INTERCULTURAL LITERACY LEARNING MODEL OF GERMAN AS A FOREIGN LANGUAGE

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ABSTRACT

Kress and Pennycook in D'Warte describe literature as "a plural set of social practices that encompass a vast range of strategies used to construct meaning within a given socio-cultural context", which means that literacy is plural and encompasses various languages and their use and how speakers of the languages socialize in an authentic way. There is communication in culture and literacy is closely related to communication. Kern (2000) states that "Literacy involves communication". In order for foreign language learners especially German to be able to communicate well and accurately, they need literacy and intercultural competence. Intercultural competence is not only about facts and data, but also about intercultural communication factors which, according to Byram, includes (1) self-knowledge and others', individual and social interactions, (2) interpreting and interrelating skills, (3) politics education and critical cultural awareness, (4) interacting and discovering skills, and (5) relativizing own and social behavior. This paper aims to describe an intercultural literacy learning model using Kern's literacy learning and Byram's intercultural theories.

Keywords: learning model, literacy, intercultural, German as a foreign language

1 INTRODUCTION

The role of teachers in learning foreign languages is very essential as the teachers are both a language agent and a cultural agent of the foreign language they teach. Teachers serve as activators and facilitators in the classroom. As an activator in the learning process, teachers determine the purpose, content, methods and learning media, while as a facilitator or moderator, teachers are proactively aware of all learning processes so students can learn well and independently. Based on the roles of teachers, Hatti (2015), in his research conclusion of more than 800 meta-analysis syntheses from 50,000 studies in America, Australia, Europe and Asia, mentions that teachers are the most important factor in successful learning and student achievement in the classroom.

Thus, foreign language teachers need to pay attention on the relationship between cultural norm and intercultural competence because student and teacher interaction and how they value the roles and performance of one another in the classroom are determined these two factors.

Intercultural competence includes language competence as a medium of communication and interest in and knowledge on own cultures and foreign language culture in order to prevent misunderstanding in both language and cultures.

Literacy is simply interpreted as literacy. In its development, literacy is not only synonymous with the ability to read, write and count, but it also covers other aspects such as the ability to select and sort information, and the ability to communicate and socialize with the community. Literacy requires cognitive competence, written and spoken language ability, and knowledge of genres and culture.

This paper describes the intercultural literacy learning model of German as a foreign language for beginners. Learning model is a kind of pattern or plan which can be utilized to determine a curriculum or teaching, select materials, and guide the teacher activities.

2 DISCUSSION

The learning model developed by Joyce and Weil has 5 aspects: (1) syntax / learning activity stages, (2) social systems which are the role and relationship between teachers and students, (3) reaction principle which tells teachers how to be aware of and respond the students accordingly (4) supporting systems in the form of motivation for students which can be learning facilities such as books, films, and other materials, and (5) instructional impacts, in which every model has two types of impacts: the instructional impact which the results of the conducted activities both in contents and skills, and the inherent impact which is an implicit outcome in the learning environment.

In the context of learning, instructional design can be interpreted as a systematic process to solve learning problems through the process of planning the learning materials and activities, planning learning resources that can be applied, and planning success evaluation.

Learning model is represented in the instructional design of the planning stages, both during and after learning. The instructional goals to be chosen are important, whether it is in the dimension of factual, conceptual, procedural, or meta-cognitive knowledge. Anderson in Arends (2008) revised Bloom's taxonomy by providing a framework to classify learning objectives and how to assess them, based on the dimensions of knowledge and the cognitive processes from the lowest to the highest levels of remembering, understanding, applying, analyzing, evaluating, and creating.

After determining the knowledge dimensions, in the learning design the learning phase model known as didactic analysis model by Klafki (1962) can be used, which is also known as 3Ps: present, practice, and produce.

This phase model was then developed by Harmer (2007: 52) into introduction, process and application phases with three kinds of models: linear, boomerang and cycle. The linear model begins with a introduction, process, and implementation phases, the boomerang model begins with introduction, implementation, and then process, while the cycle model begins with introduction, implementation, introduction and process.

Each model has its advantages and disadvantages. The linear model is suitable for novice learners especially if it teaches reading and listening skills. The boomerang model is suitable for teaching speaking and writing skills. Thus, this model is more suitable for advanced learners of foreign languages. On the other hand, the cycle model is suitable for children or slow learners because this model has short rhythm and is repeated constantly.

Kern (2000) argues that in learning foreign languages, learners interpret, collaborate, apply cultural knowledge, solve problems, reflect and create discourse in foreign language activities. Kern (2000: 307-313) summarized this view into 3R learning process: responding, revising and reflecting. Responding means 'to give a reply' and 'to react' which involves teachers and learners to answer and respond to each other as they read, write and speak. Responding to the learners' performance is important in order for the learners to know whether they have successfully communicated what they intend to or no. Revising means not only repeating but also doing what learners have done but with different context, objectives, and goals so they can develop their ability to reflect how a meaning is different in different situations. Reflecting refers to the evaluation of what has been done and what is seen and felt during the learning processes.

Cultural approach in foreign language learning can be classified into three including facts and data approach, communicative approach and intercultural approach which emerged in the late 1980s and is still used. Intercultural approach is derived from a communicative approach which is then developed. Thus, the goal of this approach is that foreign language learners are expected to be able to understand different cultural phenomena from different perspectives so that learners are able to develop empathic and critical tolerance to their own culture and other cultures. In order to achieve this goal, the texts used in the lesson are those which include interpretation or being provocative and are appropriate to the learners' emotional level. (Rösler & Würfel, 2014)

One comprehensive model to describe intercultural competence is Byram intercultural model which covers intercultural communication factors including (1) self-knowledge and other, individual and social interactions, (2) interpreting and linking skills, (3) education which involve political education and critical cultural awareness, (4) discovering and interacting skills, and (5) relativizing judgment on one's own behavior and the other.

2.1 Intercultural literacy learning model of German with a theme: Family

(content is presented in the table on the next page)

3 CONCLUSION

It is expected that by implementing intercultural literacy learning model, German teachers obtain a description of literacy learning and intercultural approach for various themes including the theme Family.

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