

UKRAINIAN-ENGLISH-GERMAN CULTURAL MATCHES AND MISMATCHES: GUIDELINES FOR TEACHING GERMAN CULTURE TO TERTIARY LINGUISTIC STUDENTS LEARNING GERMAN AS THE SECOND FOREIGN LANGUAGE AFTER ENGLISH AS THE FIRST ONE

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Teaching any foreign language, especially at tertiary linguistic schools, is impossible without teaching students the communicative culture of a relevant speech community. This is true for both teaching the first foreign language at a tertiary linguistic school and all the other foreign languages (the second, the third, etc.) which may and should be taught on the basis and taking into account the communicative cultures of language and cultural communities of the learners' mother tongue (L1) and the foreign language taught and learned as the first one (L2). If the third foreign language is taught, the communicative cultures of L1, L2, and the second foreign language (L3) should be considered as the foundation for comparisons and learning, etc. The article analyzes the notion of communicative culture from the point of view of foreign language teaching methodology and demonstrates that it consists of communicative behavioral patterns that can be classified into verbal communicative behavioral patterns, non-verbal communicative behavioral patterns, mixed communicative behavioral patterns, and lifestyle communicative behavioral patterns. The examples of each type of communicative behavioral patterns are given having been taken from the Ukrainian, the English, and the German speech communities. The article proceeds to prove that, if German is taught as the second foreign language (L3) at a tertiary linguistic school, German communicative culture should be taught on the basis of comparison of German communicative behavioral patterns (verbal, non-verbal, mixed, and lifestyle ones) with the corresponding Ukrainian (students' L1) and English (students' L2) patterns. Finding matches and mismatches, comparing, contrasting, opposing, and juxtaposing the communicative behavioral patterns belonging to different language and cultural communities, students not only better realize, understand, and acquire the communicative culture characteristic of the German speech communities – the native speakers of the language they study as their second foreign one. They also learn to understand better the communicative cultures of their leading foreign language (English – L2), as well as of their mother tongue (Ukrainian – L1) and get a clearer idea of human communicative culture in general which is very important for Philology students.

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