



# Utilization of *Digitales Lernplakat* in Studying German Culture: *Deutsche Esskultur*

Raden Roro Dyah Woroharsi Parnaningroem<sup>1</sup>, Fahmi Wahyuningsih<sup>1</sup>, Lutfi Saksono<sup>1</sup>, Agus Ridwan<sup>1</sup>, Yovinza Sopaheluwakan<sup>1</sup>, Rizman Rizman<sup>2</sup>

<sup>1</sup>Universitas Negeri Surabaya, Surabaya, Indonesia

<sup>2</sup>Universitas Negeri Malang, Malang, Indonesia  
dyahworoharsi@unesa.ac.id

**Abstract.** Many lecturers use digital means to expedite lectures in class, including in the *Schreiben II* (Writing II) lecture of the German Literature Study Program at Universitas Negeri Surabaya. An interesting theme about German eatingculture in the *Netzwerk 2A* textbook is *Rund ums Essen*. Many exercises are provided there. For example, making digital learning posters. This research was conducted to find out how students make digital posters in class and their responses to the use of these posters. This qualitative research was carried out through three stages: planning, implementation, and evaluation. The research data is in the form of observations of 21 students and the results of the questionnaire answers. Observational evidence shows the steps taken by students in working groups, namely activating prior knowledge through discussion, determining the poster concept, recording vocabulary and sentences, activating digital devices on laptops, searching and selecting and specifying images/photos on the internet, looking up words in the dictionary, ask the meaning of words and grammar, pay attention to the completion time, the team revises the wrong writing, not interfering with other groups, determine 1 group presenter, present digital posters in front of the class. Response results to the use of digital posters made: 76% used subject matter, 57% needed supporting information, 100% found no application barriers, 14% took longer, 90% made it easy to remember the theme, 71% mastered grammar, 95% mastered vocabulary, 100% enjoyed group work, 86% practiced German language skills, and 81% wanted to make independent posters.

**Keywords:** digital poster, German culture, language skill.

## 1 Introduction

Currently, the teaching and learning process at various levels of education in Indonesia is returning to the offline learning system. This change seems to have affected teaching and learning strategies in tertiary institutions. Students and lecturers in the German Literature Study Program at Universitas Negeri Surabaya also experience this condition. One of the subjects in semester 2 is *Schreiben II* (Writing II), with an A2 German learning level. Although it focuses on writing activities, other language skills

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such as listening, speaking, and reading contribute to it. According to Funk [1], vocabulary and grammar can be developed and combined through appropriate writing exercises when learning a foreign language. Furthermore, Hayes and Flower in Funk [1], explain that there are three other competencies of a writing competency (*Schreibkompetenz*), namely planning competence (*Planungskompetenz*), formulating competence (*Formulierungskompetenz*), and revising competence (*Überarbeitungskompetenz*). Learning activities to help train planning competence are making concept maps. German language teachers often use this method to focus students on a topic of discussion. The textbook used in *Schreiben II* is *Netzwerk A2 Kursbuch*. There are various forms of language skill training in it, such as exercises for writing letters, writing e-mails, writing short stories, writing poetry, writing comments, making invitations, making advertisements, writing songs, making recipes, making placards (posters), describing statistics, and others. The exercises are closely related to daily life activities, so it is hoped that the exercises will be meaningful for German learners. However, not all of these exercises can be done by students in class because the time available is insufficient, so the students can do them at home. The interesting form of this exercise is making posters. Making posters conventionally with paper-based materials has been known by students since they were at school. However, specifically in the *Schreiben* subject, this poster-making exercise has never been done, both conventional and digital posters.

In Indonesia, various digital devices and facilities have been widely used by students for smooth learning, including various platforms. Students can find and choose freely and broadly the various information needed. For students who study (foreign) languages, this is very helpful in obtaining information about the language and country being studied. According to Amurwani [2], if someone learns a language, he also needs to learn the language culture. Therefore, German language teachers are also tasked with introducing German culture to their students, so the students know the habits of Germans in communicating so there are no misunderstandings. The *Netzwerk 2A* German textbook used in Indonesia also introduces German culture in every chapter, but not too much. The first chapter discusses *Rund ums Essen* (regarding food). In this chapter, students can get to know and learn German food and drink, food ingredients, German eating situations, places to eat German people, and types of restaurants in Germany. To understand all of this, the teacher considers it necessary to provide additional information about *Deutsche Esskultur* (German eating culture) to students.

Every language teaching and learning activity always has an activity called practice. According to Funk [1], exercises train language components (vocabulary, grammar, pronunciation) and language skills along with their use. Making posters (*Plakat*) is a form of training in *Netzwerk 2A*. With digital tools used in learning, posters can also be made in digital form (*Digitales Lernplakat*). In making digital posters, the visualization aspect is important. According to Brüning, Ludger, and Tobias [3], teaching and learning, which involves aspects of visualization, has the advantage of activating both hemispheres of the brain equally. The left brain controls logic, vocabulary, analytical and mathematical processes, while the right brain controls intuition, creativity, imagination, and feelings. It is also clarified in Brüning, Ludger,

and Tobias [3] that the experience of visualization has a direct effect on learning, so learning will be more successful. In the previous lecture, *Schreiben I*, this exercise on making posters had never been done because learning was still online, so the researcher's wish to observe the making of posters was not fulfilled. In the current learning *situaresearcher'stion*, namely offlinelearning, the researcher wants to observe directly the making of posters by students in class. This exercise aims for students to take advantage of digital facilities when makinglearning posters in class with the topic *Deutsche Esskultur* based on the material beingstudied. This research was conducted to answer the questions: (1) what steps did *Schreiben II* class C students take when making digital learning posters (*Digitales Lernplakat*) in class, and (2) how did they respond to the use of these learning posters?

### 1.1 Digital learning poster (*Digitales Lernplakat*)

In general, the concept of *Plakat*, according to Dieter [4], is defined as *ein großesBlatt mit einem Bild oder Foto und mit Informationen oder Werbung, das man an eineStelle klebt, a der es viele Leute sehen* (a large sheet of paper with pictures or photos accompanied by information or advertisements that attached to it and many people see it). In Indonesian, the word *Plakat*, which comes from German, is better known as the word "poster". Following the current development of digital media, posters can be made using digital techniques called digital posters. In essence, digital posters are not printed but displayed on a screen so that posters are simpler and more effective in conveying messages. In Germany, digital posters associated with classroom learning activities are called *Digitales Lernplakat*. Usually, these kinds of learning posters are used to visualize individual presentations or groups of students, so they must make the context of the topic clear and understandable to the listeners. The necessary information about a topic must be factual, interesting, and correctly written. The use of digital devices themselves will be more profitable because students are already familiar with their own devices. Currently, digital devices familiar to students and suitable for designing posters are laptops or tablets. In addition, we also need an appropriate program for designing posters, such as the Microsoft PowerPoint program, which can be installed for variousservices, and there are also browser-based online programs, such as Canva, for designing posters. According to Widyatnyana and Rasna [5], Canva is used to train students to master new skills, namely technology and the internet. Students in Indonesia have widely known for these programs. To expedite learning using digital devices, good internet access is needed.

There are at least five ways that students need to know to make a learning poster: sketch the structure of the poster to be made, determine topics that are of interest to the viewer, share the placement of text and images in an interesting and meaningful way, pay attention to important things with appropriate colors, include appropriate pictures, signs, and symbols. According to Grötzinger [6], the characteristics of a good poster are real, interesting, attractive, simple, orderly, clear, easy and quick to understand, easy to remember, and convincing. According to Bielecka, Lyp-Bielecka [7] in learning German as a foreign language, it is known that there are five types of learning posters that are produced based on subject matter. The five types of posters are (1) Vocabulary

posters (*Wortschatzplakate*), (2) Grammatical posters (*Grammatikplakate*), (3) Posters containing linguistic expressions or distinctive expressions (*Plakate mit den wichtigsten Redemitteln oder Wendungen*), (4) Social relations posters (*Soziale Plakate*), and (5) Posters about country culture (*Landeskund Plakate*). This type of poster presents information about matters related to countries or a country, including geography, society, culture, and others. Still, according to Bielecka, Lyp-Bielecka [7] what students can learn from making digital learning posters is being able to develop concepts, make careful choices of content and material, arrange appropriate materials, activate prior knowledge that is owned, choose the form and material that fits the illustration, find the right formulation, decide on the right and meaningful poster choice, allocate time appropriately, and cooperate and compromise in the workgroup.

## 1.2 Introduction to Culture in Language Learning

In teaching and learning a (foreign) language, conveying language and culture is important. Many educational observers state the importance of cultural understanding in language learning. According to Buzzoni [8], introducing a foreign country from a foreign language that someone learns will bring the learner as if he were in the country of the language he is learning. The development of cultural competence by (foreign) language learners can be carried out through several strategies, as stated by Liddicoat [9]. These strategies are (1) teaching (foreign) language culture can be started at the beginning of language teaching, (2) incorporating cultural elements into the four language skills, (3) planting the culture taught should be clear, and (4) there are intercultural exploration activities. This cross-cultural exploration activity involves the culture of the language being studied and the learner's native language.

## 1.3 German eating culture (Deutsche Esskultur)

According to Feldkamp and Berndt [10], the German eating culture is divided into three times, namely (1) eating in the morning (*Frühstück*), (2) eating at noon (*Mittagessen*), and (3) eating at night (*Abendessen*). However, between lunch and dinner, there is a time to eat and drink in the evening called *Nachmittagskaffee*. Today, Germans usually eat pastries, snacks, and coffee. The following description contains the eating culture of Germans according to their mealtimes.

- a) Eat in the morning (*Frühstück*). German mealtime starts in the morning, which is called *Frühstück*. This breakfast they do between 06.00 and 08.00 in the morning. They eat breakfast at home, either in the kitchen or the dining room, located in the corner of the living room. They are used to only eating cold food, not warm food (warm species). The drink they usually consume is coffee (*Kaffee*), but it can also be milk (*Milch*) or tea (*Tee*). The type of food for daily breakfast is white bread (*Weißbrot*) or small buns (*Brötchen*). Traditionally people eat Müsli mixed with milk or yogurt. For breakfast arrangements at home, people usually provide small plates for everyone who inhabits the house, as well as coffee cups or teacups and saucers, which are placed on top right next to the small plates.
- b) Eat at noon (*Mittagessen*). The time for the Germans to eat after eating in the

morning is at noon, called *Mittagessen*. Lunchtime is usually done at 12.00. Meanwhile, the food served during the day is hot. On weekdays there is often only one menu item for lunch, which means they only eat one meal called the main dish. The main course consists of meat with side dishes. Some kind of vegetable usually accompanies the meat dish. The vegetable side dishes used can be carrots (*Möhren*), peas (*Erbsen*), green beans (*grüne Bohnen*), cauliflower (*Blumenkohl*), red cabbage (*Rotkohl*), potatoes (*Kartoffeln*). If people do not eat potatoes, potatoes can be replaced with macaroni, rice, or noodles. People who do not like meat can replace it with fish. For lunch, the Germans do not eat bread. After eating the main course at lunchtime, Germans sometimes proceed with a dessert (*Nachspeise*). Desserts include pudding, Quark (a kind of yogurt made from fresh cheese from cow's milk), and *Kompott* (chopped fruit mixed with sugar syrup). On the other hand, the most common appetizer (*Vorspeise*) that Germans eat is soup.

- c) Eat at night (*Abendessen*). There are three names for dinner in Germany: *das Abendessen*, *Brotzeit*, or *Abendbrot*. This dinner activity is carried out by Germans earlier, between 18.00 and 20.00. After that hour, they rarely eat again. Like breakfast, Germans eat cold food at night. Except for those who eat warm at night, most eat sausages and cheese. Some foreigners unfamiliar with German dinner dishes are raw ground pork (*Schweinefleisch*) or beef (*Rindfleisch*). For other types of dinner, people usually eat brown bread (*Schwarzbrot*), cheese, sausage, and eggs. For drinks at dinner, Germans usually drink tea (*Tee*), lemonade (*Limonade*), or beer (*Bier*).

Eating in the afternoon (*Nachmittagskaffee*) is unlike the three diets above. For Germans, eating in the afternoon is done by drinking coffee and eating pastries or biscuits. If they invite guests in the afternoon, they will serve coffee and cakes made by themselves in honor of the guests. Meanwhile, the procedures for serving dishes in the afternoon usually use white tablecloths. Setting up a coffee coaster consists of a cake plate to the right and a cake fork. A cake cup or teacup is placed on a saucer with a coffee spoon (*Kaffeelöffel*). Napkins are either on the plate or to the left of it. Available on this coffee table is a bowl filled with sugar (*Zuckerdose*), a milk jug (*Milchkännchen*), a coffee pot (*Kaffeekanne*), and a cream bowl (*Sahne*).

## 2 Method

This study used qualitative research methods. According to Sugiyono [11], qualitative methods have the goal of describing complex realities and gaining an understanding of meaning. Furthermore, qualitative research attempts to explain conditions in the field with narratives and describes the data findings. The data collection technique for this research was in the form of observation, and the results of the respondents' answers were based on the questionnaire given. The research location was carried out at the German Literature Study Program, Universitas Negeri Surabaya, with 21 students in class C *Schreiben II* lectures. Furthermore, the data analysis technique refers to the opinion of Sugiyono [11], who said that qualitative data analysis techniques can be

obtained from interviews, field notes, and other materials easily understood, and the findings can be informed to others. The form of observation made during the research is a form of research in a class known as *Praxiserkundungsprojekt*. According to Barkowski [12], in this form of research, teachers try to explore interesting aspects of teaching practice, for example: having new teaching ideas, having suggestions for changing something, or making suggestions about the lecture process. Everything is determined by the exploratory questions made by the teacher. The teacher alone or with other colleagues will find the answer when teaching. At that time, the teacher had planned the lesson and observed it. Furthermore, the teacher also collects data in the form of student texts, assignments and exercises, notes during observations, and others. The data helps teachers understand what is going on in class.

Based on the description above, research on the Utilization of *Digitales Lernplakat* in Studying German Culture: *Deutsche Esskultur* goes through three stages, namely the planning stage, the implementation stage, and the evaluation stage. In the planning stage, the teacher prepares an *Unterrichtsplanung* (teaching plan), which describes aspects of time, participants, learning activities, forms of assignments, material studied, tools or media, and teaching activities. To further ensure the level of class condition, the teacher must ensure that lecture time is not disturbed (e.g., electrical disturbances), prepare supporting facilities, and prepare observation sheets. After giving the material, it is followed by questions and answers and a discussion about the assignments that must be done in class. The teacher makes observations and notes that are found while making digital posters. At the implementation stage, the teacher in the class observed student groups making posters after receiving material about *Deutsche Esskultur*. The teacher also assists each student's work group. The evaluation stage is the final stage of the research. The teacher gives each student in the learning class a questionnaire sheet. As respondents, students provided feedback on making and implementing digital learning posters in class.

### 3 Results and Discussion

This section will describe the steps taken by students in making digital posters in class due to their understanding of *Deutsche Esskultur* material and describe student responses to the use of these posters. These results are the results of observations during the activity and the results of student responses after filling out the questionnaire. Twenty-two students programmed *Schreiben II* in class C, but at the time the research was conducted, there were 21 students because one person was absent. The meeting time is 150 minutes and will be held on 13 February 2023. The lesson's theme is *Rundums Essen* with the sub-theme *Deutsche Esskultur*. Teaching is done offline in the classroom.

#### 3.1 The results of observing student steps when making digital posters in class

As explained above, there are three stages carried out in this study, such as the planning stage, the implementation stage, and the evaluation stage. In this section, we will describe the planning and implementation stages to answer questions about students' steps when making digital posters in class. At the planning stage, the teacher prepares *Unterrichtsplanung* (teaching plans), prepares learning materials and

materials, including managing the class. Based on the number of students who attended as many as 21 students, the teacher and students arranged the seats. Seating arrangements are important for students doing group work. There are seven groups, each group consisting of three students. Students are allowed to choose their group. An explanation of the goals and achievements of the lectures, how the lectures are implemented, and the rules for doing the exercises are mutually agreed upon at this stage.

The next stage is the implementation stage. At this stage, the teaching activity begins with apperception activities. This activity attracts students' attention to new lessons and experiences that will be learned. The teacher believes that learning will be meaningful if the teacher can relate previous student experiences with the material to be studied. The question about the eating culture of each student's family becomes an interesting discussion here. Verbal communication using German; students may use Indonesian if they have difficulty telling stories.

After playing a video from YouTube [https://www.youtube.com/watch?v=7OPZsa\\_cNn8&t=162s](https://www.youtube.com/watch?v=7OPZsa_cNn8&t=162s) about *Essen in Deutschland*, a short question and answer session was carried out about the contents of the video. Then, students were given a short text entitled *Was isst man in Deutschland? Typisch deutsches Essen* taken from the website <https://www.kinderweltreise.de/continent/europa/deutschland/alltag-kinder/essen-in-deutschland/> is used to practice writing for students because it has been retyped by the teacher by leaving five words blank in it. The answers have been provided, and the student selects them. Here students are trained to be able to find the right vocabulary to fill in. After that, three students from three groups were asked to read the entire text. The observation results showed that only one group chose the wrong answer. After the teacher explains the correct answer, students understand it. Next, discussions, questions, and answers about the contents of the text were carried out. After that, the next task was to make digital learning posters (*Digitales Lernplakat*). Following the lesson's theme, the posters made were of the type of country culture posters (*Landeskunde-Plakate*). The poster includes information about the German eating culture (*Deutsche Esskultur*) that students have studied. Each group prepares their own laptop to complete the task. After receiving directions and explanations from the teacher, students begin working on it armed with the knowledge they have previously obtained. The completion time for making a poster is 75 minutes, followed by a presentation of each group for 2-3 minutes. Presentations are made in German with simple sentence patterns. Here each group is free to determine the title of the digital poster to be made. Based on the observations, each group already has an online visual design and communication platform called Canva. The seven student working groups have various working strategies. Overall, the working group started making posters through discussion to gather initial knowledge. They made notes about what they had learned, and four groups made concept maps in their notebooks. The map in the concept's center is made of a circle with the title. In the next step, each group appeared to be using cell phones, laptops, and dictionaries they brought to find the vocabulary they wanted to choose. After the word they were looking for was found,

several groups immediately typed on their laptop, but some wrote in their notebooks. They were very enthusiastic because they might be happy with the themes being studied. Subsequently, many groups started defining poster concepts by searching for poster styles on Canva. After the pattern is found, the group work team tries to find pictures or photos online. Most group teams share the task of finding images using a laptop, but some groups share tasks among their members to search for images using their cell phones or smartphones. The color composition and forms of writing chosen were decided by the group quickly. The picture or photo they agree on is saved in Microsoft Word. After that, they insert the picture or photo into the template in Canva. Here, we can see good work between members. They gave each other input on how well the words, pictures, and other accessories were positioned on the poster. Observation, as well as assistance, is carried out by the teacher from one group to another. There were three groups having difficulties with German grammar and vocabulary. Several groups asked the teacher about the remaining time, but there was one group that helped the teacher answer the question. The working group that had finished their poster earlier seemed to be checking the writing on the poster. The interesting thing from the teacher's observations is that each group does not interfere with each other or interfere with other work groups. None of them walked toward the other groups. They remain in their respective positions in the group. After the agreed time is up, the results of the digital poster are stored in the teacher's flash drive. Next, the poster is shown on the whiteboard in the classroom using an LCD. Each group presented their poster in front of the class. One person from each group presented their results in German. Each presentation lasts around 2-3 minutes. Each group member must present their work in front of the class because they are responsible for the results of their digital posters.



**Fig. 1.** The process of making digital posters



**Fig. 2.** Presentation by Group 3

The last stage is the evaluation stage. At this stage, a question-and-answer session was held between the teacher and students regarding the implementation of the learning that had been carried out that day. Students' opinions, suggestions, and comments become teacher notes for further implementation. Furthermore, questionnaire sheets were distributed to students to find out student responses to the activity of making digital posters in groups. The questionnaire consisting of ten questions was distributed to 21 students. Filling out the questionnaire was completed right away to make it easier for students to return the questionnaire after students filled it out. Next, analyze the results of the questionnaire.

### **3.2 Student response to the use of digital learning posters in class**

The questionnaire distributed to students contained ten questions. Based on the feedback from the questionnaire, the following results were obtained: (a) 76% of 21



respondents stated that the subject matter they had heard, read, and written about *Deutsche Esskultur* was very useful for students to make digital posters, (b) 57% of 21 respondents stated they needed supporting information sources to fill in the information on digital posters, (c) 100% of 21 respondents stated they had no problems using applications or platforms to make digital posters, (d) 14% of 21 respondents stated that they needed more time than the time agreed to make digital posters, (e) 90% of 21 respondents find it easy to remember cultural themes, (f) 71% of 21 respondents stated they must master German grammar sufficiently to make digital posters, (g) 95% of 21 respondents stated they needed sufficient German vocabulary to make digital posters, (h) 100% of 21 respondents felt very happy when doing assignments in groups, (i) 86% of 21 respondents said they could practice writing and speaking skills using digital posters, (j) 81% of 21 respondents felt they wanted to be given the task of making digital posters independently. More details can be seen in this table:

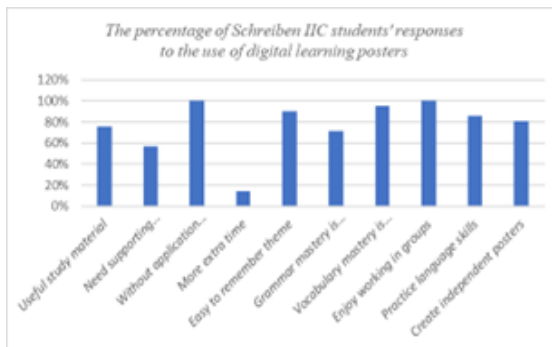


Fig. 3. Percentage of student responses

#### 4 Conclusion and Suggestion

The conclusion of the research is that the process of students in class C *Schreiben II* in making digital learning posters (*Digitales Lernplakat*) in class as the result of understanding *Deutsche Esskultur* material is said to be successful based on the results of observations made on students during the process of making digital posters taking place in class. The enthusiasm of students in completing assignments to presenting the results of digital posters according to the agreed time are indicators. A coherent, meaningful learning process accompanied by supporting material becomes students' enthusiasm for making digital learning posters. Three abilities can be generated from the activity of making digital learning posters, namely (1) students can practice German language skills both listening, speaking, reading, and writing, (2) students can recognize and learn German culture, and (3) students can apply digital technology to produce interesting visual learning products. Provision of facilities and infrastructure, stable internet network, laptops, and LCDs help carry out exercises and assignments given to students in class. In teaching and learning German, especially for beginner

classes, working on assignments in groups creates a sense of fun because those who feel they are less skilled at the language can imitate learning from more skilled friends. Besides that, through assignments that involve understanding the nation's culture from the (foreign) language studied, students can train students to appreciate the culture of other nations, create a sense of togetherness, respect opinions between individuals, and always be enthusiastic, diligent, and honest in completing assignments. Suggestions for teachers who want to practice making digital posters as a form of training students' language skills in class are to prepare a stable internet network, create comfortable learning conditions, prepare sufficient time, prepare additional material that supports the main material so that it can help students understand and provide positive comments on the posters they produce. The act of giving positive comments makes students feel happy and excited to take the next lesson.

### **Authors' Contributions**

R.R.D.P., the originator of the research idea, has carried out this research with members of the research team. Team members, namely F.W., L.S., A.G., and Y.S. R., have contributed to the implementation of this research by observing the learning process in class, collecting, and processing data, and analyzing the results of student responses.

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