

PICTURES FOR ILLUSTRATION AND PERSONALITY DEVELOPMENT IN TEACHING GERMAN AS A FOREIGN LANGUAGE

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This article focuses on pictures and their functions in teaching German as a Foreign Language. Special attention will be devoted to two different functions: illustration and personality development. The questions of the article are based on two approaches, namely on the cognitive turn and the communicative turn. In spite of the fact that they led to certain developments, they had also some negative consequences. The cognitive turn focuses less on individuals in foreign language teaching and the communicative turn focuses on simpler learning materials. The standardization strengthens this process even more by putting an emphasis on measurable competences. The major question of the article is how these deficits can be reduced.

Keywords: teaching, foreign language, second language, German language education, personality development

The article considers the conscious application of pictures to be a potential way of overcoming the shortages. Several German as a Foreign Language coursebooks will be analysed from the following points of view: What aims is the application of pictures based on? To what extent do coursebooks try to integrate the emotional and intellectual dimensions of the teaching and learning process? Among different functions of pictures, the function of pictures for personality development will be especially highlighted because secondary students are in a period in which they need a certain kind of value based orientation. The article intends to give an answer to the question whether the pictures in the coursebooks use to their full potential.

The reason for choosing pictures as a possible way of achieving these aims is that today's students are surrounded by pictures everywhere. Day by day they come across different pictures which obviously have an effect on them. Foreign language teaching is supposed to consider these facts and intensify the reflection on the functions of pictures. New approaches need to be developed because pictures can function not only as illustration but they can also contribute to students' intellectual and emotional enrichment.

The perspective described above proves to be relevant both from a pedagogical and a sociological point of view. Today's foreign language teaching is under the pressure of the necessity of exams, which leads to a disregard of pedagogical and educational areas. The sociological aspect should be considered as well because today's families often cannot offer their children any orientation; education is often expected to take over this responsibility. Apart from these factors, the guidelines of the *National Curriculum 2012* also explain the necessity of fulfilling the aims mentioned above. This document describes different educational aims (e. g. sense of duty, moderation, empathy, helpfulness and respect) and emphasizes the contribution of education to a harmonious development of students' personalities.

The article proposes the hypothesis that German as a Foreign Language coursebooks have deficiencies in exhausting all of the potential offered by pictures because they disregard pedagogical aims. However, if texts were completed with pictures in a meaningful way, they could serve not only as illustration, but contribute to reducing the shortcomings caused by the cognitive and communicative turn. as well The article seeks to describe the knowledge and competences teachers need in order to use pictures competently and consciously.

The aim of the article is to give an overview of the current situation and present some didactic suggestions which can contribute to an improvement. The article consists of two parts: the theoretical part scrutinizes the complex aims of foreign language teaching and the difficulties in realizing these aims. Furthermore, this part also focuses on pictures, their functions and their contribution to students' personality development. The empirical part of the article will give an overview of the situation of teaching German as a Foreign Language in secondary grammar schools in Hungary based on results of a coursebook analysis. The practical part of the article will present didactic suggestions based on texts and pictures and show ways of integrating the emotional dimension and personality development in the teaching process. At the end of the article, conclusions and the results will be summarized.

New challenges of foreign language teaching

German as a Foreign Language teaching is the central topic of this article. As German as a Foreign Language can be regarded as a one kind of foreign language teaching, first it needs to be clarified what definition of *foreign language teaching* the theoretical principles are based on. The definition will be the one suggested by *Hunfeld* (1990:11). So, foreign language teaching is a specific form of communication in language teaching: a form where the medium of teaching communication is developed in the communication itself (as its aim and topic), that is to say, it is being built first, then practiced, extended, transferred and eventually reflected.

This definition rests on the basic principles of the new 'teaching and learning culture' which changed the concepts developed about teaching and learning. It put the learning process in the centre of attention instead of the teaching process (Krumm, 2006:61). In this new culture, learning is defined as a construction process, in which students build on their individual background knowledge. This is the reason why they eventually come to different end results in spite of the same input. In classrooms, there are no "learning objects" any more (Rampillon, 2006:76:77) but "learning subjects".

This paradigm shift and also the complex aims imply the new challenges of foreign language teaching. In the following, these aims will be presented. The aims of foreign language teaching have changed depending on new learning theories. In the middle of the 1970s, the communicative approach gave rise to new aims. This approach was based on the theory of communicative competence suggested by Dell Hymes. He defined communicative competence as an ability to behave in real communication situations accurately both linguistically and socially. Hans-Eberhard Piepho (a professor of English didactics) recognized the significance of this concept in foreign language teaching. His influence resulted in a paradigm shift called the 'communicative turn' in the history of foreign language teaching. The communicative approach highlights learners' ability to make themselves understood in a foreign language and act in different situations accurately. The learners' tasks are not only to acquire communicative competence, but to experience communication as a social action as well (Surkamp, 2010:137ff). Foreign language teaching can thus be regarded as an action-oriented process whose aims are the authentic language use and linguistic appropriateness.

The *Common European Framework of Reference for Languages*, which is a document of overriding importance in foreign language teaching, is based on these theoretical concepts. This document assumes that communication is a social action and thus learners should be primarily regarded as 'social actors'. Foreign language learners are members of a society in which they have to accomplish different communicative tasks. To cope with these tasks, they apply specific competences.

Another basic document has to be analysed as well to get a better understanding of the complex aims of foreign language teaching. As the topic of this article is restricted to German as a Foreign Language teaching in Hungary, the analysis will include the most important document of Hungarian education policy. The *National Curriculum 2012* describes the pedagogical aims which concern the whole Hungarian school system. Teachers have to pursue these aims during the teaching and learning process. In foreign language teaching, the following competences have to be improved: communicative competence, intercultural competence, ICT-competence and learning strategies. The development of communicative competence has special significance (NAT, 2012: 53). The aims stated in the Hungarian *National Curriculum 2012* are in accordance with the aims described in the *Common European Framework of Reference for Languages*.

The aims mentioned above can be primarily regarded as aims concerning the professional dimension of teaching. They focus on the development of certain competences (e. g. communicative competence). However, foreign language teaching has another dimension. This article argues for a dichotomy of two dimensions: the professional dimension includes the development of competences described above, whereas the other dimension comprehends the fulfilment of educational and pedagogical aims and concerns students' personalities.

In the *National Curriculum*, a clear direction is laid down when it comes to educational aims. The most important task of public education is to transmit national values and universal cultural goods and deepen empathy and emotional intelligence. It also has to contribute to the improvement of abilities which are essential for a harmonious and optimal personality development (NAT, 2012: 5).

It can be concluded from the aims presented above that foreign language teaching has to achieve diverse aims. This shows clearly why foreign language teaching has to face new challenges. However, there are difficulties which complicate the realisation of these aims. The following parts of the article will concentrate on the most important difficulties.

Difficulties in fulfilling complex aims Effects of the cognitive turn

German as a Foreign Language stands at the intersection of different reference disciplines. Cognitive psychology takes an especially important role among many disciplines which influence German as a Foreign Language. In the 1950s, the *cognitive turn* led to significant changes because it put the activity of the human brain and the creative potential of the learning process in the centre of attention. According to this approach, humans absorb information, and then they evaluate, encode and integrate it in their individual system of thought. Humans are thus not passive participants of this process but they actively take part in the learning process (Surkamp, 2010:132). This turn can be regarded as a rejection of the previous behaviourist approach which put learning on a level with conditioning and imitation (House, 1998:89).

The ideas of cognitive psychology about humans and learning extensively influenced the understanding of language and foreign language learning. According to the cognitive approach, perception, understanding and learning are constructive operations and should no longer be regarded as imitation. Humans perform these operations based on their individual knowledge (Wolff, 1996:543f). Foreign language teaching profited the most from the shift of emphasis caused by the cognitive turn.

The shift of emphasis of the cognitive turn resulted in a student centeredness which can be defined as a new approach to learners. There is thus no doubt that the cognitive turn had a positive effect on foreign language teaching. However, it also brought about some negative tendencies which will be presented in the following.

The way of thinking, which regards people as computers, increasingly affects our understanding of language and foreign language learning (Wolff, 1996:543). Krumm (1998:114f) complains that cognition is put in the centre of didactics of foreign language teaching. These tendencies are sign of a one-sided orientation of foreign language teaching. Nevertheless, they raise the question of whether it is legitimate to consider only the cognitive dimension of the learning process. An open attitude to cognition research puts foreign language teaching at risk which allows for all aspects of the teaching and learning process (Vollmer, 1998:197). The exclusion of other aspects leads to a one-sided way of thinking. This is the evidence of cognitive limitation.

As learners are obviously the main characters, one has to think about which view of humanity is hidden behind pedagogical activities. It raises the question of whether an opinion of mankind which considers only the cognitive functions is acceptable in the teaching process. The reason why this question is relevant is that educational objectives presented in the previous chapter can be achieved only in a classroom in which teachers treat their students as individuals. The author of this article approves of a division of the two dimensions of teaching: the cognitive and the emotional dimension.

The relationship of cognition and emotion is based on the assumption of Krumm (1998:116), namely that the cognition-centeredness of the research of foreign language teaching led to an exclusion of central factors such as the sociocultural and emotional dimension of foreign language learning. It is not acceptable to put an emphasis only on the cognitive dimension because it reduces the effectiveness of language learning (Krumm, 1998:116; Raupach, 1998:142). *Schwerdtfeger* (1997) confirms this statement by saying that people perceive the world both cognitively and emotionally. This is the reason why cognition and emotion should be integrated in the teaching and learning process.

Considering all the above, it can be concluded that teachers should seek to treat learners in a holistic way which means an integrative approach to cognition and emotion. Traditionally, most teachers focus on cognitive learning; however, a new perspective on the relationship of cognition and emotion and a full consideration of the emotional dimension could lay the foundations of a renewal of foreign language teaching (*Schwerdtfeger*, 1997:599).

Influence of standardisation processes

Social aspects must also be included in order to fully understand the difficulties which prevent the realisation of pedagogical aims. First of all, the social context of foreign languages and its effect on foreign language teaching will be presented. It is assumed that nowadays the social value of foreign languages is high (e. g. one cannot get a degree without any foreign language knowledge) (*Petneki*, 2002). The demand of foreign language knowledge is strongly connected to the significance of national and international language exams. However, the lack of a successful language exam often leads to disadvantages. It therefore comes as no surprise that such social expectations lead to a general anxiety about language exams and certificates among secondary school students. Eventually, this process results in language exams being regarded as the sole criteria of foreign language knowledge and passing these exams became the only aim of foreign language learning (*Petneki*, 2002).

The tendency presented above shows the evidence that today's foreign language teaching is under pressure from language exams. This does not have a supportive effect on the atmosphere of the classroom; learners concentrate only on their preparation for foreign language exams. This leads to a further intellectual reduction of teaching and learning materials because exam strategies are put in the centre of attention (*Perlmann-Balmf*, 2006:6).

Thus it appears that the aims of foreign language teaching and learning have become "distorted"; exams as ultimate aim of foreign language teaching and learning affect also the attitude of teachers. However, this raises the question of whether such aims are acceptable. This is not to say that language exams should be denounced because foreign languages are essential in a globalised world. Nevertheless, foreign language teaching and teachers should be geared towards aims stated in relevant documents (see *New challenges of foreign language teaching*).

Another difficulty arises from the output-orientation of education research. This also manifests itself in documents of education policy which prescribe which competences students have to acquire at the end of the learning process and which level of the *Common European Framework of Reference for Languages* they have to reach. On the one hand, it guarantees comparison; on the other hand, there is the danger of focussing only on the economic usability of education. This can force teaching to put the emphasis

on competences which are actually measurable. Other competences and attitudes which cannot be measured (e. g. sense of duty, moderation, empathy, helpfulness, etc.) but would be desirable will be excluded (Budde, Riegler & Wiprächtiger-Geppert, 2011:47). Reducing foreign language teaching to skills training (i.e. only focussing on reading, writing, listening, and speaking skills) guarantees the realisation of the professional dimension, but not the educational and pedagogical dimension. The two dimensions have to be combined in order to enhance personality development.

Coursebooks

Coursebooks are integral parts of the teaching and learning process; they can influence the view of teachers and students. The following subchapter will present what deficiencies coursebooks have in foreign language teaching in Hungary.

Coursebooks have to fulfil diverse requirements. Their most important task is to present a foreign language and culture. Besides this, they also have to increase learners' motivation and arouse their interest. When using a coursebook, learners should experience that they can use the foreign language for their own communicative needs. Nowadays most schools use coursebooks which meet the requirements of the modern communicative foreign language teaching (Feld-Knapp, 2009:44).

Coursebooks have another main function. They have to fit in the educational system and contribute to the realisation of educational aims. However, there are several difficulties which complicate the fulfilment of the requirements mentioned above. Foreign language teaching is an economic factor, which has to be considered when examining this topic. It matters to publishers which foreign language is taught in schools. In foreign languages teaching of schools, coursebooks which are monolingual and were written abroad are mostly preferred (Petneki, 2002). These authors are not fully aware of the needs of Hungarian students and the (especially pedagogical) requirements of the *National Curriculum 2012*.

The third task of coursebooks is to prepare students for the secondary school leaving examination and foreign language exams. It might therefore be useful to work with coursebooks which provide some help in this preparation as well. However, they should not be the basic material for the whole school year. The preparation for language exams should not be the major aim of foreign language teaching (Petneki, 2002).

It can be concluded from the above that the coursebook market does not cater to the complex aims of foreign language teaching. However, it should be the other way around: aims should determine the content and the methods of coursebooks. The empirical part of this article will present possible solutions to these deficits.

Pictures in foreign language teaching

An overview of pictures in foreign language teaching

In the previous parts, different difficulties were presented which prevent teachers of foreign languages from realising educational aims. However, this article intends to offer solutions to these difficulties. The following subchapters are based on the idea that pictures and their application can eliminate the deficits mentioned above.

Pictures have a long history in language teaching. In 1658, Johann Amos Comenius called for the application of illustrative materials in teaching and learning. This request was present in pedagogical discussions during the last centuries. However, the audiovisual method harmed the recognition of pictures, which led to a sceptical attitude towards pictures. In the end, this method resulted in a reduction of content (e. g. stick men and pictograms) (Sturm, 1991:4-7).

The communicative turn brought about a new situation. A variety of pictures emerged after the audiovisual and audio-lingual period. Some coursebooks were even supplied with more pictures than necessary. Currently, there is change in the way pictures are treated in foreign language teaching. This change has been caused by the availability of modern media which encouraged foreign language teachers to rethink the role and function of pictures in the foreign language classroom. The fact that one is surrounded by pictures in everyday life is the reason why it is relevant to analyse pictures in terms of their significance in the teaching and learning process.

Learners are living in a reality which is largely shaped by visuality. This reality and the way of living of learners have to be considered in the theory and practice of teaching. Learners in the 21st century therefore have to learn how to communicate visually.

Functions of pictures in foreign language teaching

The substantial role of pictures in foreign language teaching cannot be called into question. However, today's discussions bring the following questions to the centre of attention: *Which* pictures and *for what* purpose have to be applied? *How* shall they be applied? (Hecke & Surkamp, 2010:9). The functions and the range of use of pictures are numerous. However, this article is based on the categorisation suggested by Hallet (2010:33-39) who distinguished six functions of pictures altogether. These are the following:

1) *Illustrative function*. This is one of the most frequent functions of pictures. They can have a motivating effect on learners or help them to understand a complex text. However, it is often the case that pictures are not related to texts and actually hinder the understanding of the text. In such cases, pictures do not fulfil their function. Pictures as illustrations and problems related to it will be discussed in the empirical part as well.

2) *Semantic function*. Pictures fulfil a semantic function if people, actions, situations or objects are presented in order to facilitate the understanding of new words.

3) *Cognitive function*. The cognitive function of pictures helps learners to be aware of linguistic phenomena more easily. For instance, graphs can present time relations and facilitate the cognitive understanding.

4) *Representative function*. The representative function of pictures serves cultural learning. There is a wide range of these pictures: images of famous monuments, photos of cities and landscape all belong to this function.

5) *Instructive function*. Icons which you can find on all pages of a coursebook fulfil an instructive function. They instruct learners to do certain tasks or refer to a certain page of the coursebook.

6) *Aesthetic function*. The functions presented above have in common that they all play a serving role in foreign language learning; they are a medium of learning. Rarely can you find examples of using pictures as visual or aesthetic text. Using pictures for aesthetic reasons is based on regarding them as visual artefacts.

It can be concluded that pictures have a huge potential to enrich foreign language teaching, facilitate foreign language learning, and motivate learners. Not only the functions but the didactic and methodological consequences for foreign language teaching are varied as well (Hallet, 2010:52). An engagement in functions of pictures should result in a responsible and conscious application and in a sophisticated development of learning and teaching materials.

Contribution of pictures to personality development

The potential hiding in pictures is limitless. This article can only confirm this fact by adding one more function to the list, namely the function for personality development. The guidelines of the *National Curriculum 2012* prove the relevance of this aspect. The following subchapter intends to present some basic features of pictures and the way they can be used for personality development. Before going into more detail it has to be clarified that personality development is defined as “*the strengthening of self-confidence, social competence and the ability to work in a team*” (Frederking, 2010:421).

A prerequisite of a successful work with pictures which focuses on personality development is that pictures are treated not only at the level of description (Wenrich, 2010:225). Pictures are more than a medium of information; they provide more opportunities if teachers have a reflective approach to them. Another vital prerequisite of this work is a student-oriented attitude. Using pictures which aim at personality development should obviously put students in the centre of attention. There should be a relationship between each student and the picture in which students are the main characters. They have to observe the picture and let it have an effect on them. It has to be noted that each and every student approaches a picture from a different point of view because students have different backgrounds (Grätz, 1997:6). This brings subjectivity into the process.

In *Hosch's and Macaire's* (1991:21) view, mental schemata (the knowledge about things which usually appear in our field of experience) are activated when observing a picture. These schemata vary from person to person; they depend on the particular knowledge and cultural background of the person. It is therefore crucial that teachers regard students in their whole personality; with their knowledge, with their different schemata and background experience. Such an attitude holds the key to a resolution of the cognitive orientation of foreign language teaching.

The following parts of this subchapter will analyse the ways of personality development. The definition of personality development implies that this process takes place in two dimensions: personality development is connected to the self and also to the social environment. It therefore makes sense to introduce the ‘Me-dimension’ and the ‘We-dimension’. During the first encounter, the Me-dimension is realised. A relation is being developed between the learner and the picture in which learners are inspired to ask the

following question: “What does this picture have to do with me?” This brings the perception to a personal level. The point of this process is to encourage learners to get into a dialogue with the picture from the perspective of own experience, knowledge and emotions. When learners seek a connection with the picture and react to them in a personal way, they stand a chance of discovering something new about the picture, about their way of thinking and themselves (Heuer, 1997:14). In this process learners have to be motivated so that they reflect on themselves based on the picture.

However, personality development does not take place in isolation and does not end with a personal experience. Pictures enable associations and interpretations which go beyond the self. The point is that learners do not keep their impressions and reactions to themselves but become motivated to enter into a dialogue with others.

Pictures are often characterized by ambiguity which provides the opportunity to exchange ideas (Sturm, 1991:6). This can result in interesting discussions which make learners encounter new perspectives and challenge their own views. These encounters are outstanding opportunities for self-awareness and for opening the door towards peers. Learners can also realise that differences have a lot to do with the own personality and socio-cultural background.

The ideas presented above are the evidence of the role of pictures in personality development. Through conscious work with pictures, learners can get to know themselves better and discover similarities and differences between them and others. A foreign language teaching which seeks to meet the requirements set in the *National Curriculum 2012* should exhaust this potential of pictures. The practical way pictures can be used for personality development will be the topic of the empirical part.

Necessary teacher knowledge

The previous subchapters have analysed different opportunities for the application of pictures in foreign language teaching. In the end, the way these opportunities are used depends on the teacher. To realise educational and pedagogical aims like personality development, teachers have to command profound theoretical knowledge and competences.

First of all, teachers have to choose the pictures they want to use in the classroom. This choice has to be based on certain criteria like the intellectual level, previous experience and age of learners. It is also essential that pictures have a message for students and motivate them to answer the question: “*What does this picture say to me personally?*” It might happen that the teacher and the learner get a different message when observing a picture. This can be the source of diverse interpretations (Sturm, 1991:7). It is therefore the task of the teacher to get to know the learners as much as possible and select pictures on the basis of this knowledge.

The criteria outlined above imply that the selection and didactic analysis of pictures require a conscious work of the teacher. As Hallet (2010:48) also highlights, the work with pictures should be integrated consistently from the very beginning of the teaching and learning process.

Finally, the attitude of the teacher needs special attention. As it has been already mentioned, pictures are suitable not only for illustration but also for the realisation of educational aims. Since a successful work with pictures is based on an individualistic approach to teaching, it is of overriding importance that teachers show a deep interest in students as persons and accept them with their personalities. The teacher should also keep in mind that students construct the meaning of a picture and therefore numerous

interpretations can develop in the classroom. The teacher should respect all these interpretations and make students benefit from them (Häussermann, 1991:18).

It has been demonstrated that working with pictures based on educational objectives cannot dispense with basic theoretical knowledge and competences. Key principles are goal-orientation and a conscious attitude of the teacher; only these can be the firm foundation of a successful practice.

Empirical research

Research method

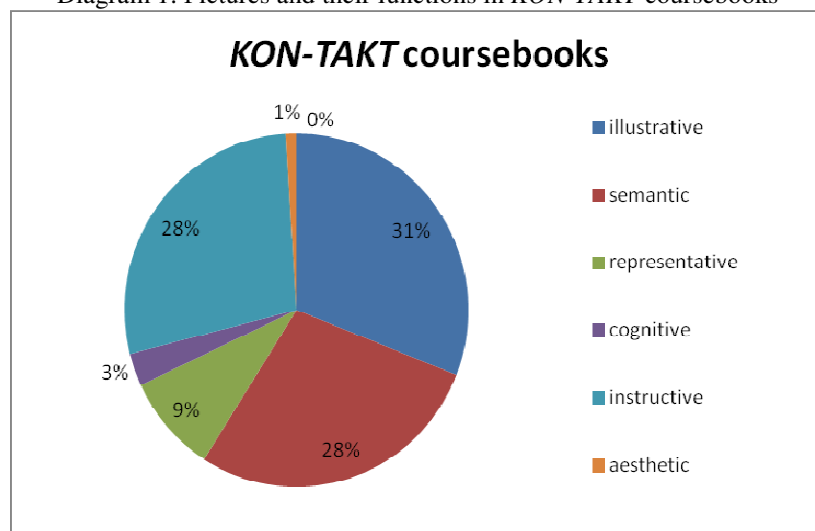
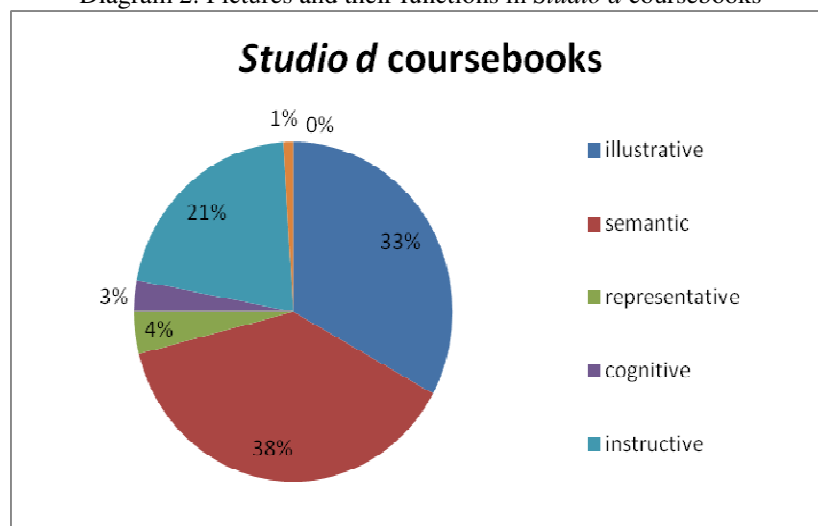
The following chapter of the article will concentrate on the way theoretical principles can be applied in practice. In order to get an insight into the realisation of pedagogical aims in teaching German as a Foreign Language at Hungarian schools, several coursebooks were analysed. The following subchapters will therefore be devoted the presentation of the results of this analysis.

Results of the coursebook analysis

As it has been already discussed, coursebooks are suitable for the exploration of teaching practice. In the following paragraphs, six German as a Foreign Language coursebooks selected from two coursebook families (*KON-TAKT* and *Studio d*) will be analysed. All of them are based on the principles of the communicative foreign language teaching. The analysis will put the emphasis on the quantity and functions of pictures found in these coursebooks. It will further focus on the question if the potential pictures offer for personality development is exhausted satisfactorily. The analysis suggests the hypothesis that the illustrative function of pictures in the chosen coursebooks predominate the function which could contribute to personality development.

The reason for the choice of these coursebooks is that they are widespread nowadays and can therefore reflect the teaching practice. Besides this, the author of this article has first-hand experience with them and can thus evaluate the advantages and disadvantages of these books. The analysis will be based on the criteria suggested by Sturm (1991), and on the functions of pictures proposed by Hallet (2010:33-39, see in chapter *Functions of pictures in foreign language teaching*). Workbooks will not be included in the analysis because coursebooks have an overriding role in the planning and teaching process. The analysis was carried out in the following way: pictures (images, photos, etc.) were counted and related to their appropriate function. Apart from the six functions suggested by Hallet (2010:33-3), one more function was added, namely the function which serves personality development.

The overall results of the analysis show that the selected coursebooks contain a large amount of pictures. They often enhance the learning process by offering grammar exercises and tasks for extending cultural knowledge and vocabulary. It has been also found that the illustrative function prevails (see Diagram 1 and Diagram 2). Pictures are often used only for decoration, without any didactic purpose. Tasks including pictures do not go further than simple description. Interaction between students based on picture experience is therefore not enhanced. From the diagrams it can be further seen that the semantic function plays an important role as well. The assumption that pictures are not used for personality development is confirmed.

Diagram 1: Pictures and their functions in *KON-TAKT* coursebooksDiagram 2: Pictures and their functions in *Studio d* coursebooks

Didactic suggestions Theoretical guidelines

It follows from the results of the analysis that teachers have to develop a critical approach to coursebooks when it comes to using pictures. They also need to open up new opportunities for working with pictures in a way which fosters personality development. This chapter will therefore suggest practical impulses which can initiate a new approach to pictures. First, some theoretical guidelines will be described which are the basis of the practical suggestions.

These suggestions are based on the assumption that a combination of text and picture enable learners to deal with a topic in a complete way. As the analysis showed, pictures are often used without any clear didactic purpose. However, pictures which are used only for the sake of decoration cannot result in efficient work. Pictures should be applied more consciously because they have features which written texts do not (e. g. Pictures can transfer emotions and behaviours more precisely.). These features should not be

ignored but be used productively in the teaching and learning process (Sturm, 1991:10).

In terms of interpretation, pictures have a great potential. One can have an overview of them quickly, they are accessible and easy to decode. These are the reasons why pictures can lead to many different associations and activate the emotions of the observer. Pictures present a new reality in which many things remain open, which gives learners the opportunity to use their imagination (Eichheim, 1991:29). However, texts are interpreted differently. One cannot perceive them at a glance and the time one needs for decoding varies from person to person. If the potential of a text is compared with the one of a picture, the former is seen to be more suitable for linguistic analysis than the latter, which can evoke more spontaneous reactions (Eichheim, 1991:28f).

When combining texts with pictures, one principle has to be considered in any case: a clear reference of the text to the picture (and vice versa). In order to discover the reference more easily, it is advantageous to present pictures either before or after reading the text (Hosch & Macaire, 1991:25). The practical suggestions will also stick to this principle.

Pictures can fulfil various functions when combined with texts. They can motivate learners to read, support the understanding of a text, intensify reading experience or initiate discussions (Hecke & Surkamp, 2010:12f). This article argues for a conscious application of pictures which can contribute to an emotional and personal enrichment of learners.

Text and pictures connected to *TIME*

You can have an access to the article “Zeitgefühl. Wir leben länger und denken kürzer” at the following website:

<http://www.spiegel.de/wissenschaft/natur/zeitgefuehl-wir-leben-laenger-und-denken-kuerzer-a-577159.html>

Picture 1



Picture 2



Picture 3



Practical suggestions

Suggestions for the topic *TIME* (suitable for level B2)

Suggestions	Aims
Learners have a look at picture 1 and share their first associations. Suggested questions for discussion: <ul style="list-style-type: none"> - What do you associate with a sandglass? - What does <i>time</i> mean to you? - What does belong to the upper and the lower part of the sandglass? 	<ul style="list-style-type: none"> - introduction into the topic - activation of vocabulary - developing self-awareness - encountering new perspectives
Learners read the text. Suggested questions for discussion: <ul style="list-style-type: none"> - What is the attitude of today's people to time? - In what way did our approach to time change during the centuries? - Can you experience changes in your everyday life? - What is your attitude to time? - What advantages and disadvantages does a lifestyle written in the text have? 	<ul style="list-style-type: none"> - enabling learners to reflect on the topic - developing self-awareness - developing communicative competence - developing reading skills - extending vocabulary
Learners have a look at picture 2 (see below). Suggested questions for discussion: <ul style="list-style-type: none"> - What do you think the running person is feeling? - Have you ever had the same feelings? In what situations? Learners collect situations in which they experienced the same.	<ul style="list-style-type: none"> - connecting the message of the picture with learners' experience - developing communicative competence - integrating emotional dimension - reflecting on the own way of living
Learners have a look at picture 3 (see below). They try to find the connection between the text and the picture. Afterwards they share their opinion and come up with their interpretations. Suggested questions for discussion: <ul style="list-style-type: none"> - What message does the picture have for you personally? - What could be the connection between the text and the picture? - Who are the two persons in the picture? What is their relationship to time? - Could you imagine being one of the persons in the picture? 	<ul style="list-style-type: none"> - developing communicative competence - developing creativity - developing self-awareness - encountering new perspectives

Conclusion

The main purpose of this article was to analyse pictures and their roles in teaching German as a Foreign Language and open up new perspectives by focussing on their functions as illustration and personality development. The article intended to respond to the issue of how deficits caused by the cognitive and communicative turn can be reduced. In order to answer this question, this topic was analysed from a theoretical and empirical point of view. The theoretical part concentrated on the aims of foreign language teaching set in two documents (*Common European Framework of Reference for Languages* and *National Curriculum 2012*). The analysis of these documents showed that foreign language teaching has to fulfil complex aims: it has to seek to develop learners' communicative competence and contribute to the realisation of pedagogical aims.

Particular attention was devoted to difficulties which prevent teachers from putting pedagogical and educational aims into practice. One difficulty can be attributed to the influence of the cognitive turn. Standardisation processes, the pressure of exams and unsatisfactory coursebooks further complicate the realisation of the aims stated in *National Curriculum 2012*. The article did not only intend to describe difficulties but to offer solutions as well. The solution was based on the fact that the discipline of German as a Foreign Language offers numerous means (e. g. pictures) to integrate the emotional dimension and personality development into the teaching and learning process.

The article assumed that a conscious and meaningful application of pictures can contribute to the personality development of learners. The overview of pictures' role in foreign language teaching showed that pictures had a long history both in the theory and practice of foreign language teaching. Nowadays, they also play a crucial role in a world influenced by media. It has to be noted that pictures without any didactic purpose are superfluous. Six coursebooks (three *KON-TAKT* and three *Studio d* coursebooks) were analysed in order to get an insight into the way pictures are treated in practice and if their potential is used satisfactorily. The results of the analysis proved the hypothesis that the selected coursebooks contain many pictures but they are applied rather monotonously; they fulfil predominantly an illustrative function. The analysis also showed that a large amount of pictures is used for semantic purposes.

The theoretical principles and practical suggestions are the evidence that pictures can contribute to the realisation of educational aims. The practical part of the article suggested a combination between texts and pictures. A student-oriented approach and the integration of the emotional dimension are the most important prerequisites of a successful work with pictures. Teachers and learners can especially benefit from pictures when they do not only decorate coursebooks but appeal learners as well. Pictures have the potential to encourage students to share their personal associations and their relationship with a certain picture. The observation of a picture can provoke diverse interpretations depending on the background experience of the observer. It can be an enriching experience if students become open to the different perspectives of their peers.

The conscious application of pictures based on professional and educational aims is not only advisable but also essential for a foreign language teaching, which seeks to realise complex aims. Further research into the role of other visual materials (e. g. films, videos, cartoons) in personality development is necessary to extend our knowledge of other opportunities for the realisation of educational aims.

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Internet resources for the article and pictures

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