Fostering Student Character through Intercultural Education Using the Cultural Project Approach

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INTRODUCTION

This study explores alternative solutions for fostering intercultural competence among students in the German Language Education Program by leveraging English language courses.

In relation to culture and German language learning, scientific studies that focus on developing intercultural competence remain relatively scarce.

LITERATURE REVIEW

According to Huber and Reynolds (2014, p. 16), the definition of Intercultural Competence aimed at learning and teaching is as follows:

"There are many definitions and models of intercultural competence. A definition for educators is as follows: Intercultural competence is a combination of attitudes, knowledge, understanding and skills applied through action which enables one, either singly or together with others, to: (1) understand and respect people who are perceived to have different cultural affiliations from oneself; (2) respond appropriately, effectively and respectfully when interacting and communicating with such people; (3) establish positive and constructive relationships with such people; (4) understand oneself and one's own multiple cultural affiliations through encounters with cultural "difference."

METHOD

The approach used in this study consists of two methods applied proportionally based on the conditions.

The first is the Content and Language Integrated Learning (CLIL) approach, implemented in part of the process. The second is Project-Based Learning (PBL) with a focus on German culture.

The population of this study comprises 75 second-semester students from the German Language Education Program at FPBS UPI, who are currently studying English and have enrolled in the German Language Skills (Fertigkeiten) course.
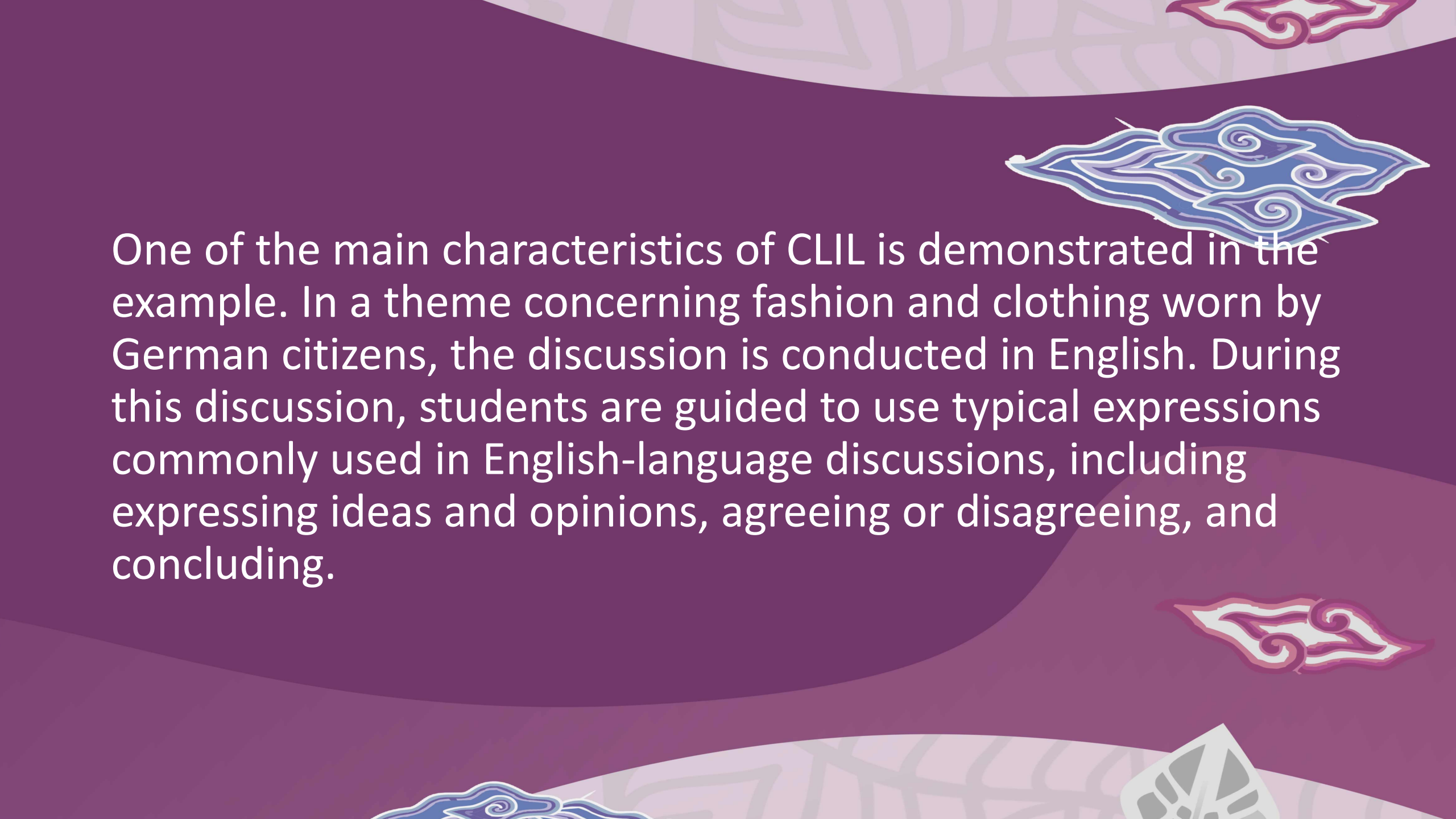
Data collection instruments include questionnaires, observations, field notes, photos, and videos.

FINDING AND DISCUSSION

The activities aimed at building students' intercultural competence are divided into two stages, resulting in two products.

The Content and Language Integrated Learning (CLIL) approach was used for the content development stage. This content will be used as material for student group presentations in class and for the project of creating informational videos about German culture in English.

Content and Language Integrated Learning (CLIL) is considered an appropriate method for integrating language and culture. In this stage, students are guided to develop presentation content related to German culture using the CLIL approach. The focus is on English discussions in plenary sessions and group work, where students discuss the content plans to be presented in front of the class and in the videos.

One of the main characteristics of CLIL is demonstrated in the example. In a theme concerning fashion and clothing worn by German citizens, the discussion is conducted in English. During this discussion, students are guided to use typical expressions commonly used in English-language discussions, including expressing ideas and opinions, agreeing or disagreeing, and concluding.

DISCUSSION RESULTS OF PRESENTATION CONTENT
POINTER FOR THE 3rd GROUP
This list is only suggestion, you may in any way developt it
"ESSEN UND GETRÄNKE"
MOST POPULAR GERMAN FOODS & BEVERAGES

1. Introduction to the theme (can be in the form of information, staple food for German people. If you want to take this introduction, then we can just do a case study of any type of German breakfast)
For example, for 2015, this is an infographic about what foods German people have for breakfast:
(please include the source for each data taken, OK)
Source:
https://d25d2506sfb94s.cloudfront.net/cumulus_uploads/inlineimage/2015-10-23/chart_fruehstueck_was.png

1. Some popular foods and drinks in Germany
- You can choose 2 foods and 2 drinks from the following list, then explain simply:
https://www.tasteatlas.com/100-most-popular-foods-in-germany

2. Typical Germans reportedly like to drink beer?
It can be an interesting read here, I'll help with the summary
https://de.statista.com/statistik/daten/studie/4628/umfrage/entwicklung-des-bierverbrauchs-pro-kopf-in-deutschland-seit-2000/

3. These are statistics on beer consumption per head of German (per person) from 1950 to 2019,
You can observe the changes and the downward trend
https://de.statista.com/statistik/daten/studie/4628/umfrage/entwicklung-des-bierverbrauchs-pro-kopf-in-de

Classroom Presentation Stage

The implementation stage of classroom presentations is an integral part of the overall research activities. This process involves students presenting their developed presentations in front of the class, aiming to share information about German culture and practice public speaking skills in English.

Example of Class Presentation

Video Development Stage

Students are tasked with developing presentations in two different forms: presentations to be delivered in the classroom and presentations in video format to be uploaded to relevant platforms for wide accessibility as public information. Thus, this stage again employs the Project-Based Learning approach.

CONCLUSION

The ability to communicate effectively in a foreign language while understanding and appreciating cultural differences has a positive impact on individual and societal development as a whole. In German language education, which is closely related to culture in all its aspects, the continuous use of CLIL and Project-Based approaches as a cultural project effectively addresses challenges in integrating these two aspects.

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THANK YOU!

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