do I want to go?". Second, tolerance and respect for other cultures must be developed. Important and necessary in this case is the effort of each individual to recognize and accept the history, development and necessities of each culture, even in those cases when the customs of the native culture conflict with those of the other culture. The goal is to accept each other's cultures as equal.

METHODICAL AND DIDACTIC APPROACH: EXERCISE PROPOSALS

In the intercultural learning of civilization, students must face the reality of the culture of the language they learn, in our case with German, Austrian, Swiss culture, but also have contact with people of this culture, specifically with Germans, Austrians, Swiss. To know how they live, what is more important to them, where they behave differently, that is, not the way they are used to behave and live normally. The essence of the intercultural approach of civilization is the withdrawal from one's own perspective and

the discovery of the other, the foreign, the different. Thus, for example, students must understand very well that the literal translation of the name of a concept or the word of a certain language usually does not match or does not find the corresponding word in the mother tongue. They should be aware from the first lesson that the acquisition of specific cultural knowledge and the learning of foreign languages are inseparable processes. Another way of conveying civilization in intercultural learning is the teaching methods (books). We know that textbooks play a fundamental role in learning a foreign language, specifically the German language, for both students and teachers. Regarding the treatment of grammar and pronunciation of words, the teacher finds it difficult not to dwell on the textbook by using it regularly. It is quite different in intercultural civilization. The book or teaching method should primarily be an inspiration for teachers. Why do we say this? A teacher of German or any other foreign language cannot rely on and use only the textbook as a method for the transmission of intercultural civilization, since not every textbook used for teaching a foreign language can contain elements of intercultural civilization. The same opinion is shared by Neuner, Krueger and Gerwer (1996) when they emphasize that “Often the best and only way to organize the learning of the German language in a more interesting way is to leave the textbook aside”. Thus, the teacher can and should rely on other sources for finding and using additional materials. For this reason, we would like to give below some suggestions and ideas on how intercultural civilization can be given and mediated in the most interesting way by the teachers and at the same time be as motivating as possible for the students. A good part of these materials has also been used during our personal experience in teaching German as a foreign language or with students in the subject of text typology and practical language¹.

The first proposal: The teacher chooses a topic (e.g. famous personalities, German cities, etc.) that the students like and lets them work on the topic. So, for example, if we are going to deal with the figure of one of the most famous Austrian authors, Stefan Zweig, we can prepare for the students an exercise sheet with questions about him:

- When and where was Stefan Zweig born?
- How did it happen and what was the reason for his death?
- In which country has he lived the longest?
- Zweig traveled a lot. What were the places he visited the most?
- Name three of his most popular novels.

Such an exercise can be carried out either through informational texts (students first read the text and then answer the questions), or through internet searches. The students are given the official source where they will look for the information and then they complete the question sheet and finally discuss in class. Of course, an unlimited number of questions can be formulated, but we share the opinion that a few would be enough, since the large number of questions would not motivate the pupils and students.

The second proposal: The teacher distributes to the students a list of geographical names and a sheet with a dumb map of a German-speaking country (e.g. Germany, Switzerland, Austria). With the help of the internet, students can find these places and mark the geographical position on the dumb map. As an example, five countries that are quite well known can be suggested:

- Bodensee (common name of the lake)

- die Alpen (Alps)
- Brandenburger Tor (Brandenburg Gate)
- Heidelberg
- Unter den Linden
- Zugspitze (highest peak in Bavaria)

Through this exercise, you can let the students guess a little, asking them if the names mentioned above refer to the notions of city, lake, mountain range, island, river, etc. The results can then be discussed in groups or in class. Such an exercise gives pupils or students an overview of the geography of Germany or any other country. The first year students of the German language, who also study the subject of the geography of Germany and its states, known as Bundesland/Bundesländer, are also working with such materials.

The third proposal: Students can take on the task of finding on the internet official holidays (names of holidays, dates where they are celebrated, maybe also the translation into Albanian) in Germany. They can then compare and discuss which of these holidays are also celebrated in their country. So, in other words, to find commonalities and differences between the two countries, putting the approach of cultures as the basis of teaching.

The fourth proposition: "virtual shopping" is a very fun exercise. The students receive the task with the requirement that they have to furnish their new apartment in Berlin. They have, for example, two thousand euros at their disposal. On the Internet they have to search and "visit" German shops or shopping centers (if they are beginners, different addresses can be given in advance by the teacher, so that they find the search as simple as possible) and prepare a list with the products they bought and where they bought them. Finally, questions such as:

- How many pieces of furniture did you buy?
- Was the money enough?
- How much money would be enough or needed to furnish your apartment in Berlin according to your wishes?

In this way, students can get an idea of what prices are like in Germany. After that they can take as homework the same task, but for the Albanian reality. This enables them to compare the two countries, again bearing in mind the approach of cultures. The comparison can be further expanded in the form of discussion and with the inclusion of other countries based on the knowledge the students have.

All the exercises mentioned above are based on internet research. So, if they will take place in the classroom, the latter must have the necessary conditions (laptop, computer, internet). Such exercises (based on personal experience and discussions with colleagues) are very pleasant, motivating, but at the same time clarifying and instructive. In addition, students learn to work independently. In the case when such exercises take place in groups, students learn to cooperate together and simultaneously help each other. Students also get new information, can compare cultures and have fun learning.

However, the Internet in learning or teaching the German language, as well as other foreign languages, should not be used only for searching for information.

Exercises can be found on official websites and resources on the Internet, which deepen students' knowledge of intercultural civilization and are therefore very attractive.

The fifth proposal: On the website of one of the most popular publishing houses 'Hueber', students can expand their knowledge of German and learn more about the culture of German-speaking countries. The texts and exercises presented there can be read and worked on individually and independently by students, but can also be used by teachers as additional material for the lesson, with the aim of mediating intercultural civilization.

The internet is a very important information tool and every teacher should be familiar with it. He can use it for his preparations, that is, find in the official sources' texts, different topics, games, or crosswords. Also, the teacher can use the internet to find different didactic texts with relevant questions, which deal with topics of intercultural civilization. Such texts can also be obtained in printed form and distributed to pupils or students and worked on in class, as not always and everything can only be worked on the Internet. It is important that the texts are chosen in such a way that they are of interest to students. Such exercises have a common goal, although they are of different forms and natures. By means of these exercises, it is intended to bring the way of life, culture, geography to students as close as possible and as simply as possible. However, it should be noted that students generally work willingly with such exercises in the form of tests and quizzes, it is understood in the case that the latter are not graded. Such exercises provide an excellent method in the learning process, as students develop them with pleasure, making the information conveyed by these exercises remain longer in the students' memory. Many of these types of exercises and assignments can be found online, but a good number of teaching methods offer something similar in the textbook or teacher's book.

The sixth proposal: a test prepared in the form of a quiz (see appendix A)² consisting of questions in the fields of politics, geography, general questions and about the states of Germany. For each question there are three answers, one of which the students choose as the correct answer. Such an exercise can also take place online giving students the opportunity to self-correct and then correct their mistakes. However, such exercises can be done very well in the classroom, giving students the opportunity to work in pairs or in small groups to complete the printed sheets with the questions and choose the correct answer. The correction can then be done in the classroom with the help of the teacher. From experience, it can be noted that students not only expand their knowledge through these exercises, but also work on them with desire and motivation. Of course, the quiz questions can be chosen or changed by the teacher depending on the topic of civilization and the knowledge of the students. So, for example, about the topic: "Languages of this world"³ addressed in a lesson, students can be assigned the task in groups to do research in the library or in the internet. Each group must prepare a quiz with five questions (each question with three answers, one of which is correct) for the other groups. One point is given for each correct answer. The group with the highest number of correct answers is the winner. Below are some of the questions that can help you students:

Quiz: Group A

1. How many people speak Norwegian as their mother tongue?
 - a) 5 million

- b) 6 million
- c) 7 million
- 2. How many dialects are spoken in Germany/England...?
- 3. Where is German/French/English... spoken as an official language?
- 4. What are the official languages in Switzerland/...?

Another model exercise in the form of a quiz with questions and answers can be based only on the cities of Germany. This exercise (see appendix B) is simpler and refers to easier language levels. Students must answer in which city is located which of the given tourist sites. This type of exercise can increase students' motivation, as there can be a small reward at the end if, 80 percent of the answers to the questions are correct.

Such exercises in the form of tests with questions and answers do not necessarily have to be obtained ready-made only from the internet. The teacher can also use other books or teaching methods that deal with the topics of civilization or he can create his own, as was the case mentioned above. Such self-created exercises meet better all the conditions, as teachers thus focus on the actual topic and on the interests and abilities of the students. Completing and solving such exercises can be done in the form of group work and can be organized in the form of a competition. As mentioned above, such exercises can deal with different areas of intercultural civilization, such as geographical, historical, cultural facts from German-speaking countries, but should also include everyday life. Below will be presented an exercise model in the form of questions and answers taken from the textbook "Orientierungskurs". At the end of the book, the correct answers are given, which can then be discussed in class.

The seventh proposition: in the proposed exercise (see appendix C)⁴ questions are given regarding holidays and working hours. For each question, four answers are given, of which only one is correct. Through this exercise, students can learn many interesting things. At the end they are asked to discuss the differences between Germany and their country. This exercise expands students' knowledge about working hours in Germany, as well as communicative competence in the background of the approach of cultures:

- How is the situation in the countries you come from?
- How many hours do people work there?
- How many official days off are there?
- When is the lunch break?
- What does being punctual and not punctual mean there?
- Are there differences with Germany? If so, what are they? How do you explain these differences?

Such questions, which come at the end of this exercise, show very clearly not only the approach and comparison between cultures, but also promote the students' communication skills. It should be clarified that such exercises cannot be carried out at initial levels, since language knowledge is still scarce. It is recommended that such exercises take place in classes with language level A2 and above according to the Common European Framework of Reference for Languages.

In teaching intercultural civilization, the teacher must use different sources, one of which is the newspaper. However, care must be taken in the selection of articles, since in classes with a weaker language level or in the younger age groups, difficult articles from the language of the specialty cannot be chosen. Short and simple texts can

be found in the newspaper, which are often illustrated with some graphics. We will present below proposals of two other exercises, taken from newspaper texts, which are suitable for younger age groups.

The eighth proposal: television programs. A very interesting "document" in terms of the topics of intercultural civilization and which can be found in any newspaper is the television program⁵. "Television dominates the everyday life of most people, and even the program can tell us a lot about this everyday" (Sölch, 1995). Since television plays an important role nowadays for students, students and young people in general, then it should be used for educational purposes.

a) Television programs can be worked in different ways. In this way, teachers can motivate and encourage their students very well towards the communication process. A variety of questions can be discussed:

- Which television stations; German programs you know?
- Do you watch German programs, shows?
- Do you or any of your family members or relatives have satellite programs installed?
- Do you know German movies? If so, what have you seen of them?
- Are there German films, series, or programs that are also shown on Albanian television?

Through this comparison and through this approach, students can better distinguish the differences. Teachers can prepare an exercise sheet in advance with questions to be answered. So, for example, if the topic of "Television" will be covered in the lesson, a television program from a newspaper (but it can also be found on the Internet) can be taken as an input and, in parallel, a sheet of questions prepared by the teacher as e.g.:

- How many television stations are there?
- When does the show "..." start and end?
- What children's shows are there?
- What series are there and where are they borrowed from?
- In which stations can children's programs be seen?

For such exercises related to TV programs and stations, the social form of group work is very suitable. Divided into groups, students have the opportunity to discuss, communicate and get as much information as possible.

b) Students divided into groups can be given a task in advance to find and collect news from different German TV stations. The groups can then discuss in class:

- Who has found and collected more news;
- If they are really news;
- Which television stations give more news;
- If there is any television station, which has an informative character in providing only news and not any other show or program.

Thus, the lesson takes on a communicative character, making it possible at the end to compare it with the situation in the country of origin, specifically in Albania.

c) Another task can be to search for information about the favorite shows for the students. The latter should note their favorite program, the TV station where it appears, the time and any small notes related to the show. Then they discuss in class about the shows and why they decided on them. So, they are again "forced" to communicate.

The ninth proposal: weather forecasting, another very interesting topic, which is not difficult for students. This topic can be worked on very well, as a graphic representation of a map is always given along with a short text. On the one hand, students learn new words, which are related to the topic of "weather", and on the other hand, they learn something about the geography of German-speaking countries, as well as their climate, comparing it with Albania at the end.

a) some ideas of working with the help of a weather forecast map can be:

- name the relevant states and capitals on the weather forecast map;
- some cities can add students themselves;
- to describe the weather in certain countries and countries by means of the given linguistic means;
- an open lesson can be planned, i.e. as a trip depending on the weather conditions that may be.

b) the teacher can provide many weathers forecast maps and students discuss in class in pairs about the state of the atmospheric conditions. In this way, they better communicate and acquire the typical language habits related to the topic. It is very important that the students in this case can make comparisons with their country, in this particular case with Albania.

The tenth proposal: Role play

One of the role-playing games, which focuses on intercultural civilization, is the "City Guide". This type of exercise requires preliminary preparation on the part of the students. One of the students or more must collect the necessary information about a city in Germany, Austria, Switzerland. In addition, he can also find photographs, figures, paintings of touristic places, which can then be attached or hung in the classroom. In the lesson, he presents the city he has chosen, while the other students play the role of tourists and visitors. The student who has the role of a guide starts to tell about the selected city, while the others listen and can ask different questions about the city. In this way, the knowledge about different countries and cities is expanded, and communication skills are developed. Undoubtedly, such exercises can be developed with other topics, which leave room for the transmission of intercultural civilization.

The eleventh proposition: work on projects

A very good way and method for conveying the topics of intercultural civilization is also working on projects. Since the benefits of working on projects are many, they should be more part of books and teaching methods. Below we will present three examples of these projects, quite suitable for the purposes of this paper. Such projects have been used by me in German as a foreign language classes with adult age groups at the Goethe German Center. For this reason, Germany is always taken as an example, but they can be used as ideas for other countries as well.

a) The proposed project is called "Trip to Berlin". The city can actually be chosen completely randomly or at will. In this particular case, the subject of the lesson was "Berlin" and this conditioned the selection. The preparation of this project poses many requirements. Students must plan and prepare a trip to Berlin on their own. The most ideal case would be if the intended trip actually took place. Through an intensive examination of the capital of Germany, Berlin, students have the opportunity to get to

know and better understand the daily life, history, and culture of this city. As the students decide for themselves what they will see and visit in Berlin, this stimulates and awakens their motivation and interest. This project can be developed in the form of group work (the class can be divided into two groups depending on the number of students), where each group has different tasks. Students can use the Internet, leaflets, magazines, newspapers, etc. to collect materials. Some of the materials can also be provided with the help of teachers. One of the groups is responsible for the trip. Students should find the cheapest option to travel and look for information on travel times and durations, prices, discounts and booking options. The other group has to determine which touristic monuments can be visited in Berlin. This group should also get information about the opening times and entrance prices, then they should prepare together an interesting program with the relevant schedules. They can then present this project to the class. In the event that this trip is actually realized, then the students can create the idea that their preparation was sufficient and if there is room for improvement.

b) Another project can be carried out in the lesson with the name "Cities in Germany". Even in this case, the name of another country can be chosen. Such a project may take about four 45-minute class hours. Before starting work, a few things should be clarified first. It should also be clarified what this project looks like in the end or at least show some examples:

- First it must be in the form of a poster, the work is done in groups.
- All details must be explained: the purpose of the project, the duration, etc.
- Students should look for and bring with them next time everything possible about Germany, such as newspapers, magazines, postcards, leaflets, photo books, etc.
- At this time, as an introduction to the subject of the lesson, a conversation should be held with the students, about what they know about Germany. The teacher should take the map of Germany with him and can ask questions such as:
 - Where is Germany located?
 - Which countries does it border with?
 - Have you ever been to Germany? (Which of her countries have you visited?)
 - How big is Germany?
 - How many people live in Germany?
 - How many states (Bundesland) are there in Germany? What are they? What is the capital city?
 - What are the main rivers in Germany?
 - What is the name of the highest mountain in Germany?
 - What currency is used in Germany?
 - Mention some of the most famous and famous people in Germany (actors, athletes, politicians, musicians, etc.).
 - Do you have acquaintances or relatives in Germany?

All information should be summarized on one large sheet in the form of a poster. One of the students can draw the flag of Germany, someone else can paint a map of Germany distinguishing its countries, while others can summarize the main information (population, size, capital, etc.) and so on. In the same way, you can also work on the

countries of Germany. After that, the students collect the appropriate information for the country they have chosen and summarize the main information, which they paste on the big poster. The last hour of the lesson is devoted to the presentation of the project. Each group presents the city and the information found, while the other listening groups must also evaluate the other presentations. The poster, equipped with the information of the respective cities, is placed somewhere in the classroom environment. In this way, the students have the feeling that they have done something important. Finally, the groups can discuss among themselves how the project went, what could be done better, what was difficult or whether this project brought them satisfaction or not, etc.

Very appropriate and quite ideal for learning intercultural civilization would be not only the collection of information and data, but something that is experienced and remembered for a long time. The culture of German-speaking countries, specifically, cannot be conveyed to students only by teachers, books or other sources of information, but can be experienced in the German class. Thus, for example, in the lesson students can face real objects. Typical German cuisine and specialties or preparing a meal according to a German kitchen recipe would be the best way to get to know the culture of this country in this aspect. If these recipes cannot be cooked in our classrooms, they can be cooked at home and then brought to class. Recipes found can be brought in by teachers or found online or in cookbooks. We developed such a class with Albanian cuisine specialties according to different regions in the German class with the students at the Goethe center in Tirana. During this class, not only our specialties were tasted, but also the comparison between cultures was discussed and the important thing was to experience the reality.

CONCLUSIONS

To conclude, we can say that intercultural civilization is for both teachers and students a rather broad, but very important and interesting aspect of foreign language learning. It can be visualized in different areas of daily life, conveying to us a general and tangible image of foreign reality. Without the involvement of the relevant civilization, the foreign language is difficult to learn. It is the teacher's duty to convey in the right way and as usefully as possible civilization in foreign language learning. Of course, the exercises, tasks and ideas presented above are only a part of the many possibilities and improvisations that can take place in the lesson. However, it depends on the teacher and his ability how he wants or what opportunities he has to best convey civilization to the students in the intercultural context.

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APPENDIX A: QUIZ –CIVILIZATION

Answer the following questions by choosing one of the following propositions: a), b) or c):
General:

- How many inhabitants does Germany have?
a) about 100,000,000 b) about 58,000,000 c) about 82,000,000
- Which of these personalities is not German?
a) Alexander the Great b) Johan W. Goethe c) Albert Einstein
- When did the German soccer team win the world championship for the first time?
a) 1966 b) 1954 c) 1974
- What food is typical in Germany?
a) Gyros b) Pizza c) Bratwurst
- Policy:
 - What is the name of the current prime minister of Germany?
a) Helmut Kohl b) Roman Herzog c) Angela Merkel
 - Which parties make up the governing coalition?
a) SPD and FDP b) CDU/CSU and FDP c) SPD and Bündnis 90/Green Party (t)
 - Who is the foreign minister of Germany and to which party does he belong?
a) FDP b) CSU c) CDU

Geography:

- Harz is:
a) Mountain b) river c) mountain range
- Which river runs through Hamburg?
a) Weser (Weser) b) Elbe (Elbe) c) Rini (Rhein)
- How many states (called Bundesland) is Germany made up of?
a) 14 b) 16 c) 18
- The well-known Ruhr area is:
a) A landscape in the southern part of Germany b) a large forest c) an industrial area
- Cities:
 - The largest port in Germany is located in:
a) Munich b) Bremen c) Hamburg
 - In which of the cities is the Brandenburg Gate located?
a) Cologne b) Berlin c) Frankfurt am Main
 - Which of the cities has the biggest airport?
a) Berlin b) Munich c) Frankfurt am Main
 - How many inhabitants does Berlin have?
a) About 7.9 million b) about 5.1 million c) about 3.2 million

APPENDIX B: GERMAN CITIES

Answer the questions by circling one of the answers:

1. The Brandenburg Gate is located in:
Berlin
Hamburg
Munich
Bremen
2. "City musicians" come from the city:
Kassel
Hannover
Bremen
Hamburg
3. The "German Museum" is located in:
Berlin
Munich
Dortmund
Frankfurt am Main
4. Paul's Church is located in:
Dresden
Frankfurt am Main
Ulm
Bochum
5. The so-called "Porta Nigra" can be seen in:
Potsdam
Dresden
Cologne
Düsseldorf (Düsseldorf)

APPENDIX C: THE GERMAN AND THEIR TIME

Die Deutschen und ihre Zeit – Testen Sie sich selbst. ✓

1 Was passt Ihrer Meinung nach? Kreuzen Sie an:

- Wie lange arbeiten die meisten vollbeschäftigten Arbeitnehmenden/tunen in der Woche?

<input type="checkbox"/> 40 Stunden	<input type="checkbox"/> 20 Stunden
<input type="checkbox"/> 35 Stunden	<input type="checkbox"/> 45 Stunden
- Nach wie vielen Stunden Arbeit muss eine Pause gemacht werden?

<input type="checkbox"/> nach 2 Stunden	<input type="checkbox"/> nach 6 Stunden
<input type="checkbox"/> nach 3 Stunden	<input type="checkbox"/> nach 7 Stunden
- Wie viel Schlaf brauchen die Deutschen im Durchschnitt?

<input type="checkbox"/> 4 Stunden	<input type="checkbox"/> 6 Stunden
<input type="checkbox"/> 10 Stunden	<input type="checkbox"/> 8 Stunden
- Wie viele offizielle Feiertage gibt es in Deutschland?

<input type="checkbox"/> 7	<input type="checkbox"/> 20	<input type="checkbox"/> 11	<input type="checkbox"/> 14
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- Wann dürfen Geschäfte in Deutschland nicht öffnen?

<input type="checkbox"/> freitags ab 18 Uhr
<input type="checkbox"/> samstags ab 14 Uhr
<input type="checkbox"/> mittwochs bis 10 Uhr
<input type="checkbox"/> sonntags
- Welche Entschuldigungen sind bei Verspätungen akzeptabel?

<input type="checkbox"/> Ich stand im Stau.
<input type="checkbox"/> Ich habe verschlafen.
<input type="checkbox"/> Der Bus hatte Verspätung.
<input type="checkbox"/> Ich musste noch telefonieren.
- Wann gilt eine Verspätung bei privaten Einladungen als unbillig?

<input type="checkbox"/> 20 Minuten zu spät	<input type="checkbox"/> 15 Minuten zu spät
<input type="checkbox"/> 5 Minuten zu spät	<input type="checkbox"/> 30 Minuten zu spät
- Wann erwartet man Sie, wenn man Sie zum Abendessen einlädt?


<input type="checkbox"/> 18 Uhr	<input type="checkbox"/> 21 Uhr
<input type="checkbox"/> 20 Uhr	<input type="checkbox"/> 19 Uhr
- Wie viel Prozent der Deutschen essen selten oder nie gemeinsam mit ihrer Familie?

<input type="checkbox"/> 20 %	<input type="checkbox"/> 14 %	<input type="checkbox"/> 3 %	<input type="checkbox"/> 11 %
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2 Wie ist das in den Ländern, aus denen Sie kommen?
 Wie lange arbeiten dort die Leute?
 Wie viele Feiertage gibt es dort?
 Wann wird dort gegessen?
 Was ist dort pünktlich?
 Was ist dort unpünktlich?

3 Gibt es Unterschiede zu Deutschland? Welche? Wie erklären Sie sich die Unterschiede?

Also, ich finde ja, dass es in Deutschland viel mehr Uhren gibt als bei uns.



Wo ist meine Zeit geblieben?

2

The Germans and their time - Test yourself

I. What do you think goes well? Mark with a cross!

- How many hours per week do full-time employees work?
 - 40 hours
 - 20 hours
 - 35 hours
 - 45 hours
- After how many hours of work should a break be taken?
 - after 2 hours
 - after 3 hours
 - after 6 hours
 - after 7 hours
- How many hours does the average German sleep?
 - 4 hours
 - 6 hours
 - 10 hours
 - 8 hours
- How many official holidays are there in Germany?
 - 7
 - 20
 - 11
 - 14
- When are the shops closed in Germany?
 - on Fridays from 18.00
 - on Saturdays from 14.00
 - on Wednesdays until 10.00
 - on Sundays
- What excuses are acceptable for being late at work?

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- there was traffic
 - I was sleeping
 - the bus was late
 - I had to call
7. When is a delay in private invitations considered impolite?
- 20 minutes late
 - 15 minutes late
 - 5 minutes late
 - 30 minutes late
8. When you can invite the Germans to dinner?
- At 18:00
 - At 20:00
 - At 21:00
 - At 19:00
9. What % of Germans rarely eat or never with the family?
- 20%
 - 14%
 - 3%
 - 11%

II. How is the situation in the countries where you come from?

- How many hours do people work there?
- How many official days off are there?
- When is the lunch break?
- What does being punctual and not punctual mean there?

III. Are there differences with Germany? If so, what are they? How do you explain these differences?

¹ It should be emphasized that the models of the proposed exercises should be adapted according to the language level of the pupils or students.

² The exercise model can be adapted to different languages and can be used for different topics in the field of intercultural civilization.

³ Treated in the method: Deutsch.com 2. Neuner, Gerhard (Hg.) (2009), Hueber Verlag, p. 22, Level A.2.1 according to the Common European Framework of Reference for Languages. This method is currently being used in the courses offered by the German Center "Deutschzentrum" with the teenage age group.

⁴ In appendix C, the original version in German is presented, and then the adaptation in Albanian is given. The text is taken from the source: Kaufmann, Susan, Rohrmann, Lutz., Szablewski-Cavus, Petra.: Orientierungskurs Deutschland: Geschichte-Kultur-Institutionen. Ab Niveau B1, p. 11.

⁵ This refers to German newspapers, in which the TV program is always given.