

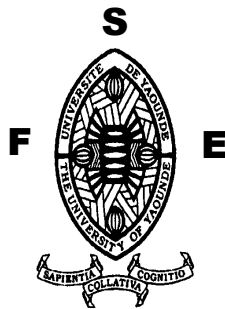
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UNITE DE RECHERCHE ET DE
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EVALUATION

EXPLORING A DYNAMIC WAY TO HIGHLIGHT THE INTERDISCIPLINARY APPROACH IN THE GERMAN CURRICULUM OF THE 4^e CLASS IN CAMEROON

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ABSTRACT

This study aims to explore how to highlight interdisciplinarity in the 4e class German curriculum. It seeks to identify strategies to integrate different disciplines like art, social studies, anthropology, biology, etc. into German teaching in order to make language learning more practical, relevant and meaningful for students. The research questions focus on evaluating the German curriculum, understanding teachers' perspectives on interdisciplinarity, identifying disciplines to combine with German, developing learning activities and resources, as well as challenges and opportunities of an interdisciplinary approach. By applying Philipp Marying's method of qualitative content analysis, the study found that although the German curriculum is of good quality and reflects some interdisciplinary aspects, it could be made more interdisciplinary by integrating more subjects and practical activities. The teacher participants showed a good understanding of interdisciplinarity and are aware of its advantages in enriching the teaching of German. While proposing to combine German with a diversity of subjects, they noted some unavoidable challenges in implementing interdisciplinarity, such as teachers' lack of interdisciplinary skills and the absence of financial and material resources. To highlight interdisciplinarity in the curriculum, the study proposes integrating disciplines into the existing curriculum modules. Relevant disciplines and activities are suggested for the six modules developed in the German Curriculum. We developed 44 interdisciplinary activities with 58 related disciplines. However, support is needed from teachers, school administration and curriculum developers to overcome challenges and ensure successful implementation. This research also makes recommendations for curriculum reform and teacher training to encourage and facilitate interdisciplinary foreign language teaching. Overall, while contributing to the scientific discourse, this study demonstrates the importance and benefits of an interdisciplinary approach to language learning, while proposing concrete strategies for highlighting interdisciplinarity in the German teaching programme in Cameroon. The results could provide useful pointers for improving the effectiveness of foreign language teaching through interdisciplinarity.

Keywords: Interdisciplinarity, curriculum, discipline, teaching

RESUMÉ

Cette étude a pour objectif d'explorer comment promouvoir l'approche interdisciplinaire dans le programme d'études d'Allemand de la classe de 4e. Elle cherche à identifier des stratégies visant à intégrer différentes disciplines telles que l'art, les sciences sociales, l'anthropologie, la biologie, etc. dans l'enseignement de l'Allemand, afin de rendre l'apprentissage de la langue plus pratique, pertinent et significatif pour les élèves. Les questions de recherche portent sur la l'évaluation du curriculum actuel, la compréhension des enseignants du concept d'interdisciplinarité, l'identification des disciplines à combiner avec l'Allemand, l'élaboration d'activités et de ressources d'apprentissage, ainsi que les défis et les opportunités d'une approche interdisciplinaire. En utilisant la méthode d'analyse de contenu qualitative de Philipp Marying, l'étude a révélé que bien que le programme d'Allemand soit de bonne qualité et reflète certains aspects interdisciplinaires, il pourrait être rendu plus interdisciplinaire en intégrant davantage de disciplines et d'activités pratiques. Les enseignants participant à cette recherche ont montré une bonne compréhension de l'interdisciplinarité et sont conscients de ses avantages pour enrichir l'enseignement de l'Allemand. Tout en proposant de combiner l'Allemand avec diverses disciplines, ces derniers relèvent quelques défis incontournables dans la mise en œuvre de l'interdisciplinarité tels que le manque de compétences interdisciplinaires des enseignants et l'absence de ressources financières et matérielles. Pour promouvoir l'interdisciplinarité dans le curriculum, l'étude propose d'intégrer des disciplines dans les modules existants du curriculum. Des disciplines et des activités pertinentes sont suggérées pour les six modules développés dans le curriculum d'Allemand. Au total 44 activités interdisciplinaires avec 58 disciplines connexes ont été élaborées. Par ailleurs, le soutien des enseignants, de l'administration scolaire et des concepteurs de curriculum est nécessaire pour surmonter les défis et assurer une mise en œuvre réussie. Cette recherche formule également des recommandations pour la réforme des programmes d'études et la formation des enseignants afin d'encourager et de faciliter l'enseignement de la langue étrangère de manière interdisciplinaire. Dans l'ensemble, cette étude contribue au débat scientifique sur l'importance et les avantages d'une approche interdisciplinaire de l'apprentissage des langues, tout en proposant des stratégies concrètes pour promouvoir l'interdisciplinarité dans le programme d'enseignement de l'Allemand au Cameroun. Les résultats pourraient fournir des indications utiles pour améliorer l'efficacité de l'enseignement des langues étrangères au Cameroun.

Mots clés : Interdisciplinarité, curriculum, discipline, enseignement

ABBREVIATIONS

BEPC : Brevet d' Etudes du Premier Cycle.

CAP: Certificat d'Aptitude Professionnel

CBA: Competency-Based Approach

CETIC : Collège d'Enseignement Technique Industriel et Commercial

CETIF : Collège d'Enseignement Technique Industriel pour Filles

ECM : Education Civique et Morale

ESF : Economie Sociale et Familiale

UN: United Nation

UNESCO: United Nations Educational, Scientific and Cultural Organization

IBE: International Bureau of Education

ebd. : Ibidem (Latin for "in the same place," used to cite a work that was just previously cited)

GFL : German as Foreign Language

PBL : Problem-Based learning

SVT : Science de la Vie et de la Terre

TBL : Task-Based Learning

TP: Teacher Participant

Q: Question

SDGs: Sustainable Development Goals

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CHAPTER 1 INTRODUCTION

The difficulties learners face in connecting the knowledge they receive to their daily lives and applying it to solve problems are common (Fopoussi, 2022). Learners often struggle to perceive the concept of interdisciplinary and fail to recognize its importance in creating links between various areas of knowledge (Fopoussi, 2021a). This lack of understanding is a cause for concern, especially in the current globalized world where the ability to connect different knowledge domains is crucial. The limited knowledge of learners prevents them from achieving a higher level of understanding through an interdisciplinary approach. However, the importance of interdisciplinary in addressing complex issues is widely recognized (Ledford, 2015). Despite the challenges that may arise in applying it, interdisciplinary is an essential tool in everyday life (Bozhkova, 2016, as cited in Fopoussi, 2022). According to Fopoussi (ebd.), interdisciplinarity has an axial position within the context of competence-based education.

In recent years, the emphasis on competence-based education has been on the rise in Cameroon's secondary education system (Alemnge, 2020). However, it is important to emphasize that competencies cannot be learned in isolation and that any action requires a combination of various knowledge (Fopoussi, 2022). According to Massok (2020), before the adoption of the competence-based approach, German students were previously taught in a passive manner, resulting in them gaining a lot of knowledge that was often useless in practical everyday situations. The traditional German teaching concepts were not focused on empowering learners or developing their speaking skills, and as a result, many learners were unable to apply what they had learned in school to real-life situations or more complex contexts (ebd.). This has led to questions about the effectiveness of the didactic and methodological approaches used by teachers. It is clear, however, that changes need to be made to the way German is taught in Cameroon to better equip learners with the skills and abilities they need to succeed in the real world (ebd.). This highlights the importance of interdisciplinary teaching and learning approaches in providing learners with a comprehensive and holistic understanding of a subject matter. In the scientific community, there has been a growing interest in interdisciplinary approaches to teaching and learning foreign languages (Redchenko, 2016). Researchers state that an interdisciplinary approach can enhance student learning, motivation, and engagement in language learning (Warkentien, 2022). In this context, this research aims to explore an effective way to highlight the interdisciplinary teaching and learning approach in the German curriculum of the class of 4e in Cameroon. By examining the potential benefits and

challenges of an interdisciplinary approach, as well as identifying strategies for implementation, this study seeks to contribute to the development of effective language teaching practices in Cameroon and beyond. This research will also contribute to the ongoing discourse on innovative and effective teaching and learning approaches that are needed to equip learners with the knowledge and skills required for success in the 21st century.

In this first chapter we will start by developing the background and the context of the study. Then, we will make a clear statement of the problem and research question. Thirdly, a precise statement of the research assumptions that form the basis of the study will be developed. Then, we will focus on the current state of research, the significance the topic and outline the objectives of this scientific research.

Background and context of the study

In order to develop the background and context of our research in a substantial way, we have found it relevant firstly to outline the school's missions in Cameroon according to the Orientation Law of 14 April 1998 and secondly some historical facts about education in Cameroon which will help to understand the context of our study on highlighting interdisciplinarity in the teaching of German.

The missions of school in Cameroon

According to the Orientation Act N° 98/004 of 14 April 1998, Article 15, paragraphs 1 and 2, the Cameroonian school system consists of two subsystems, the Anglophone and the Francophone subsystem. The 5th Article outlines the missions of the school as follows:

“Au titre de la mission générale définie à l'article 4 ci-dessus, l'éducation a pour objectifs :

1. la formation de citoyens enracinés dans leur culture, mais ouverts au monde et respectueux de l'intérêt général et du bien commun ;
2. la formation aux grandes valeurs éthiques universelles que sont la dignité et l'honneur, l'honnêteté et l'intégrité ainsi que le sens de la discipline ;
3. l'éducation à la vie familiale ;
4. la promotion des langues nationales ;
5. l'initiation à la culture et à la pratique de la démocratie, au respect des droits de l'homme et des libertés, de la justice et de la tolérance, au combat contre toutes formes de discrimination, à l'amour de la paix et du dialogue, à la responsabilité civique et à la promotion de l'intégration régionale et sous régionale ;

6. la culture de l'amour de l'effort et du travail bien fait, de la quête de l'excellence et de l'esprit de partenariat ;
7. le développement de la créativité, du sens de l'initiative et de l'esprit d'entreprise ;
8. la formation physique, sportive, artistique et culturelle de l'enfant ;
9. la promotion de l'hygiène et de l'éducation à la santé. “

As outlined in Article 4 of the educational framework of Cameroon. The objectives are broad and cover a wide range of areas, reflecting the multifaceted nature of education and its role in shaping the overall development of individuals and societies. In the 5th article quoted above, the first objective emphasizes the importance of cultural identity while encouraging openness to the world and respect for the common good. This objective reflects the need for individuals to be grounded in their own cultural heritage while also being able to appreciate and engage with diverse cultures and perspectives.

The second objective highlights the importance of ethical values such as dignity, honesty, integrity, and discipline. These values are essential for the development of responsible and ethical citizens who can contribute positively to their communities and society as a whole. The third objective emphasizes the importance of education on family life, recognizing the role that families play in the socialization and education of children. The fourth objective aims to promote the use and development of national languages, which are an essential aspect of cultural identity and a means of promoting linguistic diversity and inclusivity. The fifth objective highlights the importance of democratic values such as human rights, justice, tolerance, and peace. These values are crucial for building a democratic and just society that respects the rights and dignity of all individuals. The sixth objective emphasizes the importance of hard work, excellence, and partnership. These values are essential for personal and professional success and contribute to the development of a productive and collaborative society. The seventh objective aims to promote creativity, initiative, and entrepreneurship, recognizing the important role that innovation and enterprise play in economic development and job creation. The eighth objective recognizes the importance of physical, artistic, and cultural education, which are essential for the overall development and well-being of individuals. And finally, the ninth objective emphasizes the importance of hygiene and health education, which are essential for promoting healthy lifestyles and preventing disease.

The educational objectives listed in the article are diverse and cover a wide range of subjects, including ethics, language, culture, democracy, and health. An interdisciplinary approach can help to link these objectives together by encouraging students to draw connections between

different subjects and develop a more holistic understanding of the world around them. For example, teaching foreign languages can involve not only language instruction, but also cultural studies, history, geography and in some class projects other disciplines can be involved such as art, physics, chemistry, biology and even mathematics and others. By taking an interdisciplinary approach to education, students can develop a more well-rounded understanding of the topics they are studying, and see how different subject areas intersect and inform one another. This can also help to foster critical thinking and problem-solving skills, as students learn to approach complex issues from a variety of perspectives.

The secondary education System in Cameroon

At independence in 1960 and 1961, Cameroon inherited two distinct educational systems, which were rooted in the country's colonial history. The Francophone sub-system was inherited from French Cameroon, which was a French colony, while the Anglo-Saxon sub-system was inherited from British Cameroon, which was a British protectorate (Alemnge, 2021; Massok, 2020). The Francophone sub-system was heavily influenced by the French educational system, with a strong emphasis on the French language, culture, and curriculum. This system was primarily focused on centralized control, with a standardized national curriculum and a single exam system. The education system also emphasized the importance of technical education, which was seen as essential for economic development (Alemnge, 2021).

On the other hand, the Anglo-Saxon sub-system was based on the British educational system, with an emphasis on English language, culture, and curriculum. This system was more decentralized, with regional governments responsible for the management and administration of schools. The Anglo-Saxon sub-system was also known for its focus on academic excellence and the development of critical thinking skills (ebd.). Despite the significant differences between the two educational systems, both were adopted as part of the newly independent Cameroon's educational system (Nana, 2013). However, the coexistence of these two systems has not always been smooth, with challenges arising from the different languages of instruction, teaching methods, and cultural differences. In recent years, there have been efforts to bridge the gap between the two educational systems, with initiatives such as bilingual education programs and the harmonization of curricula. This has been done to promote national unity and ensure that all students have access to quality education regardless of their linguistic and cultural backgrounds.

German as a teaching subject in Cameroonian secondary schools

“(…) the German colonial authority realized that they gained strength over colonized nations not only through physical control, but also through mental control. This mental control was carried out through their education system. The German educational goal in Cameroon, like elsewhere in Africa, was to expose Africans to a superior culture with the hope that education will usher the natives into the modern world and will make them more civilized.”

(Monteh, 2018, p. 220)

German is taught as a foreign language in Cameroon for various reasons. One of the most important reasons is the historical connection between Cameroon and Germany. Cameroon was a German colony from 1884 to 1919, and during this time the German language and culture were introduced to Cameroon (ebd.). Precisely in 1897, Governor Von Puttkammer issued a ban on the use of indigenous languages in schools in Cameroon (Vischer, 1915, as cited Nana, 2016). This meant that students were no longer allowed to use their native languages as a medium of instruction, and were instead required to use German in the classroom. According to Monteh (Monteh, 2018), the German colonial authorities viewed education as a means of achieving their political, economic, and cultural objectives in Cameroon. He argues that the German colonial education system in Cameroon was designed to indoctrinate Cameroonian students with German values and beliefs, while suppressing their own cultural traditions and identities (ebd.).

Monteh argues furthermore that the official school programme mandated between six and ten hours of compulsory German-language education at the advanced stages of primary school. This was confirmed by a decree signed by the German Governor in 1910, which adopted the official programme created in 1907. The school law gave a prominent place to the use of German in schools, while also acknowledging that the local language "Duala" should be replaced with the authorization language of the Governor. This shows how the German colonial authorities sought to impose their language and culture on the Cameroonian population through the education system. (ebd.)

After the First World War, Cameroon was partitioned and the French- and English-speaking areas came under the administration of France and Britain. In the French-speaking areas of Cameroon, German remained as a foreign language and continued to be taught. The division of the Cameroonian school system in Anglophone and Francophone subsystem creates heterogeneity in the Cameroonian school system, which is not uniformly organized (Dassi,

2019). Both are divided in two part: the general education part and the technical education part. Until 2016, foreign language teaching was only provided in non-technical schools. Some public schools, especially religious ones, have developed a specific teaching programme and teach German and Spanish from the 6th grade in the Cameroonian school system (Massok, 2020). However, the Cameroonian government has sought to harmonize the school system by including foreign language teaching in technical secondary schools since the beginning of the 2017-2018 school year (Dassi, 2019). This expansion offers new opportunities for Germanists and German studies in Cameroon, as the number of students learning German in schools increases, and consequently, more German teachers are needed.

From the sixth grade onwards, the student has two options: either to take the selection exam for technical or professional secondary schools, or to apply to general secondary schools. Students have the opportunity to learn a foreign language such as German or Spanish from the eighth grade. For some years now is also the choice of Italian and Chinese in some schools (ebd.).

The inclusion of German as a foreign language in the Cameroonian school system is seen as a positive development. The purpose of teaching German as a foreign language (GFL) in Cameroon has traditionally been to equip Cameroonian learners with the necessary skills to communicate confidently and effectively in German, with increasing fluency and nuance (Ngatcha, 2001, as cited in Massok, 2020). This approach is seen as a means of developing their abilities and preparing them to make a positive impact on society later in life (ebd.).

In the report "Languages for the future" by the British Council (2013), German is identified as one of the top 10 languages to learn. The report notes that German is the most widely spoken language in the European Union, and the fourth most widely taught language in the world. Another reason why German is still taught in Cameroon is the importance of the language in international trade and business. The report also highlights the economic significance of German, noting that Germany is one of the largest economies in the world, and that many businesses and organizations require German language skills for trade and communication (ebd.). German language proficiency can thus open up new opportunities for Cameroonian students in the global economy. Furthermore, the inclusion of German in technical schools is especially important because it reflects the reality that technical education is becoming increasingly important for the economic development of Cameroon. Germany is an important trading partner for Cameroon and many companies in Cameroon have business relations with German companies. Knowledge of German can therefore be an advantage for Cameroonian business people and employees.

Focus on the francophone sub-system

In circular N° 13/17/C/MINESEC/SG/CT2/DAJ/CELSUI of 21 August 2017, national education inspectors, general inspectors, general coordination inspectors, directors and heads of department, regional delegates and heads of schools were informed by the Minister of Secondary Education, in its thirteenth article, that the teaching of modern languages begins in the fourth grade, both in the Francophone and Anglophone sub-systems and in technical schools. The same requirement is formulated in circular N° 16/18 C/MINESEC/SG/CT2/DAJ/CELSUI of 24 August 2018. Both letters make it clear that German, which until now was only taught in the French-speaking sub-system is now to be taught in both technical schools and the English-speaking sub-system from the same grade. However, the implementation of this reform is not yet effective throughout the country. This is the reason why we have chosen to focus on the French-speaking sub-system and particularly on secondary education.

Learning areas in technical secondary education in Cameroon

Technical education includes the Colleges of Industrial and Commercial Technical Education (CETIC) and the Colleges of Industrial Technical Education for Girls (CETIF).

There are two types of branches: Tertiary Science and Technology (STT) and Industrial Science and Technology (IND). The duration of studies is 4 years for the first cycle and 3 years for the second cycle. At the end of the first cycle, students who have passed the examination obtain the Certificate of Professional Aptitude (CAP). The second year of the second cycle is completed with the Technical Probatory Certificate corresponding to the field of study chosen in class 2. The final year of study is marked by the Baccalauréat or the Brevet de Technicien.

Table 1

School certificates in the French-speaking technical secondary education in Cameroon

Level	Duration	Certificate
1 st cycle	4 years	CAP
2 nd cycle	2 years	Probatoire
	1 year	Baccalauréat

The learning areas in technical education are many and diverse.

Table 2*Learning areas in the French-speaking technical secondary education in Cameroon*

Technical education				
Electronics	Refrigeration and Air Conditioning Surveyor	Photogrammetry	Carpentry Cabinetmaker	Car Mechanics
Electrical Engineering	Construction Surveyor	Topography	Woodworking	Sheet Metal-Metal Construction
Audio-visual Maintenance	Design Office	Wood Industry	Mathematics and Techniques	Industrial Chemistry
Electromechanical Maintenance	Public Works	Forestry	Metal Construction	Social and Family Economy
Clothing industry	Medical secretariat	Accounting Services Employee	Financial services employee	Catering
Sales	Administrative action and communication	Accounting and management	Taxation and business informatics	Hostelry
Tourism	Bakery and pastry	English	French	

The list of subjects taught in technical schools in Cameroon is quite diverse, covering various fields such as electronics, refrigeration and air conditioning, carpentry, automotive mechanics, construction surveying, woodworking, metal construction, accounting and management, and many others. This diversity reflects the aim of technical education to prepare students for practical careers in various fields, ranging from technology and engineering to business and

hospitality. The wide range of subjects offered in technical schools allows students to choose a field that best suits their interests and career goals.

Learning areas in French-speaking general secondary education in Cameroon

As outlined on the secondary education website, the educational programmes for General Education are classified into two main categories: literary and scientific. The programme duration is seven years, comprising of four years for the first cycle and three years for the second cycle. Upon the completion of the initial four years, students are awarded the Brevet d'Etudes du Premier Cycle (BEPC) certificate. The second year of the second cycle culminates in the Probatoire d'Enseignement Général, which corresponds to the area of study chosen in the fifth year. The final year of education concludes with the award of the Baccalaureate certificate in the selected field of study.

Table 3

School certificates in the French-speaking general secondary education in Cameroon

Level	Duration	Certificate
1 st cycle	4 years	BEPC
2 nd cycle	2 years	Probatoire
	1 year	Baccalauréat

The learning areas that are listed in the following table are orientations that students can choose after obtaining their BEPC. From the 6^{ème} to the 4^e, they all follow the same curriculum, which includes the following subjects French, English, History, Geography, Citizenship Education, Social and Family Economics, Sport, Physics, Chemistry, Biology, Mathematics and Foreign Languages such as German, Spanish, Latin or Arabic.

Table 4

Learning areas in the French-speaking general secondary education in Cameroon

Learning Area of the General Secondary Education			
A1: Literature (Latin - Greek)	A2: Literature (Latin, Modern Language 2: German, Spanish, Arabic...)	A4: Literature (Foreign language: German, Spanish, Arabic...)	A5: Literature (LV2: 2 nd Foreign language LV3: 3 rd Foreign language Language)
C: Mathematics and Physics	D: Mathematics, Life and Earth Sciences	B: Economic and Social Sciences	E: Mathematics and Technology

As we can see from the table, the learning area in general secondary education can be organized into five categories, which are literature, Mathematics and Physics, Mathematics, Life and Earth Sciences, Economic and Social Sciences, Mathematics and Technology. In each learning area, there are several different subjects such as French, English, history, geography, philosophy, citizenship education, social and family economics, sport, physics, chemistry, biology, mathematics and the chosen foreign language.

In the methodological part of our work, we will show to what extent the teaching of German can be done by taking into account various subjects such as mathematics, physics, chemistry, biology and other subjects. To this end, we will identify the contents of the German curriculum that provide an opening to other areas of learning, particularly through projects and practical activities.

Overview of the teaching approach in Cameroon

In Cameroon, education has undergone several transformations in the approaches to teaching and learning. As state Alemnge (2020), the content-based approach, which was primarily focused on subject matter, was adopted from independence until 1996. This approach was largely characterized by the use of passive teaching methods such as the lecture and notes-giving methods, where students were expected to sit quietly and listen without any significant

interaction with the teacher or their peers. According to Massok (2020), this traditional approach in teaching German as a foreign language (GFL), was predominantly teacher-centred and based on a rigid curriculum. In this approach, teachers primarily focused on their own perceptions of the importance of the content, rather than considering the needs and interests of the learners. The lessons were often heavily reliant on textbooks and drill methods, with the main aim being to cover the curriculum rather than engaging the learners effectively. From a methodological-didactic point of view, this approach was not ideal for creating an engaging and effective learning environment for GFL students. While this approach had the advantage of managing large classes and being time-effective, it had its limitations, which included a teacher-centered lesson preparation and delivery, leading to passive learners who were not actively involved in the development of their knowledge, attitudes, and skills (ebd.). In an attempt to address these limitations, the Ministry of Secondary Education introduced the learner-centered approach based on objectives in 1996 (Wiysahnyuy, 2021). Here, the teacher's role evolved into that of a guide, facilitator, and creator of opportunities for students to effectively participate and learn (ebd.). The content-based approach has gradually evolved into the objective-based approach (OBA), which has also been criticised for its rigidity and inability to adapt to unforeseen learning situations or individual learner needs (ebd.). In order to address this limitations, the competency-based approach was introduced in Cameroon schools to provide a solution to the lapses of the objective-based approach to teaching and learning by knitting diverse knowledge and activities together into values, attitudes, life skills, and aptitudes that make learners competent to face real-life challenges (ebd.).

Problem statement and Research questions

“Curriculum change is generally driven by the need or desire of nations to assert their identity and cultural heritage and to pursue their goals, in addition to socio-political and economic aspirations. Likewise, change can arise from the realization that what has been taught in the past will not prepare young people for successful lives in the future, and that the quality and relevance of curriculum must be improved.” (IBE, 2018, p. 67)

Disciplines, or school subjects, were the dominant educational structure throughout the twentieth century and continue to be so (Klein, 2006). This departmentalized approach to learning is practical for developing clear subject standards for learning, assessing students in accountability mandates, creating school schedules, and developing and enforcing training and licensure requirements for teachers (ebd.). The areas of knowledge and skills needed to succeed in today's society are increasingly diverse. Since the 19th century, John Dewey argued that

integrated learning was much more natural for students than discipline-based learning and that the arbitrary separation of content areas in the curriculum prevented students from understanding the relationships between disciplines and this statement is still relevant in the present century (Dewey, 1915; Harrison et al., 2020). If education were to reflect the interdisciplinary world in which students live, they would engage in content that transcends disciplines in a seamless way, eliminating the gap between disciplinary learning in school and integrated life experiences outside of school (Warkentien, 2022).

Working as a German teacher for 10 years in a small village, I became well acquainted with the German secondary school curriculum. In my first months of experience, I started to feel a routine and monotony in my teaching. I felt my motivation was decreasing and I noticed a great lack of interest from my students in my course. I started to think about what I could do to improve the situation and not just teach grammar and vocabulary. I quickly searched on the Internet for information on how to make a lesson more interactive, how to capture the attention of the students and, above all, how to grow as a teacher. I obtained many research results which I selected according to the relevance of what I could adapt to my context. The results that interested me the most were the results of teaching by organizing mini class projects in such a way that the students combine theory with practice and the method of the competence-based approach. I quickly got busy reading and thinking about the activities I could organize with my students. I chose to organize a project on environmental awareness-raising activities.

When I was working out the detailed description of the project, I was quickly struck by the diversity of the results I could achieve. The students had to work in groups of three and think about what they could do to protect the environment. Two groups chose to recycle, resulting in plastic decoration pots and bags made of old T-shirts, one group chose to design awareness-raising posters and the last group chose to plant flowers.

When we look at these different outcomes, we realize that several skills are involved and these different skills can also be divided into different disciplines or learning areas. For example, planting flowers also requires a range of interdisciplinary skills such as:

- **Knowledge of plant species and their growth requirements:** To plant flowers effectively, it is important to have knowledge of different species of flowers and their growing requirements. This includes understanding the soil type, amount of sunlight, moisture, and temperature that each species requires to thrive.

- **Understanding of gardening techniques and tools:** Planting flowers requires a range of gardening tools such as shovels, rakes, and trowels. Understanding how to use these tools and techniques such as digging holes, mixing soil, and planting seeds or bulbs is essential.
- **Understanding of environmental factors:** Environmental factors such as climate, weather, and pests can have an impact on the growth and health of flowers. Understanding these factors and how to mitigate their effects is important in ensuring successful flower planting.
- **Knowledge of design principles:** Flower planting can be an artistic endeavor that involves arranging flowers in aesthetically pleasing ways. Understanding design principles such as color theory, balance, and texture can help achieve beautiful and cohesive flower plantings.

In the process of solving the pedagogical problem I was facing, I was also marked by the limitations of the German curriculum that I was blaming for being limited to the transmission of language skills without focusing on the practical real-life skills that will allow the students to integrate well in their environment.

According to Massok (2020), it is common for educational reforms, including the introduction of new teaching approaches, to cause disagreement and uncertainty among teachers, learners and other stakeholders involved. The introduction of the competency-based approach to teaching German as foreign language in Cameroon, in a gradual and compulsory manner, was accompanied by challenges and concerns. Teachers have felt confronted with new pedagogical challenges linked to the adoption of the competency-based approach, such as the need to rethink their teaching methods to put more emphasis on the development of practical skills in learners. They also face the need of new teaching and training resources to adapt to this new approach (ebd.). Since this problem of availability of new and adapted teaching materials persists, students learning German as a foreign language are faced with the difficulty of being limited to acquiring language skills that do not allow them to develop their problem-solving strategies in real-life situations. As a consequence, they do not show interest in the lesson. On several occasions, students have told me that they find German useless. I always defended myself by giving them arguments such as: "You will be able to work as a translator, journalist, teacher and graduate later on. This was a rather distant argument in the future, considering that teaching is supposed to help learners to develop their personality, to implement strategies to solve the problems they encounter in their immediate environment.

To solve the problem of disconnection of German with other teaching disciplines which limits both the acquisition of language competence and the life skills of the learners, this work focuses on how, from the German curriculum, teachers can connect several disciplines to give powerful tools to learners to achieve good oral proficiency in German on the one hand and to be happy and accomplished citizens on the other. The German curriculum does not emphasize an interdisciplinary approach, however, to effectively implement the competency-based approach, an interdisciplinary approach is a mandatory requirement. In view of all the considerations above, the main question that is analyzed in this work is the following:

How can interdisciplinarity be highlighted in the 4th-grade curriculum of German?

From this question, several relevant sub-questions are derived which will serve as a staircase to answer our main question:

- How good is the German curriculum in the class of 4e?
- How do German teachers understand the interdisciplinary approach and its emphasis in the curriculum?
- What are the pedagogical methods and approaches that can be used to promote interdisciplinarity in the teaching of German in the class of 4e in Cameroon?
- Which disciplines can be combined with German to bring out its interdisciplinary aspect?
- What learning activities can be integrated into the German curriculum of the 4e class to promote interdisciplinarity?
- What are the pedagogical resources that can be used to support interdisciplinarity in the teaching of German in the class of 4e in Cameroon?
- What are the challenges and opportunities of interdisciplinarity in the teaching of German in the class of 4e in Cameroon?

Current state of research and significance of the study

There is a large number of studies on interdisciplinarity in various learning areas. Since our study is limited to interdisciplinarity in the learning of German as a foreign language, an aspect that has not been addressed by any scientific study in Cameroon so far, we have limited our literature review to explore three current edited volumes that we considered as the closest to our research question.

In their edited collection “Interdisciplinary Approaches to Language Teaching and Learning”, Allen and Achugar (2018) explore the intersections of language teaching and learning with

other disciplines. The book covers a wide range of topics related to interdisciplinary language education, including the role of literature, film, and art in language learning, the benefits of integrating language learning with other content areas, and the challenges of implementing interdisciplinary approaches in the classroom. In the third chapter of the book, "Integrating Language and Culture: A Model for Interdisciplinary Foreign Language Education", Margaret Gonglewski presents a model for integrating language and culture in interdisciplinary foreign language education. She argues that an interdisciplinary approach can help students develop a deeper understanding of cultural contexts and promote intercultural competence. In the fourth chapter of the book, "Engaging the Senses: Interdisciplinary Approaches to Language and Art", Susan Lape explores the role of art in interdisciplinary language teaching and learning. She states that art can engage students' senses and emotions and promote a deeper understanding of language and culture. In the fifth chapter of the book, "The Teaching of Literature in an Interdisciplinary Perspective", Ana Clara Santos discusses the role of literature in interdisciplinary language teaching and learning. The chapter argues that literature can provide a rich source of language input and help students develop critical literacy skills. Mariana Achugar examines the role of film in interdisciplinary language teaching and learning in the sixth chapter. She explores how film can provide a window into different cultures and promote intercultural competence.

"Interdisciplinary Language Teaching and Learning: Pedagogy, Practice and Research" is an edited volume by Nalan Yapici and Ali Fuad Selvi (2019) that explores interdisciplinary approaches to language teaching and learning. The fourth chapter by Margaret Gonglewski presents a case study of integrating language and culture in an interdisciplinary curriculum. Ana Santos examines in the fifth chapter the role of literature in interdisciplinary language teaching and learning. The sixth chapter by Mariana Achugar discusses the use of film in interdisciplinary language teaching and learning. The chapter presents a case study of an interdisciplinary film course and provides insights into the challenges and opportunities of using film in language education.

"Teaching German in the 21st Century: Trends and Challenges" is a collection of essays edited by Hess and Stutterheim (2020) that explores current trends, challenges, and approaches in teaching German as a foreign language. Topics include the role of culture in language learning, the use of technology in language teaching, and the effectiveness of various teaching methodologies. The book also discusses the use of drama and theater in language learning, the

integration of language and content in the classroom, and the use of authentic materials in language teaching.

The three edited volumes we have explored have some limitation in common in regard to our research question. Their research is limited to exploring interdisciplinarity in language teaching and learning with culture, literature, art, film and theater. In our research we also want to explore the possibilities of interdisciplinary teaching of German with the other subjects such as anthropology, chemistry, sciences, economics etc. In addition, we will highlight the interdisciplinary character of the German curriculum which is not sufficiently emphasized. In a second step, we will give concrete examples of tools and methods that the teacher can use to really promote interdisciplinary competence among the German learners and thus enable them to become well rooted in their environment, to integrate professionally and to discover and understand the outside world.

The interdisciplinary approach will help learners to develop a deeper understanding of the Cameroonian and German culture and society by exploring different topics and perspectives across various disciplines. It will allow learners to make connections between their language learning and other subject areas, helping to reinforce their language skills while also enhancing their knowledge in other areas. It will promote critical thinking and problem-solving skills, as learners are required to analyze and synthesize information from different sources and disciplines and prepare them for real-world situations where interdisciplinary knowledge and skills are required, such as in the fields of business, science, and technology.

Research assumptions

As this study is a qualitative analysis, we will not formulate a research hypothesis to be proven or disproved. Rather, our aim is to understand and explore interdisciplinarity in the German curriculum of the class of 4e and to generate hypotheses. Nevertheless, following the research questions we have formulated above, we find it relevant to state three assertions that will guide us throughout this investigation.

1. Interdisciplinarity is poorly developed in the German curriculum in Cameroon.
2. Both the social sciences and the natural sciences can be integrated in foreign language teaching in Cameroon.
3. Integrating more interdisciplinary content into the German curriculum will develop learners' language and life skills.

Objectives of the study

This research has the following objectives:

- To promote creativity and innovation by encouraging collaboration and the exchange of ideas between different disciplines. This can lead to new ideas and innovative approaches to solving problems.
- To advance scientific research by generating new hypotheses on the importance of interdisciplinarity in foreign language learning.
- To make concrete proposals for the improvement of the German teaching curriculum.
- To contribute to the Cameroon government's efforts to improve the education system by providing foreign language teachers with more pedagogical and didactic tools. By using these tools, teachers will be able to improve the quality of their teaching and encourage students to actively participate in their classes.
- To support the government in achieving the sustainable development goals. as initiated by UNESCO through quality education which will be the basis for achieving the 16 remaining goals such as: No poverty, zero hunger, good health and well-being, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, Industry, Innovation and Infrastructure, reduced inequality, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace and justice, strong institutions and partnership to achieve the mentioned goals (United Nations, 2018).

Structure of the study

The first chapter presents the background and the context of the study, the problem statement and research questions, the state of research and significance of the study. It also focuses on research assumptions, objectives and structure of the study.

The second chapter is concerned with defining the key concepts of the research and the theories that underlie our research such as Constructivism, Situated learning theory, Task-based learning theory, Project- based teaching and Sustainable Development Goals theory.

The third chapter focuses on the methodology where we present the Data collection and analysis methods.

Chapter 4 deals with the analysis of the data collected, the presentation and the discussion of results as well as the formulation of hypotheses.

In Chapter 5, we propose concrete interdisciplinary activities based on the skills that students are expected to acquire as developed in the prescribed curriculum.

The last chapter is concerned with the summary of the finding, the discussion, the limitation and suggestions for further research.

CHAPTER 2 CONCEPTUAL AND THEORETICAL FRAMEWORK

In this second chapter of our study, we will present a set of ideas, theories and concepts that provide the foundation for the research. This will allow to design an appropriate methodology, and analyze the data in a meaningful way.

Focus on key concepts

In this section, we discuss the key concepts that are essential to this study such as curriculum in education, integrated curriculum, syllabus, interdisciplinary approach, competence, competence-based approach, linguistic competence and cross-cutting competence

Curriculum development in Education

Curriculum development involves designing, implementing, and evaluating educational programmes to improve student learning experiences and enhance outcomes (Dhanapala, 2021). A curriculum is essentially a series of activities and learning outcome goals pertaining to each subject, and it provides a framework for teachers to plan, deliver, and assess instruction. According to Mulenga (2018), the focus on the content to be taught is an essential element of a curriculum, but there is more to a curriculum than that. Characterising the curriculum as a subject is the most traditional image of the curriculum, which depicts it as the combination of subjects to form a set of contents to be taught. Richards et al. (2010) define curriculum as an educational programme that comprises three essential components: First, the educational purposes of the programme; Second, the content, teaching procedures, and learning experiences required to achieve those purposes; and third a means of assessing whether the educational ends have been accomplished.

Hilda Taba (1962) provides a definition of "curriculum" as a teaching plan, emphasizing the importance of planned and guided learning experiences and intended learning outcomes for the growth and development of learners. Taba highlights the need for a student-centered approach

to curriculum development, with a focus on meeting the needs and interests of students. She advocates for a dynamic and responsive curriculum that is developed through participatory and democratic processes involving all relevant stakeholders.

In contrast to Hilda Taba's definition of curriculum as a teaching plan, Ralph Tyler (1975 as cited in Harrison et al. 2020) is known for defining the curriculum as the sum total of all the experiences that students have in school, both planned and unplanned. According to Tyler, the curriculum encompasses not only the formal instructional materials and activities but also the extracurricular experiences and informal interactions that take place in the school environment. He believed that the curriculum should be organized around a set of clearly defined educational objectives, and that these objectives should be used to guide the selection of content and teaching methods.

In this Study Curriculum refers to a plan or framework that outlines the content, goals, objectives, instructional strategies, and assessment methods for a particular educational programme or course of study. It serves as a guide for teachers and educators to design and deliver instruction, and for students to engage in learning.

The curriculum according to Ralph Tyler

Tyler's publication "Basic Principles of Curriculum and Instruction" in 1949 is considered a milestone in the field of education (Cruickshank, 2018). His curriculum model was a response to growing concerns about accountability in education and has since dominated curriculum planning. The model consists of four fundamental questions that a teacher or curriculum planner must consider when developing a curriculum: what are the educational purposes or objectives, what educational experiences will achieve these objectives, how can these educational experiences be organized effectively, and how can we evaluate the achievement of these objectives. Tyler's approach emphasizes the importance of identifying clear objectives and aligning educational experiences to achieve them. (ebd.). In summary, Tyler considers the following steps:

1. Definition of goals and objectives of the learning;
2. Selection of the content;
3. Organization of learning experiences;
4. evaluation. (Bhuttah et al., 2019)

The Tyler's curriculum model has drawbacks. According to Smith and Lovat (2003, as cited in Cruickshank, 2018) his idea of curriculum does not represent how teachers actually create the curriculum, as it is an ever-changing and evolving process. They also believed that the model needed to be more comprehensive and multidimensional. Additionally, Tyler's model may require updating to incorporate recent changes in education. The criticism of Tyler's model of curriculum is also that it overemphasizes measurable objectives and does not consider ethical or moral objectives that are difficult to quantify. Chen et al. (1996, as cited in ebd.) argue that certain affective objectives, such as increasing respect for others, may be ignored because they cannot be easily assessed. They suggest that a more holistic approach to curriculum development is necessary to address these limitations.

Tyler's curriculum model has also been criticised by Beyer and Apple (1998) for being too technical, linear and narrow. They have questioned the linear view of means and ends, and the centrality of goals in planning. Tyler defended a 'means-ends' perspective that places objectives as the primary reason for means and the starting point for planning, arguing that personal opinions should not influence the choice of means. To support this view, Tyler used the metaphor of travel: as travellers decide where they want to go before choosing their route, so should teachers. Beyer and Apple argued for a more democratic relationship between teacher and students, as the overly technical approach gave too much power to teachers and did not allow students to actively participate in their own learning (ebd.). As a result, teachers may find it difficult to make activities interesting when students find them boring.

The curriculum according to Hilda Taba

The Taba model is a curriculum design framework that includes six factors: external factors, content, objectives, teaching strategies, learning experiences, and evaluative measures. Unlike the Tyler model, the Taba model follows a non-linear approach, meaning that the components can be developed in any order that suits the course or programme. The Taba model uses an inductive approach to curriculum design, where each factor is considered, and broad teaching themes and generalizations are developed based on the needs of the programme. In summary, Taba proceeds by taking the following steps presented by Ornstein and Hunkins (2018).

- 1- Diagnosis of needs of learners;
- 2- Formulation of objectives;
- 3- Selection of the contents;
- 4- Organization of the contents;

- 5- Selection of the learning experiences;
- 6- Organization of the learning activities;
- 7- Evaluation. (Bhuttah et al., 2019, pp. 18-19)

Hilda Taba's approach has also been criticized. Hunkins and Hammill (1994) criticize the following aspects:

Lack of clarity and structure: They found it difficult to follow and implement because it lacked a clear set of guidelines and procedures.

Overemphasis on student interests: Taba's model placed too much emphasis on student interests and needs, to the detriment of the development of essential knowledge and skills. They argue that a curriculum based solely on student interests may not adequately prepare them for the demands of the real world.

Insufficient attention to teacher expertise: Another criticism of Taba's model is that it did not sufficiently value the expertise of teachers. They argued that it placed too much emphasis on student interests and not enough on the expertise and experience of teachers in guiding and facilitating student learning.

Lack of attention to social and cultural context: Taba's model did not adequately take into account the social and cultural context of the students and the community. They argue that a curriculum that does not address the social and cultural realities of the students may not be effective in achieving its intended goals and outcomes.

Criteria for a good quality curriculum

In the second In-Progress Reflection of the UNESCO International Bureau of Education, Stabback (2016) outlines the criteria that make a good curriculum and which are valid for assessing the quality of a curriculum.

“The programme is consistent with the way children’s cognitive, emotional and physical abilities are developed”

This means that the curriculum should be based on an understanding of how children learn and develop, and should be designed to support their growth in all three areas: Cognitive development refers to the growth of a child's ability to think, reason, and understand. A curriculum that is aligned with cognitive development should provide activities and materials that are appropriate for the child's age and cognitive level, such as hands-on experiences for young children and more complex problem-solving tasks for older children.

Emotional development refers to the growth of a child's ability to regulate their emotions, form relationships, and understand social cues. A curriculum that is aligned with emotional development should provide opportunities for children to develop their social and emotional skills, such as through cooperative learning activities, role-playing, and discussions about feelings and emotions.

Physical development refers to the growth of a child's motor skills, coordination, and physical abilities. A curriculum that is aligned with physical development should provide opportunities for children to develop their gross and fine motor skills, such as through movement activities, outdoor play, and manipulative tasks.

“There is consistency of approach between subject areas, and with the values and principles that have been articulated”

This means that the curriculum should be consistent in its approach across different subject areas, and should also align with the values and principles stated by the school or education system. The stated values and principles should be embedded throughout the curriculum. For example, if the curriculum emphasizes the importance of respect and diversity, this should be reflected in the choice of materials and activities used in each subject area.

“Inter-disciplinary links are established between the subject areas”

This means that the curriculum should encourage connections and integration between different subject areas, so that students can see how different topics relate to each other in a meaningful way.

For example, a science curriculum may include opportunities for students to apply mathematical concepts and skills through data analysis and graphing. Similarly, a social studies curriculum may include opportunities for students to apply their writing skills through research and analysis of historical events.

Interdisciplinary connections can also help students to see the relevance and applicability of what they are learning. For example, a literature unit on environmental issues can be connected to a science unit on ecosystems, providing students with a deeper understanding of how literature and science can work together to address real-world problems.

“The development of competencies outlined in the national curricular aims is integrated into subject areas.”

This means that the curriculum should be designed to help students develop the specific competencies outlined in the national curriculum, and that these competencies should be integrated into the subject areas. These competencies could include things like critical thinking, problem-solving, communication, creativity, and collaboration, among others.

To integrate these competencies into subject areas, the curriculum should be designed in a way that allows students to develop these skills while they are learning about specific subjects, such as math, science, language arts, or social studies. For example, a math curriculum might be designed to help students develop critical thinking skills by teaching them how to analyze and solve complex math problems, or a language arts curriculum might be designed to help students develop communication skills by teaching them how to write persuasively or speak confidently in front of a group.

“The curriculum takes account of, or is capable of being adapted to, local circumstances and interpreted relevantly in different contexts “

This means that the curriculum should be designed to take into account the local context and circumstances, and should be flexible enough to be adapted and interpreted appropriately in different contexts. Local circumstances can include factors such as the cultural background of the students, the language spoken in the community, and the resources available in the school or community. A curriculum that takes into account local circumstances should be designed in a way that is relevant and meaningful to the students and their community.

“The curriculum is capable of being adapted to the needs and expectations of different students and the curriculum is constructed to be dynamic, and is capable of being adapted, amended and improved over time “

This means that the curriculum should be designed to be adaptable and flexible, so that it can be modified to meet the needs and expectations of different students, including those with diverse backgrounds, abilities, and interests.

Adapting the curriculum can involve different strategies such as:

- Modifying the content: The curriculum can be modified to include additional or alternative content that meets the needs of students with different learning styles or abilities.

- Changing the pace: The curriculum can be adjusted to meet the pace of individual students. For example, some students may need more time to complete a task or may need to work at a slower pace to fully understand the material.
- Providing additional support: The curriculum can be supplemented with additional resources such as tutoring or mentoring, to provide additional support to students who need it.
- Offering choices: The curriculum can be designed to offer students multiple options for completing assignments, projects, or assessments to allow for different learning preferences and strengths.

The curriculum should also be designed to be continuously improved over time, based on feedback from teachers, students, and other stakeholders. It should also be flexible enough to adapt to changes in the education system, society, and technology. Flexibility and adaptability are important because they allow the curriculum to be responsive to the changing needs and circumstances of students and the community. As new research and best practices emerge, the curriculum can be updated to reflect these changes and ensure that it remains relevant and effective

Continuous improvement is important because it allows the curriculum to be refined and improved over time. This can involve gathering feedback and data on the effectiveness of the curriculum, identifying areas for improvement, and making changes to improve student learning outcomes.

We relied on these criteria to develop the interview guide for this research (See Annex 1).

Integrated curriculum

Integrated curriculum is an approach to teaching and learning that integrates multiple subjects or areas of study into a cohesive and interconnected curriculum. In an integrated curriculum, subjects are not taught in isolation, but rather they are intentionally connected and combined to create a more meaningful and relevant learning experience for students (Drake and Reid, 2018). Wall and Leckie argue that integrated curriculum aims to promote a deeper understanding of content by helping students see the connections between different subjects, and how knowledge and skills can be applied in real-world contexts (Wall and Leckie, 2017). For example, an integrated curriculum may incorporate science, math, and language arts into a single project that explores the use of renewable energy sources. According to Brown (2016), curriculum integration involves actively engaging students in the decision-making process of what they

study. This approach is designed to be responsive to students' concerns and allows for a model in which students take on a teaching role while teachers become learners, as noted by Pate (2013). Curriculum integration can also promote higher-order thinking skills such as critical thinking, creativity, and problem-solving. A quality curriculum emphasizes integrated learning, recognizing that in real life, the application of knowledge and skills is rarely confined to separate subjects (UNESCO-IBE, 2018). Instead, we often draw from multiple subjects to respond to a situation or solve a problem. To promote this interdisciplinary approach, the curriculum should provide opportunities for students to create connections across subjects and recognize the interrelatedness of different fields of study (ebd.). By doing so, students can develop a deeper understanding of how knowledge and skills can be applied in real-world situations.

An integrated curriculum can take different forms, such as thematic units, project-based learning, or interdisciplinary courses (Wall and Leckie, 2017). By engaging in interdisciplinary activities and projects, students can develop a deeper understanding of how different subjects are interconnected and how they can work together to solve complex problems. The specific design of an integrated curriculum depends on the goals, objectives and needs of the students and the context in which the curriculum is being implemented (ebd.).

Syllabus vs. Curriculum

A syllabus is described as a document outlining the specific topic areas that students in a school or college should learn in a particular subject. It not only provides guidance on what knowledge is to be gained, but also helps students meet the expectations set for them, which can make them feel more secure. Despite appearing to be simply a written list of assignments, readings, and activities, a syllabus serves a critical function in shaping students' learning experiences (Tokatlı, and Keçlia, 2009). It outlines the contents, goals, and objectives of a course of study. It typically includes information such as the course title, instructor's name, meeting times and locations, course requirements, assignments, readings, grading policies, and any other important information related to the course (ebd.)

According to the Longman Dictionary of Language Teaching and Applied Linguistics, a syllabus is a document that outlines the content and order of a course of instruction. In language teaching, different types of syllabuses may be used, including those based on grammatical items and vocabulary (structural syllabus), language needed for specific situations (situational method), expressions and communicative functions necessary for the learner to convey meaning

(notional syllabus), underlying language skills needed for different behaviors, or text types that learners need to master. (Richards et al. , 2010)

The UNESCO-International Bureau of Education outlines that the syllabus provides students with a clear roadmap of where the course is heading and lays out policies, ensuring that expectations are transparent (IBE, 2018). It acts as a written agreement, similar to a contract, outlining what the teacher expects of the student and what the student can expect from the teacher. A course syllabus can be developed at the central level, where it is part of the prescribed curriculum (ebd.). Alternatively, individual teachers or groups of teachers can produce a course syllabus at the school level through collaborative processes (ebd.).

Considering the different definitions of curriculum outlined in chapter 2 of our work, we can claim that, in contrast to the syllabus, the curriculum is a broader term that encompasses all aspects of a study programme, whereas the syllabus is a more specific document that describes the content and expectations of a single course. It is usually given to students at the beginning of the course to provide an overview of what will be covered and what is expected of them throughout the semester or academic term.

Interdisciplinary approach

According to Follmann (2013) the notion of interdisciplinarity is complex and it is important to distinguish it from the terms pluridisciplinarity and transdisciplinarity in order to understand its limits. She argues that while multidisciplinary consists of researchers and teachers from different disciplines working on a common theme while maintaining the specificity of their concepts and methods, transdisciplinarity involves a fusion of disciplines and the creation of new methods and concepts. Hasni & al. (2008, as cited in ebd.) state that transdisciplinarity differs from multidisciplinary in that the actors have defined a common goal beforehand. Although multidisciplinary implies the treatment of a common theme, it does not aim to establish a shared point of view between the actors, each working in their own discipline without having to build links between the skills of the different disciplines.

According to Moser et al, interdisciplinarity refers to the integration of knowledge and methodologies from two or more academic disciplines to create a more comprehensive understanding of a particular topic or issue. It involves combining the perspectives and approaches of different disciplines, such as sociology, biology, psychology, and economics, to analyze and solve complex problems that cannot be adequately addressed within a single discipline (Moser et al., 2020).

As stated Bridle et al. (2003) interdisciplinarity can also foster innovation and creativity, as it encourages individuals to think outside the box and consider new and different ways of approaching a problem. It can also lead to new areas of research and inquiry, as well as new career opportunities for individuals who have skills and knowledge in multiple disciplines.

The existing literature on interdisciplinary education does not include a consensus definition of the term (Warkentien et al., 2022). However, most definitions have several characteristics in common, including disciplines as the foundation for learning, the involvement of two or more disciplines, and the explicit integration of disciplines for a purpose most often identified as answering a complex question or solving a complex problem (Newell 2001).

Darbellay (2014, as cited in Darbellay, 2017) state that working in an interdisciplinary manner involves combining two or more different disciplines in a more complex way, which can lead to a more collaborative and integrative approach to practice. This approach may involve borrowing concepts or methods from other fields, hybridizing disciplines, or even creating new fields of research and practice by combining multiple disciplinary approaches.

From these different definitions of interdisciplinarity, a consensus definition can be drawn. The first commonality is that interdisciplinary education is based on the foundations of different disciplines that provide the necessary knowledge and learning. The second commonality is that interdisciplinary education must integrate more than one discipline in its substantive focus, which means that it must require multiple perspectives to understand the problem or issue being studied. The third commonality is that interdisciplinary education must involve the explicit integration of disciplines, which means that the learner must solve a problem, address a question, answer a query, explain a phenomenon or create a new product that draws on the different disciplines. These three commonalities suggest that interdisciplinary education is an approach to learning that combines the strengths of different disciplines to provide a more complete and integrated understanding of complex problems and issues.

Competence

Klieme et al. (2007) describe competencies as abilities and skills that enable a person to cope with problems or demanding situations, thus competency combines knowledge and skills.

Sanchez and Ruiz (2008) define competence as “good performance in diverse, authentic context based on the integration and activation of knowledge, rules and standards techniques, procedure, abilities and skills, attitudes and values.”

According to Zeitler et al. (2010) competences are constructs that are neither directly observable nor measurable. They can only be demonstrated in the performance achieved. Lersch adds that competences are manifested in the mastery of a demanding situation and cannot be captured by individual or isolated performances (Lersch, 2010). Rather, competences become visible in a performance spectrum, i.e. in a wider range of demand situations. In order to promote and develop competences, a wide range of learning environments and tasks is needed according to Klieme (2007).

In view of all these definitions, we can conclude that competency is a specific skill or ability that is required to perform a task or a job successfully. It can also be thought of as a combination of knowledge, skills, and behaviors that enable an individual to perform a particular job or function effectively.

Interdisciplinary competence

Boix Mansilla (2005) defines interdisciplinary competence as the “The capacity to integrate knowledge and modes of thinking drawn from two or more disciplines to produce a cognitive advancement—for example, explaining a phenomenon, solving a problem, creating a product, or raising a new question—in ways that would have been unlikely through a single disciplinary means.” According to Darbellay et al. (2017), interdisciplinarity “joins the theoretical and practical developments of creativity”.

Brassler and Dettmers state that Interdisciplinary competence refers to the ability to integrate knowledge and skills from multiple disciplines and apply them to complex real-world problems. It involves a combination of critical thinking, communication, collaboration, and creativity, as well as the ability to navigate and bridge the gaps between different disciplines and fields (Brassler and Dettmers 2017). Andersson, N. and Andersson P. (2006) argue that interdisciplinary competences are composed of three dimensions: knowledge, skills, and attitudes. Knowledge pertains to the specific fields of knowledge associated with each professional role and serves as the foundation of these roles. Skills include the ability to interact with people from different professional disciplines, such as effective communication, coordination, mediation, and the ability to assess input from other professionals. The attitude dimension of competence refers to a willingness to transcend one's own professional field and engage with other fields.

Developing interdisciplinary competence is becoming increasingly important in our complex and rapidly changing world, as many of the challenges we face require solutions that draw on multiple areas of expertise. Interdisciplinary competence can help individuals to approach problems from different perspectives, identify new opportunities, and develop innovative solutions that are not limited by disciplinary boundaries.

Competence-based approach vs interdisciplinary approach

The Competency-Based Approach (CBA) is an educational approach that has been known by several names, including Competency-Based Education, Competency-Based Learning, Pedagogy of Integration, Performance-Based Approach, Proficiency-Based Approach, Mastery-Based Approach, and Outcome Approach (Ntongieh 2016). It originated in the United States in the 1970s, was introduced in the United Kingdom in 1986 and was adopted in Cameroon in 2012 (ebd.). Competency-based teaching focuses on describing the essential skills, knowledge, and behaviors that are necessary for effective performance in real-world tasks or activities. These tasks or activities are broken down into collections of competencies or units of competency, such as "A job interview" or "Taking telephone messages". (Richard et al. (2010)

According to the UNESCO International Bureau of Education (2018), the Competency-based curricula deviate from a subject-based approach and instead highlight the interconnectedness of learning areas by exploring transversal themes or presenting more practical scenarios across multiple disciplines that relate to real-life issues and challenges. Under the competence-based approach, the UNESCO-IBE (ebd.) identifies two types of curriculum formations: Specific competencies and transversal skills.

Specific competencies refer to the ability to mobilize a combination of cognitive (knowledge, skills, behaviors, etc.) and non-cognitive (values, attitudes, etc.) resources to achieve a specific goal related to a particular subject. The quality of performance in a subject-based task can evaluate these competencies.

On the other hand, **transversal skills** are cross-cutting abilities that can be utilized in various subjects and at different levels. These skills are demonstrated in specific contexts but can be applied in a range of other contexts. They develop through their application in different situations and may interact to produce new skills. However, as they are not subject-specific, assessing transversal skills can be more challenging.

In Cameroon, the adoption of the competency-based approach in the education system is a response to the changing needs of society and the labour market (Massok, 2020). The Cameroon Ministry of Basic Education (2004 as cited in Wiysahnyuy 2021) has identified three key components of competence that should be taught in the education system. These components include subject competence, transversal competence, and life competence.

Subject competence refers to the knowledge and skills that are specific to a particular subject or discipline. For example, in the case of German language teaching, subject competence would involve the development of skills in reading, writing, speaking, and listening in German, as well as an understanding of German grammar and vocabulary.

Transversal competence, on the other hand, refers to the knowledge and skills that cut across different subjects or disciplines. This might include skills such as critical thinking, problem-solving, and communication, which are important for success in many different areas of life.

Life competence refers to the development of the right attitudes, behaviors, and problem-solving skills for real-life situations. This might include skills such as resilience, adaptability, and creativity, as well as an awareness of cultural differences and the ability to work effectively with others.

By emphasizing the importance of these three components of competence, the Cameroon Ministry of Basic Education is highlighting the need for a well-rounded education that goes beyond simply acquiring knowledge in a particular subject area. Instead, the education system should aim to build learners who are equipped with a broad range of skills and abilities that will enable them to succeed in a complex and rapidly changing world. The competency-based approach emphasizes the mastery of specific skills or competencies, often with a focus on measurable outcomes. It is used in technical education, where students are trained to perform specific tasks or jobs. The emphasis is on acquiring the necessary skills and knowledge to perform well in a particular field. In the context of foreign language teaching, Ntongieh (2016) argues that the implementation of this approach places the students at the core of the teaching and learning process, providing significance to their learning experience. The emphasis is on the practical application of language skills, with the primary objective being the achievement of the desired learning outcomes. The approach prioritizes the application of language in realistic contexts, focusing on problem-solving and task completion (Heymann, 2004 as cited in Mandic, 2016). The teacher's role is to encourage learners to acquire knowledge through activities and tasks that they are entrusted to prepare themselves, rather than having the teacher

provide all the information. It requires teachers to shift from the traditional role of an expert who transfers knowledge to a coaching role that facilitates and guides the learning process (Biemans et al. 2004, as cited in Wiysahnyuy 2021).

On the other hand, the interdisciplinary approach emphasizes the integration of different disciplines or subject areas to create a more holistic understanding of a topic or issue. It encourages students to think critically, creatively, and outside of traditional disciplinary boundaries. The emphasis is on connecting and synthesizing different perspectives and knowledge domains. The competency-based approach typically involves a more structured and standardized approach to learning, with clearly defined learning objectives and assessments, while the interdisciplinary approach allows for more flexibility and open-ended inquiry.

In view of the characteristics of both the Competency-Based Approach and the Interdisciplinary Approach in education we can summarize the following similarities:

- Focus on real-world applications: Both approaches focus on the application of knowledge, skills, and attitudes in real-world contexts, rather than just the acquisition of information or knowledge for its own sake.
- Active learning: Both approaches promote active learning, where learners are engaged in activities that require critical thinking, problem-solving, collaboration, and communication.
- Learning outcomes: Both approaches prioritize learning outcomes, with the focus being on what learners are expected to be able to do as a result of their learning experiences.
- Learner-centeredness: Both approaches prioritize the learner, with the teacher acting as a facilitator, providing guidance and support for learners to take ownership of their learning.
- Integration: Both approaches promote the integration of knowledge and skills from multiple subject areas or domains, with the aim of developing learners' ability to transfer learning to new and unfamiliar context.

In summary, both the Competency-Based Approach and the Interdisciplinary Approach share a focus on developing students' skills, knowledge, and abilities in a holistic and integrated way. However, they differ in their specific goals, methods, and contexts of implementation.

Challenges

The competence-based approach has been widely adopted in education and training systems around the world, but it faces some challenges in our Cameroonian context:

A study conducted by Mahamat (2011, as cited in Wiysahnyuy, 2021) on the implementation of Competency-Based Approach (CBA) in some primary schools in Kousseri, Far North Region of Cameroon concluded that this approach was not being effectively implemented due to its novelty in the educational system and the teachers' lack of interest in this new visions. Mahamat reported that students commented that many of the competences they were learning were irrelevant for their socioeconomic success. Furthermore, he stated that teachers are continuing to rely on the traditional explanation method. They have a poor mastery of the new approach. The large class sizes make individualized instruction and assessment difficult, and they are no didactic materials.

According to Açıkgöz and Babadoğan (2021), the competence-based approach faces several challenges such as challenges related to assessment strategy and evaluators, lack of necessary technological systems, and persistence in old teaching habits and practices.

Bingham et al. (2021) also outlined some challenges of CBA in their study on “Examining Educators’ Experiences in Competence-Based Education” including the inconsistent implementation of programmes, technological challenges, problems with alignment and capacity building, and insufficient time to plan and implement changes. They further state that there is a need for clear communication of learning expectations, CBA terminology, and competency levels among different stakeholders, as well as alignment between technological resources, teacher needs, school resources and scheduling.

Linguistic competence

Richards et al. (2010) define linguistic competence as “the implicit system of rules that constitutes a person’s knowledge of a language. This includes a person’s ability to create and understand sentences, including sentences they have never heard before, knowledge of what are and what are not sentences of a particular language, and the ability to recognize ambiguous and deviant sentences”. Linguistic competency refers to an individual's ability to communicate effectively using language. It involves a range of skills, including grammar, vocabulary, pronunciation, listening, reading, writing, and speaking.

According to the Common European Framework of Reference for Language Teaching and Learning (CEFR), there are various aspects of linguistic competence, such as range and control, which are further subdivided into categories like morpho-syntactic range, general linguistic range, vocabulary range, grammatical accuracy, and vocabulary control. Phonological control is assessed based on overall phonological control, sound articulation, and prosodic features like stress and intonation. These successful language features are referred to as "criterial features," but they vary depending on the language being learned. (Council of Europe 2020).

Cross-cutting competence

Cross-cutting competences in education can include skills such as communication, collaboration, critical thinking, creativity, problem-solving, global citizenship, self-directed learning, and career management (Andrade, 2020). These competences are often explicitly taught in educational programmes but can also be integrated into traditional subjects such as mathematics, science, social studies, and language (ebd.). Cross-cutting competences can thus help students become more engaged and effective learners, as well as better prepared for their future lives. They can also help students develop their ability to work with people from different cultures and backgrounds, to solve complex problems, to innovate and be creative, and to become responsible and engaged citizens in their community and the world.

Hart Research Associates (2015) stated that “most employers say that these cross-cutting skills are more important to an individual’s success at their company than his or her undergraduate major”. This means that employers are looking for candidates who possess a range of cross-cutting skills, such as critical thinking, problem-solving, communication, and teamwork, which are essential to success in today’s rapidly changing work environment. These skills are seen as transferable and applicable across different industries and job roles. Therefore, it is important for individuals to develop and showcase these cross-cutting skills in addition to their academic qualifications in order to succeed in the job market.

The different dimensions of a curriculum

The International Bureau of Education (2018) pointed out different dimensions of a curriculum such as the intended or specified curriculum, the implemented or enacted curriculum, the experienced curriculum, the hidden curriculum and the null curriculum

- **Intended or specified curriculum:** This type of curriculum focuses on the aims and content of what is to be taught. It is planned and expressed through curriculum frameworks and other formal documents that may be mandated by law or educational authorities. The intended curriculum can include explicit learning goals, objectives, and standards that students are expected to achieve.
- **Implemented or enacted curriculum:** This type of curriculum relates to what is actually offered to students in schools, which may include local interpretations of what is required in formal curriculum documents. In other words, the implemented curriculum is what is actually taught in the classroom based on the teacher's interpretation of the intended curriculum.
- **Experienced curriculum:** This type of curriculum refers to the formal learning that students actually experience. It is focused on the learners, their knowledge and perspectives, and their ability to learn and interact with the curriculum. The experienced curriculum may differ from the intended and implemented curriculum, depending on students' individual experiences and perspectives.
- **Hidden curriculum:** This type of curriculum refers to the student experience at school beyond the formal structure of the curriculum. It includes the messages communicated by the school or education system concerning values, beliefs, behaviors, and attitudes. The hidden curriculum may complement or contradict the intended and implemented curricula and can have a profound impact on students' attitudes and behaviors.
- **Null curriculum:** This type of curriculum refers to the areas and dimensions of human experience that are not addressed through teaching. It includes topics and issues that are not included in the formal curriculum, either intentionally or unintentionally. The null curriculum can be important because it can impact students' understanding and perspectives of the world around them.

Curriculum change

As this work is a call to highlight interdisciplinarity in the German curriculum, it is therefore relevant for us to state some principles for revising the curriculum.

According to the UNESCO International Bureau of Education (2018), The curriculum can be perceived as a political, policy, and technical consensus that represents the envisioned society - taking into account regional, national, and worldwide expectations and requirements - that is to be created and attained via the educational process of teaching and learning.

Talking about curriculum from an international comparative perspective, governments all want to achieve an inclusive curriculum that meets the needs of all students in diverse learning environments, to restructure the curriculum to best serve society, to renew curriculum approaches to promote student participation and improve learning outcomes, the role of curriculum in democratizing learning opportunities and society, increased focus on cross-cutting issues such as citizenship, human rights, gender, and education for sustainable development (ESD), and the process of localizing the curriculum while maintaining a common national framework. (ebd.)

The UNESCO-IBE states that education reforms worldwide are increasingly driven by curriculum reforms in response to growing demands and pressures for change. This continuous process of adaptation in curriculum structure, content, and methods must take into account political, cultural, and social challenges and reflect global, regional, national, and local needs and expectations (ebd.). The primary driver of curriculum change is the desire to improve the quality and relevance of education. In some cases, curriculum change is necessary because the existing curriculum does not prepare students for future success (ebd.). The potential for innovation in curriculum is generated by the combination of political decision-making and the expertise of curriculum specialists. However, these two factors alone are not sufficient to sustain innovation. To adopt suitable strategies for sustaining the reform process the IBE claims that it is crucial to understand the stage of the curriculum change process. The following table outlines the various stages, their characteristics, and some questions that could be asked to ensure the continuity of reform processes (ebd.).

Table 5

Phases in the process of educational change

PHASES	CHARACTERISTICS AND QUESTIONS
Orientation or needs assessment	Any dissatisfaction, concerns or needs are identified, and one or more individuals express themselves through questions such as: What is the problem that concerns us? How and why did it arise? Is it so important that we need to rectify it? Do we want to take the necessary steps to address the problem?
Initiation or adoption	A particular programme or activity is initiated. The main questions during this phase include: What do we have to do? What aspect has to have the proposed modification? What will this imply for all of us?
Implementation or initial use	Teachers try to use the programme or activity, and this may result in a range of outcomes, from complete success to a disastrous failure. The predominant questions in this phase are: How am I doing it? Whom can I ask for help? What effect does this have on the student?
Institutionalization or continuity	The focus here is to ensure that the structures and behaviour patterns have been established so that the use of the innovation is maintained in the future. For the school, the main questions are: How do I ensure that the innovation continues? Who will be held accountable to guarantee that this operates smoothly?

According to the objectives of our research, we are in the 1st and 2nd phases of the change process, which are orientation or the need for evaluation, and initiation or adoption. We are at the stage of identifying and studying the curriculum problem. Our objective is to clearly present the identified problem, which is the unexpressed presence of interdisciplinarity in the curriculum, by proposing a strategy for highlighting interdisciplinarity and the challenges to be taken into account. Hypotheses will be formulated that can be studied in greater depth to move on to the next stages of change such as implementation or initial use and institutionalization or continuity.

Furthermore, the UNESCO-IBE highlights the fact that redefining content and knowledge fields regarding the education system's purpose necessitates input from parties other than curriculum specialists, as any changes will affect their daily routines. It is essential to involve stakeholders such as teachers, school principals, parents, and community members in the curriculum development process to ensure the success of the change. Neglecting these stakeholders can result in the change being either a success or a failure. (ebd.)

The interdisciplinary theory

The notion of interdisciplinary education has a long history, dating back to the late 19th century with the first calls for 'integrated' education. This approach emphasized the need to link different disciplines to provide a fuller and deeper understanding of the subjects being studied (Klein 2006, p. 12). In the 1920s, the progressive vision of social and democratic education emphasized the importance of an integrated education, which integrates personal and social concerns into the core of students' educational experience. The term 'integrated curriculum' was introduced with the project approach to education in the 1920s, and was taken up by the core curriculum movement in the 1930s. In the 1940s and 1950s, the problem-centered core curriculum movement also emphasized the importance of interdisciplinary education focusing on real problems relevant to students. (ebd.)

According to Slesarenko (2007 as cited in Leila et al. 2021), when structuring the process of teaching foreign languages with an interdisciplinary approach, the curriculum should focus on developing both communicative and professional language competencies. The foreign language should be viewed as a tool for building professional skills, not as the ultimate goal of learning. In addition, the language material used in the classroom should promote critical thinking and

enable students to use linguistic phenomena in their own speech. Interdisciplinary educational programmes should complement each other to enhance professional communication in language classes. The content of foreign language courses should also be tailored to the specific professional interests and needs of the students.

Based on a critical analysis of the scientific literature on the implementation of interdisciplinarity, Hasni and Samson (as cited in Squalli et al., 2009) highlight the following points that should guide the planning of interdisciplinary situations:

- “Interdisciplinarity does not mean denying the use of disciplines”:

This point emphasizes that interdisciplinary teaching should not disregard the importance of individual disciplines. Instead, it should build on the knowledge and skills of each discipline to create a more comprehensive understanding of a particular topic or issue.

- “Interdisciplinarity cannot be improvised during the pedagogical action in the classroom, it requires a prior curricular analysis in order to determine the points of complementarity and convergence between the different subjects, and then collaboration between subject specialists planning, teaching and assessment of learning”:

This point highlights the importance of careful planning and collaboration among subject specialists in order to effectively integrate different disciplines. Interdisciplinary teaching requires a thorough analysis of the curriculum to identify areas of convergence and complementarity between different subjects.

- “Interdisciplinarity should be based on equal relationships between the disciplines”:

This point emphasizes the importance of treating all disciplines as equal partners in interdisciplinary teaching. It is important to recognize the strengths and contributions of each discipline and to avoid privileging any one discipline over another.

- “Interdisciplinary activities must pursue the learning of content and the development of the competences targeted by the programmes for each of the disciplines involved”:

This means that interdisciplinary teaching should not come at the expense of learning the content and developing the competencies targeted by individual disciplines. Instead, interdisciplinary activities should support and enhance the learning goals of each discipline.

- “Interdisciplinarity is not the same as a thematic approach, where the theme is only a trigger and a pretext for pursuing compartmentalised disciplinary teaching”:

This point distinguishes interdisciplinary teaching from a thematic approach, where a theme is used as a pretext for teaching individual disciplines in isolation. Interdisciplinary teaching

should instead focus on integrating different disciplines in a meaningful and comprehensive way.

Talking about interdisciplinary process, Julie Klein (1990) outlined the following 12 steps for the interdisciplinary process that provide a comprehensive framework for approaching interdisciplinary practices.

1. **Defining the problem:** This step is crucial for identifying the focus of the interdisciplinary approach. It involves identifying a complex problem or question that requires an interdisciplinary approach and setting clear objectives.

2. **Determining all knowledge needs:** This step emphasizes the importance of identifying relevant disciplines, models, and literature that can contribute to the interdisciplinary approach. It also highlights the need for collaboration and consultation with experts from different disciplines.

3. **Developing an integrative framework:** This step involves developing a framework for the interdisciplinary approach that integrates the different perspectives and methods from the relevant disciplines. It requires identifying commonalities and differences between disciplines and synthesizing the different perspectives into a unified approach.

4. **Specifying particular studies:** This step involves identifying specific studies or research projects that can contribute to the interdisciplinary approach.

5. **Engaging in "role negotiation":** This step highlights the importance of teamwork and collaboration in the interdisciplinary approach. It involves negotiating roles and responsibilities among team members and promoting effective communication and collaboration.

6. **Gathering all current knowledge:** This step involves collecting and reviewing all relevant knowledge and information from the relevant disciplines. It requires staying up-to-date with the latest research and developments in the field.

7. **Resolving disciplinary conflicts:** This step emphasizes the importance of resolving conflicts and differences between disciplines. It involves developing a common vocabulary and promoting reciprocal learning among team members.

8. **Building and maintaining communication:** This step involves using integrative techniques to facilitate communication and collaboration among team members. It requires establishing effective communication channels and promoting open dialogue and exchange of ideas.

9. Collating all contributions: This step highlights collecting and evaluating all contributions from the team members. It requires evaluating the adequacy, relevancy, and adaptability of each contribution.

10. Integrating the individual pieces: This step focuses on integrating the different contributions from the team members into a coherent whole. It requires identifying patterns and relationships between the different pieces and determining their mutual relatedness and relevancy.

11. Confirming or disconfirming the proposed solution: This step involves evaluating the proposed solution or answer to the problem. It requires using appropriate methods and techniques for testing the solution and determining its effectiveness.

12. Deciding about future management: This step involves deciding on the future management or disposition of the task, project, or curriculum. It requires identifying areas for improvement and determining strategies for future development and implementation.

Newell (2013, p. 30) highlighted the following 10 criteria as characteristics of good interdisciplinary practice:

1. “Assume every disciplinary perspective has at least a kernel of truth”: This principle emphasizes the importance of recognizing the validity and value of different disciplinary perspectives. It encourages individuals to approach interdisciplinary studies with an open mind and to recognize that each discipline has its unique contribution to offer.

2. “Look for strengths in arguments you dislike and weaknesses on those you like”: This criterion promotes critical thinking and encourages individuals to approach interdisciplinary studies with a balanced and objective perspective. It encourages individuals to evaluate arguments based on their merit rather than personal biases or preferences.

3. “Seek commonalities, i.e., win-win situations, not compromises”: This point emphasizes the importance of finding common ground between different disciplines rather than merely compromising between them. It encourages individuals to identify shared goals and objectives that can be approached collaboratively.

4. “Think inclusively (both/and) as well as dualistically (either/or)”: This recommendation encourages individuals to think beyond the traditional dichotomy of either/or thinking and embrace a more inclusive approach (both/and). It promotes the idea of finding a balance between different perspectives, rather than favoring one over the other.

5. **“Strive for balance among disciplinary perspectives”**: This principle emphasizes the importance of achieving balance among different disciplinary perspectives. It encourages individuals to seek out a range of perspectives and to ensure that each discipline is given appropriate emphasis.

6. **“Be responsive to all perspectives but dominated by none of them”**: This point promotes the idea of being responsive to all disciplinary perspectives but not dominated by any single one. It encourages individuals to approach interdisciplinary studies with a critical eye and to evaluate all perspectives equally.

7. **“Think of an interdisciplinary course as covering perspectives the way disciplinary courses cover subject matter”**: This criterion encourages individuals to approach interdisciplinary studies in a structured and organized way. It promotes the idea of organizing interdisciplinary courses around key perspectives, much like disciplinary courses are organized around subject matter.

8. **“Be explicit in drawing insights from disciplines”**: This idea emphasizes the importance of being explicit in drawing insights from different disciplines. It encourages individuals to identify and articulate the unique contributions of each discipline and to synthesize them into a coherent whole.

9. **“Be explicit about interdisciplinary process”**: This aspect promotes the idea of being explicit about the process of interdisciplinary studies. It encourages individuals to articulate the steps involved in interdisciplinary studies and to make them transparent to others.

10. **“Serve as a model interdisciplinarian for students”**: This criterion emphasizes the importance of modeling interdisciplinary thinking and behavior for students. It encourages individuals to demonstrate the value of interdisciplinary studies by incorporating interdisciplinary perspectives into their work and encouraging interdisciplinary collaboration among students.

However, Repko and Szostak (2017) argued that Klein's process is "overly simplistic" and fails to account for the complexity of interdisciplinary work. They suggest that interdisciplinary work requires a more flexible and adaptive approach that is better able to address the unique challenges and opportunities of each project.

Challenges

Değirmenci (2017) outlined some challenges of the interdisciplinarity that we summarized and commented as follow:

- Disciplinary distinctions and boundaries: The disciplinary distinctions embody themselves in institutional sense, and the research, performance, and promotion criteria based on traditional disciplinary distinctions constitute the foundational basis of academic community that sustains its influence and protects its boundaries.
- Hierarchy between academic communities: The hierarchy between academic communities is in place, and 'pure' sciences or natural sciences stand in a hierarchically higher place than social sciences. The direct effect of interdisciplinary approach is to question the features that are attributed to the pure sciences, and the tendency to quantify has been replaced by the widespread consensus on the significant contribution of qualitative research (Becher and Huber, 1990; Cole's, 1992 as cited in ebd.).
- Project-oriented academic activities: The impact of interdisciplinarity on the relationship between academic communities significantly influences the basic academic practices of different specializations. The activities that are increasingly appreciated in the academic world are project activities, which develop in accordance with the needs of economic centers and significant problems identified by different centers (Elzinga, 1987 as cited in ebd.).
- Disciplinary systems: Disciplinary systems can be conceptualized as cognitive systems that improve their vocabulary and cultural systems that contain norms and values about how to work on problems (Buanes and Jentoft, 2009 as cited in ebd.). These organizing, cognitive, and cultural systems are disciplines since they are dealing with the subject from a particular perspective and generating a set of principles and methods on how to work on it. However, interdisciplinary approach contradicts this kind of scheme and which is supposed to wrap the foundations of this fiction will provide cumulative knowledge production.

Constructivism and social constructivism as basis for an interdisciplinary approach

According to Amineh and Asl (2015) Constructivism focuses on the individual's construction of knowledge through personal experiences and interactions with the environment, while social constructivism emphasizes the role of social interactions and culture in the construction of knowledge.

In constructivism, knowledge is actively constructed by the learner through their own experiences, interactions, and mental processes. The learner constructs their own knowledge based on their perceptions and interpretations of the environment (Richard et al., 2010). According to Merriam and Caffarella (1999 cited Amineh and Asl, 2015), constructivism suggests that learners actively engage with the material they are learning, rather than passively receiving information. This means that learners are not simply empty vessels waiting to be filled with knowledge, but are actively involved in constructing their own understanding of the world.

Amineh and Asl (ebd.) stated that there are two perspectives of constructivism: cognitive constructivism and social-cultural constructivism. Cognitive constructivism is based on the work of Jean Piaget and emphasizes active construction of meaning. Piaget's theory includes the "ages and stages" component that predicts children's cognitive understanding at different ages, and a theory of development that describes how children develop cognitive abilities. Piaget argues that learning occurs through active construction of meaning, and when learners encounter new information, they experience disequilibrium and must restructure their existing knowledge to restore balance.

In contrast, social-cultural constructivism is based on the work of Lev Vygotsky and emphasizes the role of community and culture in mediating the process of knowing. Vygotsky argues that thought develops from society to the individual, and that the child's mind is inherently social in nature. Vygotsky also critiques Piaget's theory, arguing that the development of speech precedes the development of thought, and that speech moves from communicative social to inner egocentric. Overall, both perspectives emphasize the role of active construction of meaning, but social-cultural constructivism places greater emphasis on the role of social and cultural factors in shaping learning and development.

Twomey Fosnot (1989), as cited by Amineh and Asl (2015) outlines four principles of constructivism. The first principle emphasizes the importance of prior knowledge in the learning process. Learners build new knowledge on the foundation of their existing knowledge and experiences. The second principle highlights the idea that learners must adapt and change their old ideas in order to accommodate new information and ideas. The third principle emphasizes the active nature of learning, suggesting that learners must invent ideas rather than passively accumulating facts. The fourth principle emphasizes the importance of reflection and critical thinking in the learning process. Learners engage in a process of rethinking old ideas and coming to new conclusions in order to resolve conflicts between their old ideas and new information.

Discussing about social constructivism, Amineh and Asl argue that social constructivism focuses on the joint development of knowledge and understanding by individuals. This theory holds that meaning, significance, and understanding are created in coordination with others. Social constructivism is rooted in the belief that humans create a model of the social world to make sense of their experiences, and that language is the primary system through which we construct reality. (ebd.)

According to Vygotsky (1978 as cited in ebd.), cognitive growth begins at a social level and is then internalized by individuals. The roots of an individual's knowledge are found in their interactions with their surroundings and other people. Culture and context are emphasized in social constructivism, as they play a crucial role in understanding what occurs in society and in the construction of knowledge based on this understanding.

In Summary, social constructivism emphasizes the social and cultural context in which knowledge is constructed. Knowledge is viewed as being co-constructed through social interactions and discourse. It is not seen as an objective reality, but rather as socially constructed and influenced by cultural, historical, and social factors.

In an interdisciplinary approach, students are encouraged to make connections between different subjects and apply their knowledge and skills in a variety of contexts. This approach requires students to engage in the process of constructing their own understanding by making connections between different subjects and applying their knowledge and skills in new ways. One notable development in the field has been a growing recognition of the social and cultural contexts that shape knowledge construction. In their 2018 article "A cultural-historical perspective on constructivism in education", Michael Cole and Engeström argue that constructivist theories must be understood in the context of the social and cultural practices in which learning occurs. They suggest that a more culturally sensitive approach to constructivism can help educators better support students from diverse background (Cole and Engeström, 2018). Constructivism provides a theoretical framework for understanding how students can construct new knowledge through interdisciplinary learning experiences.

Klevan and Duque (2015) argue that interdisciplinary social studies curricula can be developed from a social constructivist perspective. They propose that by engaging students in the exploration of multiple perspectives, including those from different disciplines, and by allowing them to actively construct their own understanding of complex social issues, students can

develop the skills and dispositions necessary for active citizenship in a diverse and complex world.

Constructivism also emphasizes the importance of social interaction in learning. In an interdisciplinary approach, students may work in groups or teams, collaborate with others from different disciplines, and engage in discussions and debates that promote critical thinking and problem-solving skills. By working together, students can construct new knowledge and understanding that goes beyond the boundaries of any one discipline.

Social constructivism and interdisciplinary approaches can be linked in foreign language learning by promoting collaborative learning and a learner-centered approach to education. Social constructivism emphasizes the importance of social interactions and cultural contexts in shaping learning experiences and knowledge construction, while interdisciplinary approaches encourage the integration of multiple disciplines to create a holistic and comprehensive understanding of a subject. One way to link social constructivism and interdisciplinary approaches in foreign language learning is to incorporate authentic interdisciplinary projects and tasks that involve collaboration, problem-solving, and critical thinking. For example, students could work on a project that involves researching a cultural topic related to the target language, such as the history of a holiday or the significance of a traditional food. The project could require students to use their language skills to read and analyze authentic texts, conduct interviews with native speakers, and present their findings to a diverse audience.

In addition, social constructivist principles can be integrated into foreign language classrooms by promoting active and experiential learning, providing opportunities for self-reflection and self-evaluation, and encouraging the co-creation of knowledge between teachers and students. Interdisciplinary approaches can also be used to connect language learning to other subjects and real-world issues, such as environmental sustainability or social justice, which can provide a meaningful and motivating context for language learning.

Criticism

Alanazi (2019) outlines several criticisms of constructivism. One argument against constructivist approaches is that it promotes unguided or minimally guided instruction, which can lead to students becoming "lost and frustrated." Some researchers argue that minimally-guided instruction ignores the importance and structure of working memory during learning, and that unguided instructions are not effective in learning environments (Kirschner, Sweller, and Clark, 2006 as cited in ebd.). Another criticism of constructivism is that it does not support

the need for learners to connect their knowledge to tangible objects to demonstrate their understanding. Critics argue that cognitive learning is not enough and that learners must demonstrate their knowledge by creating artifacts. Constructivist approaches may not place enough emphasis on this need. (Papert and Harel, 1991 as cited in ebd.).

Alanazi (ebd.) also criticizes that constructivism overlooks important contextual factors in learning environments, such as the availability of educational resources, the integration of media into learning, and learners' individual thinking preferences. Constructivist approaches may focus too much on cognitive factors and ignore other environmental and technological factors that contribute to learning. Another critics is that constructivism promotes group thinking and ignores the individuality of students, leading to dominant students controlling interactions in the classroom. This may leave other students behind and overlook the development of many students' skills. Finally, opponents of constructivism argue that it is unsound from an economic perspective, as it can be costly to train instructors in how to teach in constructivist methods. (Gupta, 2011 as cited in ebd,)

According to our discussion we can link constructivism and the interdisciplinary approach to foreign language teaching as follow:

In interdisciplinary foreign language learning, students are exposed to various disciplines and knowledge domains. Combining constructivism and social constructivism can help students make connections between different domains and contexts, leading to a more holistic and meaningful understanding of the language and culture. It can also facilitate collaboration and the sharing of diverse perspectives, leading to deeper learning and a more comprehensive understanding of the subject matter.

Constructivism emphasizes the active role of the learner in constructing knowledge and understanding. In foreign language teaching, this means that students must actively engage with the language and its cultural context, rather than simply memorizing vocabulary and grammar rules. This can be achieved through activities such as role-playing, discussions, and project-based learning that encourage students to use the language in authentic and meaningful ways.

Socioconstructivism places additional emphasis on the social and cultural context of learning. It recognizes that language is not just a system of rules and symbols, but also a means of communication and social interaction. In interdisciplinary foreign language teaching, this means that students must not only learn the language itself, but also understand its cultural context and how it intersects with other disciplines. This can be achieved through activities such

as cross-disciplinary discussions, analysis of cultural artifacts, and collaborative projects that integrate language learning with other disciplines.

Situated learning theory in an interdisciplinary teaching approach of German as foreign languages

Situated learning theory is a learning theory that emphasizes the importance of the social and cultural context in which learning occurs (Mahmoud, 2021). According to this theory, learning is most effective when it takes place within a specific context or situation, and when it involves active participation in the activities and practices of a community of learners. Situated learning theory was first introduced by Jean Lave and Etienne Wenger in their book "Situated Learning: Legitimate Peripheral Participation" (Lave and Wenger, 1991 as cited in Besar, 2019). They argued that learning is not just a cognitive process that occurs within an individual's mind, but is also a social process that involves participation in communities of practice. In these communities, learners engage in authentic activities and interact with more experienced members to develop the skills, knowledge, and values of that community.

The influence of situated learning theory has led some researchers to argue that learning is only meaningful when it is embedded in the social and physical context. Brown, Collins, and Dugui (1989 as cited in ebd.) argued that formal learning is often separated from the authentic activities of practitioners in their everyday work. They proposed a method to "enculturate students into authentic practices through activity and social interaction" to address this issue. As cited by Besar (ebd.) Cook and Yanow (1993) described learning as the "acquiring, sustaining, and challenging, through collective actions of the meanings embedded in the organization's cultural artifacts." Contu and Willmott (2003 as cited in ebd.) found that situated learning is more effective than nonsituated learning. As a result, learning through situational experience has become a significant approach to classroom teaching.

In summary, situated learning theory highlights the importance of embedding learning in its social and physical context to make it more meaningful and effective.

When applied to an interdisciplinary learning approach to foreign languages, situated learning theory emphasizes the importance of using authentic materials and real-life scenarios to develop language skills and cultural competence.

An interdisciplinary approach to foreign language learning that incorporates situated learning theory might involve activities that draw on multiple disciplines, such as history, literature, and art, in order to provide learners with a rich and varied learning experience. For example, learners

might engage in a project that involves reading a historical text in the original German, analyzing works of German art from the same time period, and then presenting their findings in German. This type of project allows learners to practice language skills in the context of authentic activities and develop a deeper understanding of German culture and history.

Criticism

Although the theory has gained widespread acceptance in education and psychology, it is not without its criticisms. Critics suggest that situated learning may perpetuate existing biases and inequalities in society by emphasizing the importance of social context and community norms. Fenwick (2001) argues that situative theorists ignore issues of race, class, gender, and other cultural and personal complexities. This can lead to students with different abilities being unable to participate meaningfully in particular systems of practice. Another criticism from Kreitmayer (2014 as cited in Besar 2015) is that the situative perspective is silent on the issue of resistance in communities, in which tools and activities may be unfair or dysfunctional. He further argues that the artificial activities and tools that teachers use to create realistic situations in the classroom can only ever simulate reality. This can limit students' access to important structuring and supporting cues that arise from authentic contexts, leading to misconceptions about what practitioners actually do. (ebd.)

Task-based learning theory in an interdisciplinary teaching approach of German as foreign language

According to Sholeh (2020) Task-based language learning is an “approach aimed at encouraging students to act at their speed and for processing and reorganizing their inter-language within their degree and field of interest”. Willis & Willis (2012) argue that task-based learning is a pedagogy based on the belief that the most effective way to teach a language is by engaging learners in real language use through teacher-designed tasks that require learners to use the language for themselves. It emphasizes the use of authentic, real-world tasks as the basis for language learning (Ahmed & Bidin, 2016; Sholeh, 2020; Sholeh, 2021).

Swan (2005 as cited in Sholeh 2020) suggests that Task-based Learning (TBL) has the following characteristics: Real-World Language use, which treats language as a means of communication, rather than a subject of study; a focus on communication and interaction in real-world situations; opportunities for students to practice and rehearse language use in and out of the classroom; a learner-centered approach, where students can prepare and track their own learning using tasks as the central unit of learning; a focus on meaning over form, where

students engage in communication tasks rather than discrete form-based exercises; and an emphasis on completing tasks, where language is a tool for achieving specific results through activities.

Nunan (2004) came up with the following 8 Task-based Learning principles, which are according to him, essential to ensure effective language learning:

1. Scaffolding: This principle suggests that students should receive support from the lessons and materials to help them complete the tasks. The teacher should provide guidance, assistance, and feedback to help students achieve their goals. Scaffolding refers to the support provided to learners to help them accomplish tasks that they could not do alone.

2. Task chains: This principle proposes that every activity and task should build on the previous task. The teacher should design a series of tasks that are interconnected and that gradually increase in complexity. Each task should provide a foundation for the next task, allowing students to progress step-by-step in their language learning.

3. Recycling: This principle suggests that language recycling will maximize learning opportunities. Teachers should recycle vocabulary, grammar, and functions to ensure that students have multiple opportunities to practice and reinforce what they have learned. Recycling helps students to consolidate their knowledge and retain what they have learned.

4. Organic learning: This principle proposes that language skills gradually "grow" over time. Students should be exposed to language in a natural and meaningful context, and they should be given time to absorb and process the language. Organic learning recognizes that language acquisition is a gradual process that requires time and patience.

5. Active learning: This principle claims that students learn best through the constructive use of the language they are using. In other words, they learn by doing. Teachers should design tasks that require students to use the language actively and creatively. Active learning encourages students to take ownership of their learning and to become more independent and self-directed.

6. Integration: This principle suggests that teachers should explain the grammatical structure and how to use the fabric for communication purposes. Teachers should help students to see the connections between different language skills, such as grammar, vocabulary, and functions. Integration helps students to develop a more comprehensive understanding of the language they are learning.

7. Reflection: This principle argues that students should have the ability to reflect on what they know and how well they are doing. Reflection allows students to evaluate their progress, identify areas for improvement, and set goals for their learning. Teachers should provide opportunities for students to reflect on their learning and to receive feedback on their performance.

8. Copying to creation: This principle proposes that students should not only learn and practice what was written for them, but they should also be able to use their imagination and creativity to solve real-world problems. Teachers should provide opportunities for students to apply what they have learned in authentic contexts and to use the language in creative ways. Copying to creation encourages students to become more autonomous and to develop their critical thinking and problem-solving skills.

According to Kavaliauskienė (2005 as cited in Sholeh 2021), there are six advantages to using Task-based Learning in the teaching process. These advantages include the freedom for students to express themselves without regulation by teachers or the host community, the use of language and resources by students to complete assignments, opportunities for students to play with language throughout the project, the need for students to connect and interact with each other during the planning and completion of the project, the emergence of objective vocabulary based on the desires of the students, and the inclusion of reflection on language use during the review process.

In summary, task-based learning is a teaching approach that emphasizes the importance of learners actively engaging with language in meaningful contexts, and it can be used in conjunction with an interdisciplinary approach to language learning.

When considering the characteristics of the task-based learning approach, we can develop how it can be linked to the interdisciplinary approach.

In an interdisciplinary approach, language learning is integrated with the study of other subjects or disciplines, such as science, history or art. The aim is to provide learners with opportunities to use language in real-world contexts that are relevant to their interests and goals. Task-based learning is a natural fit for interdisciplinary language learning because it encourages learners to engage with language in authentic, real-world contexts that are relevant to their interests and goals. For example, learners might work on a project that involves researching and presenting information on a historical event or scientific phenomenon in the target language.

Overall, Task-based learning and interdisciplinary learning both emphasize the importance of meaningful, authentic contexts for language learning, and they can be used together to create a rich, immersive learning experience for learners.

Criticism

Task-based learning (TBL) as a popular approach in language teaching has some criticisms. As state Ismail (2017) the implementation of TBL might meet some challenges in school. The challenges outlined by Sholeh (2020) can be summarized as follow:

- Teachers with limited language proficiency may find it challenging to integrate Task-based Learning in the EFL classroom. They need adequate language skills to guide and model student learning or receive language instruction. Professional workshops, language events, and in-service training can help teachers improve their language skills.
- Traditional examination-based syllabi may hinder the successful implementation of TBL in the classroom. Teachers should consider the importance of oral communication and incorporate it into their teaching.
- Lack of sufficient resources, including time, location, technology tools, and TBL supplementary materials, can present challenges to implementing TBL in some schools, particularly in rural areas. Teachers should consider these limitations when planning task-based lessons.
- Linguistic insufficiency among students, especially beginners, can make participating in TBL difficult. Teachers should provide appropriate support and scaffolding to help students gradually develop their language skills and confidence.
- Varying student skills, learning styles, and motivation levels can make it difficult to choose tasks that are appropriate for all students. Some tasks may be too challenging, while others may be too simple.
- Large class sizes can make it challenging for teachers to provide individual attention to each student and track their learning progress. In response, teachers may need to select and train some high-level students to help teach, model target skills, and learn independently.
- Classroom conditions can also pose a challenge for implementing Task-based Learning. If the classroom is cramped or uncomfortable, teachers may need to adjust the classroom or reduce energetic activities during the lesson.

To overcome those challenges teachers may need to be flexible and adaptable in their approach to implementing Task-based Learning, taking into account the needs and abilities of their students and the classroom environment.

Project-based learning as an interdisciplinary teaching approach of German as foreign language

Project-based learning (PBL) is an approach to education that focuses on learning through the completion of projects or real-world problems (Guo et al., 2020). Project-Based Learning (PBL) is rooted in the progressive education movement, which emerged in the late 19th and early 20th centuries as a response to the traditional, teacher-centered approach to education that was prevalent at the time. Progressive educators believed that learning should be more student-centered and experiential, and that students should be encouraged to explore real-world problems and challenges through active inquiry and discovery.

According to Thu (2018), PBL is grounded in the constructivist theory of learning, which suggests that learners construct knowledge by building upon their prior experiences and understanding. By engaging in PBL, students are encouraged to take ownership of their learning by designing their own inquiries, planning their learning, and organizing their research. This approach allows students to pursue content knowledge in a way that is meaningful and relevant to their lives, while also developing critical thinking, problem-solving, and communication skills that are essential for success in the 21st century.

Häkkinen et al. (2017 as cited in Almulla 2020) also state that PBL can help to develop information and media literacy skills, as students are required to gather and evaluate information from a variety of sources. PBL can also promote cooperation, leadership, and teamwork skills, as students work together to achieve a common goal.

Condliffe et al. (2017) outlined some key principles of Project-Based Learning (PBL).

- “Promote Construction of Knowledge”: PBL is designed to promote the construction of knowledge by providing students with opportunities to engage in authentic, real-world tasks that require them to apply their knowledge and skills in meaningful ways. This approach helps students to deepen their understanding of key concepts and to develop critical thinking skills.
- “Cultivate Student Engagement”: PBL is designed to cultivate student engagement by providing students with opportunities to work on projects that are relevant to their lives

and interests. By working on projects that are meaningful and engaging, students are more likely to be motivated to learn and to take ownership of their learning.

- “Use Scaffolds to Guide Student Learning”: PBL is designed to use scaffolds, or supports, to guide student learning. Scaffolds might include resources such as rubrics, checklists, or graphic organizers, as well as guidance and feedback from the teacher and peers. These supports can help students to stay on track and to develop the skills they need to successfully complete the project.
- “Encourage Student Choice”: PBL is designed to encourage student choice by allowing students to have a say in the topics they study and the products they create. By providing students with choices, they are more likely to be invested in the project and to feel a sense of ownership over their learning.
- “Support Collaborative Learning”: PBL is designed to support collaborative learning by providing students with opportunities to work in teams to complete the project. By working collaboratively, students can learn from one another, develop their communication and problem-solving skills, and create products that are richer and more complex than those that could be created by an individual student working alone.

In project-based teaching, students work collaboratively to investigate, design, and implement solutions to complex problems or challenges, often using interdisciplinary approaches.

The process of project-based teaching typically involves several steps, including:

1. Identifying a problem or challenge that is relevant to the students' lives or to real-world issues.
2. Developing a project plan that outlines the goals, objectives, and deliverables of the project.
3. Conducting research and gathering information to inform the project.
4. Designing and implementing a solution to the problem or challenge.
5. Evaluating the project and reflecting on the learning that took place.

Project-based teaching is often used to promote 21st century skills such as critical thinking, problem-solving, communication, collaboration, and creativity. It is also an effective way to promote student engagement and motivation, as it allows students to take ownership of their learning and work on projects that are personally meaningful to them.

Some examples of project-based teaching include designing and building a sustainable community garden, creating a marketing plan for a new product, or developing a public health campaign to promote healthy behaviors. Project-based teaching can be used in a variety of educational settings, from elementary schools to universities, and can be adapted to meet the needs of different learners and subject areas.

Project-Based Learning (PBL) and the interdisciplinary approach share many similarities and can be linked in several ways. Both approaches focus on providing students with opportunities to engage in authentic, real-world tasks that require them to apply knowledge and skills from multiple subject areas.

One way to link PBL and the interdisciplinary approach is to design projects that incorporate content and skills from multiple subject areas. For example, a project that focuses on designing a sustainable community could incorporate concepts from science, social studies, math, and language arts, requiring students to draw on knowledge and skills from multiple subject areas to complete the project.

Another way to link PBL and the interdisciplinary approach is to use the project as a way to explore big ideas or essential questions that transcend traditional subject areas. For example, a project that focuses on exploring the concept of justice could incorporate content and skills from history, literature, social studies, and math, while also providing students with opportunities to engage in critical thinking, problem-solving, and collaboration.

Criticism

While project-based teaching has many benefits, it has also been subject to some criticism.

Some of the criticisms of project-based teaching include:

- Lack of financial resources: Schools often lack the necessary materials and facilities required for Project-Based Learning (PBL), which could be attributed to the limited financial resources allocated for these projects. Since different projects require different materials and facilities, it can be challenging for teachers to implement PBL if their schools do not have adequate budgets to support these needs (Aldabbus, 2018).
- Unequal participation: Project-based teaching can sometimes result in unequal participation, with some students taking on a larger share of the workload or dominating group discussions. This can lead to feelings of frustration or resentment among some students (ebd.).

- The curriculum was not originally designed to be taught using Project-Based Learning (PBL). This can create challenges for teachers who want to implement PBL in their classroom, as they may need to modify the curriculum or create their own projects in order to align with the principles of PBL. (ebd.)
- Assessment challenges: Project-based teaching can be challenging to assess, as it may be difficult to determine how well students have mastered the desired learning outcomes (Condcliffe et al. (2017). Traditional forms of assessment, such as tests and quizzes, may not be well-suited to assessing project-based learning (ebd.).
- Difficulties for teachers to monitor student progress: Monitoring student progress in Project-Based Learning (PBL) can be challenging due to the nature of the approach, which is designed to promote student autonomy and self-direction. In PBL, students are expected to take ownership of their learning and to work independently or in small groups to complete the project (Aldabbus, 2018).
- Time-consuming: Project-based teaching can be time-consuming for both teachers and students. Developing and implementing a project-based learning experience can require significant planning and preparation, and may take longer to complete than traditional forms of instruction (ebd.). As mentioned by the UNESCO-IBE (2018), the project-based or problem-based learning often requires longer contact hours between teachers and students, which can be challenging to accommodate if the school timetable divides the available time for a particular teacher into very short time blocks. As a result, curriculum developers should strive to demonstrate connections between subjects and promote integrated learning. This can be achieved through the following strategies developed by the UNESCO-IBE (ebd.):
- Grouping subjects into broader learning areas that allow for the demonstration of links between similar subjects. In some cases, hours of study might be allocated to the learning area rather than the subject, providing teachers and students with more flexibility and choice within the learning area. Within the learning area, teachers can be encouraged to teach cooperatively and set common projects.
- Assigning students challenges that require a multidisciplinary response, such as interdisciplinary research assignments or independent projects.
- Ensuring that each subject syllabus contains relevant cross-references to similar content in other syllabi, providing guidance to schools on how to integrate cross-referenced material.

- Incorporating learning themes that overlay subjects or learning areas. Topics such as "My Family" and "My City" can encourage learning in various disciplines to be integrated within the theme.

Sustainable Development Goals and interdisciplinary foreign language teaching

According to the UN Report called “Our common future”, sustainable development is “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Zahedi, 2019). In 2015, the United Nations adopted the Sustainable Development Goals (SDGs), which comprise six elements: dignity, people, planet, prosperity, justice, and partnership. The SDGs consist of 17 main goals and 169 sub-goals, intended to guide sustainable development efforts in all regions, both developed and developing, until the year 2030 (Shi et al., 2019). In the following table we listed the different objectives and their meanings according to the United Nation (2018).

Table 6*The 17 Sustainable Development Goals (United Nation 2018)*

N°	Goals	Meaning
1	No Poverty	To end poverty in all forms, including extreme poverty, by implementing sustainable and comprehensive social protection systems.
2	Zero Hunger	to end hunger and malnutrition and promote sustainable agriculture
3	Good Health and Well-being	to ensure healthy lives and promote well-being for all ages, including access to essential healthcare services.
4	Quality Education	to provide inclusive and equitable education and promote lifelong learning opportunities for all.
5	Gender Equality	to eliminate gender-based discrimination and promote gender equality and empowerment for all.
6	Clean Water and Sanitation	to ensure universal access to safe and affordable drinking water, sanitation, and hygiene.
7	Affordable and Clean Energy	to ensure access to affordable, reliable, sustainable, and modern energy for all.
8	Decent Work and Economic Growth	to promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.
9	Industry, Innovation and Infrastructure	to build resilient infrastructure, promote sustainable industrialization, and foster innovation.
10	Reduced Inequalities	to reduce inequality within and among countries and promote social, economic, and political inclusion.
11	Sustainable Cities and Communities	to make cities and human settlements inclusive, safe, resilient, and sustainable.
12	Responsible Consumption and Production	to promote sustainable consumption and production patterns and to ensure the sustainable management of natural resources.
13	Climate Action	to take urgent action to combat climate change and its impacts, including through education and public awareness.
14	Life Below Water	to conserve and sustainably use the oceans, seas, and marine resources for sustainable development.
15	Life On Land	to protect, restore, and promote the sustainable use of terrestrial ecosystems, forests, and biodiversity.
16	Peace, Justice, and Strong Institutions	to promote peaceful and inclusive societies, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels.
17	Partnerships for the Goals	to strengthen the means of implementation and revitalize the global partnership for sustainable development.

According to Shi et al. (2019) SDGs can be divided into four aspects: economy (goals 8, 9, 10, and 12), society (goals 1, 3, 4, 5, 11, and 16), environment (goals 2, 6, 7, 13, 14, and 15), and governance (goal 17).

According to the Sustainable Development Goals Report of the United Nation of 2022, the global education crisis has been exacerbated by the COVID-19 pandemic, resulting in significant disruptions to education systems worldwide. School closures have had particularly concerning implications for the learning and well-being of children, especially those who are disadvantaged, including girls, those with disabilities, rural residents, and ethnic minorities. It is estimated that over the past two years, more than half of in-person instruction was missed by approximately 147 million children (United Nation, 2022).

Based on the discussions we have carried out on interdisciplinary in this study (see chapter 2), we can state that Interdisciplinary teaching can play a vital role in promoting understanding and action towards the SDGs. By integrating knowledge and skills from different disciplines, students can develop a holistic understanding of complex issues related to sustainable development, and are better equipped to engage in problem-solving and take action towards achieving the SDGs. For example, teaching about the SDG on "Clean Water and Sanitation" can involve integrating knowledge from science, geography, and social studies to explore the causes and consequences of water pollution, the impact of climate change on water resources, and the social and economic factors that contribute to unequal access to clean water and sanitation. By approaching this issue from an interdisciplinary perspective, students can develop a deeper understanding of the complexity of sustainable development challenges and the need for collaborative, cross-sectoral solutions.

According to our statement in Chapter 2, we can argue that foreign language teaching can play an important role in promoting and achieving the Sustainable Development Goals (SDGs) by incorporating global issues and intercultural understanding into language learning. For example, foreign language classes can provide opportunities for students to explore different cultures and perspectives, develop critical thinking and problem-solving skills, and engage in discussions and projects related to the SDGs. In addition, foreign language teachers can use authentic materials such as news articles, videos, and literature that address issues related to the SDGs. This can help students not only improve their language proficiency but also gain awareness and understanding of global issues and their interconnections.

Using Sustainable Development Goal theory as a basis for designing a curriculum is a promising approach to creating an educational programme that addresses the challenges of the 21st century. Sustainable development theory emphasizes the importance of balancing economic, social, and environmental factors in decision-making and emphasizes the need to meet the needs of the present without compromising the ability of future generations to meet their own needs.

By incorporating Sustainable Development Goal theory into the curriculum, educators can help students become more engaged and active members of society, capable of making informed decisions and taking action to create a more sustainable future. It can also help students develop critical thinking skills and an appreciation for interdisciplinary approaches to problem-solving, which are essential for addressing complex challenges such as climate change and poverty.

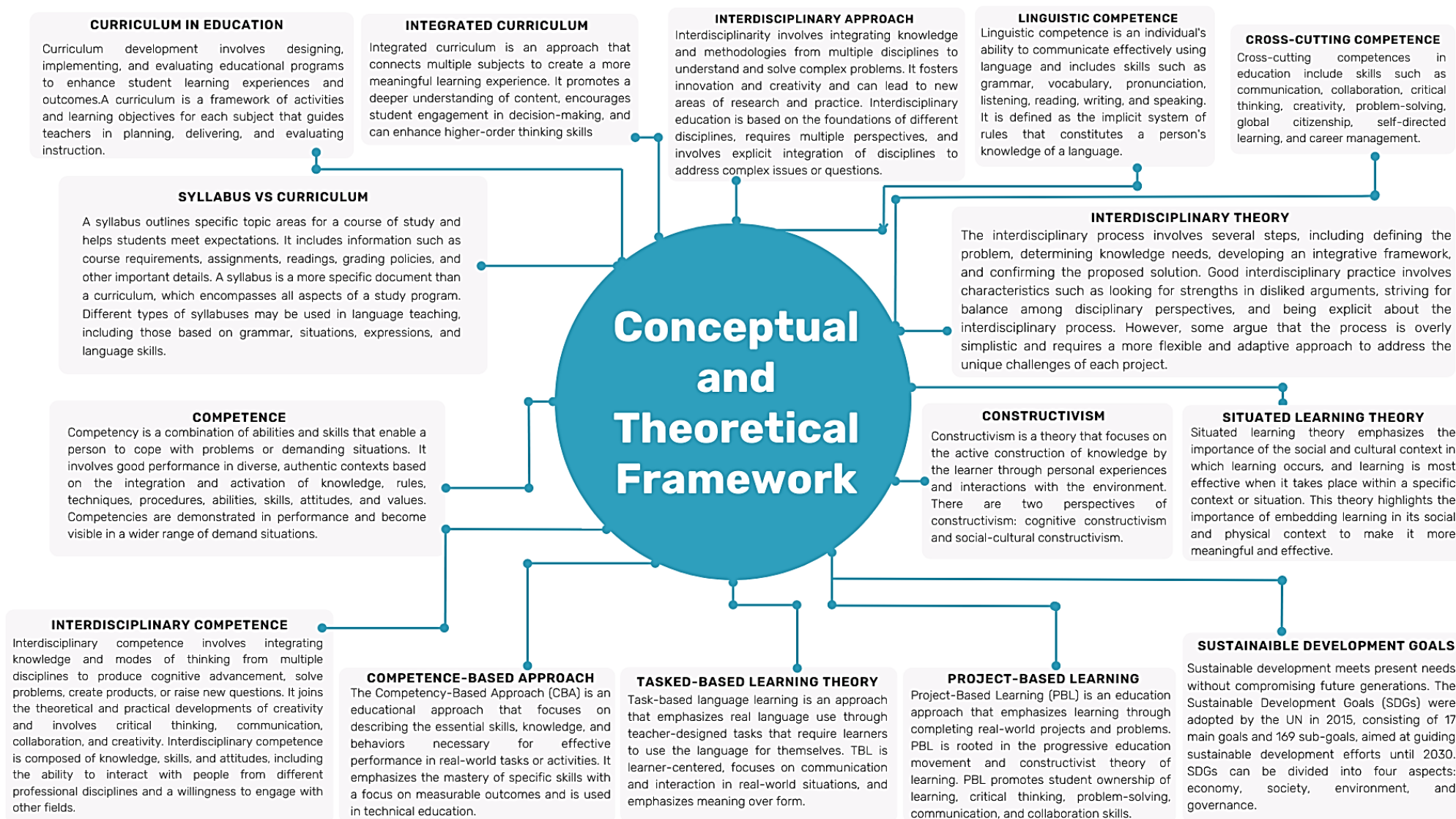
The Sustainable Development Goal theory as every theory also faced some criticism (Zahedi 2019).

- Lack of enforceability: The SDGs are voluntary and lack any enforcement mechanism, which means that countries are not obligated to meet the goals or face consequences for failing to do so.
- Overwhelming scope: With 17 goals and 169 targets, the SDGs cover a broad range of issues and can be difficult to prioritize or implement effectively.
- Insufficient funding: Achieving the SDGs requires significant investment, but many developing countries lack the necessary financial resources to fully implement the goals.
- Failure to address root causes: Some critics argue that the SDGs do not adequately address the root causes of poverty, inequality, and environmental degradation, and instead focus on addressing symptoms of these issues.
- Western-centric: The SDGs were developed by a predominantly Western-led process and may not fully reflect the needs and priorities of developing countries. (ebd.)

Despite criticisms, incorporating the Sustainable Development Goals (SDGs) into school education can have several benefits. By teaching students about the SDGs and encouraging them to think about global challenges, educators can help create a generation that is aware of the interconnectedness of the world and is equipped with the skills and knowledge to work towards a sustainable future. Furthermore, incorporating the SDGs into school curricula can foster interdisciplinary learning, encouraging students to see connections between subjects and develop a holistic understanding of global challenges (ebd.). This can

lead to a more engaged and motivated student body, as they can see the relevance of what they are learning to real-world issues.

Visual map summarizing chapter 2 on the conceptual and theoretical foundations of this study



CHAPTER 3: EMPIRICAL FOUNDATION AND METHODOLOGICAL APPROACHES

After developing the conceptual and theoretical framework of our study on exploring ways to emphasize interdisciplinarity in the German curriculum of the class of 4e, we will then elaborate the empirical framework and methodological approaches that will enable us to generate hypotheses through the results we will obtain while analyzing the collected data. This third chapter outlines a detailed description of the research design, the data collection methods and the analysis techniques.

Qualitative social research as empirical foundation

There are two main paradigms in social research: the quantitative research paradigm and the qualitative research paradigm (Raithel, 2008). One key distinction is that qualitative research focuses on the patterns and structures of variables, while quantitative research investigates variations in the quantity or degree of the variables under investigation, along with the causal connections between them (Cropley, 2022). The aim of qualitative social research is to understand human behaviour. According to Raithel, "understanding" in qualitative social research is only possible if every context in which social action occurs is taken into account (Raithel, 2008). According to Häder, the common concern of empirical social research is the collection of knowledge about social reality (Häder, 2015). In contrast to qualitative empirical social research, quantitative empirical research is concerned with explaining cultural and social reality through the use of quantifying methods, such as statistical analyses (Raithel, 2008). Hypotheses are tested in quantitative research as opposed to qualitative research, which generates hypotheses.

Our main research question "how can interdisciplinarity be highlighted in the curriculum?" implies that there is a desire to identify an effective way to highlight the interdisciplinary teaching approach in the German curriculum of the 4e class in Cameroon. This suggests that the study is predicated on the assumption that there is a causal relationship between highlighting the interdisciplinary approach and its effectiveness in improving teaching and learning outcomes.

However, Cropley (2022) outlined three main spots of qualitative research: Arbitrariness, lack of objective proof and banality.

Arbitrariness: This statement suggests that qualitative research is subjective and reliant on the individual researcher's inventiveness and imagination. This also means that qualitative research allows for arbitrary interpretations and conclusions. Researchers can easily manipulate the data and select only the information that supports their preconceived ideas or biases. They also argue that qualitative research is often an 'art' rather than a scientific process, which can result in the researcher's personal opinions influencing the final results.

Lack of objective proof: Because qualitative research relies on non-numerical data, Crompton argues that it is not as rigorous as quantitative research, which can generate objective and statistically significant results. Qualitative research involves interpreting text, images, and other non-numeric data, which makes it difficult to test hypotheses and draw conclusive statements in the same way that quantitative research can. This lack of rigid methodological frameworks and quantifiable data can make qualitative research appear less reliable or trustworthy.

Banality: The criticism of 'banality' suggests that qualitative research can be viewed as 'common sense', merely reporting observations or repeating conventional wisdom. Researchers restate what is already known. Crompton outlines that qualitative research adds little, if anything, to the existing knowledge base and, thus, is not worthy of serious consideration.

Data collection method in this study

We chose two qualitative data collection methods to investigate our research question: asynchronous interviews, and documentary analysis. This section presents these two methods in detail.

Asynchronous and structured Interview

Lune and Berg (2017) stated that asynchronous environments, such as email, message boards, and privately hosted bulletin posting areas, are commonly used by researchers for survey-based research. Bampton and Cowton (2002 as cited in ebd.) suggest that qualitative researchers can also use the "e-interview" to conduct qualitative interviews through email. The asynchronicity of the e-interview allows for delays in interaction, ranging from seconds to hours or days, which provides the interviewee with the flexibility to reply at their convenience. This is one of the main benefits of the e-interview, as it eliminates the need for both parties to identify a mutually convenient time to talk to each other. Additionally, as the interview is conducted through

asynchron, there is no need for both parties to find a single chunk of time to complete the full interview. As inconvenient, Luna and abaerg (ebd.) state that while asynchronous environments like e-mail and bulletin boards are useful for qualitative interviews, they do have their drawbacks. One of the most apparent disadvantages is the absence of visual cues, including those that are a natural part of the conversational flow between the interviewer and respondent, as well as those that serve as social markers, such as age, gender, race, and dress style. However, this can also be seen as an advantage since it eliminates certain layers of expectations and prejudices.

The asynchronous interview for this research was conducted on WhatsApp. Participants were given two structured interview guides. The first dealt with the German teaching curriculum and the second with interdisciplinarity in the teaching of German. Given that the interview guides were rather long, containing a total of 21 questions, we gave the participants 7 days to answer them. They were also instructed to use a dictaphone application to record their answers. The advantage of this method is that the participants themselves chose the moment (day, time and place) for the audio recording, a moment when they were in good physical and psychological condition to respond. The quality of the recordings was also very good.

Document analysis

According to AFNOR¹, document analysis is the action of summarizing the information contained in one or more documents in a concise and precise manner. (Waller, 1999). Waller pointed out that documentary analysis involves identifying all the relevant information in a document, including its formal aspects; and condensing that information in a conceptual sense, by locating, extracting, and highlighting what the author has written, and selecting what is important for future use (ebd.). She claims that reading the literature is the most essential stage in documentary analysis (ebd.). According to her, the conditions for good reading are to observe the document to be analysed (typology, characteristics), to concentrate and find the means to do so, to know one's limits and to organise one's reading (ebd.).

To read and understand a document, several tasks need to be performed. First, visual identification is necessary to contextualize the text. Then, reading is required to determine a "category of interest" or a "typology of information." To achieve this, it is essential to ask

¹ AFNOR is an association founded in 1926 and recognized as being in the public interest. Its mission is to coordinate standardization work, draw up and distribute standards, promote and provide training in standardization techniques, and represent French interests in regional and international standardization bodies. Its aim is to unify the rules on which standardization must be based, to facilitate its application and to encourage it in France.

questions such as who the text was written for and what levels or types of skills are required to use it. Sometimes, it is also necessary to determine the existence and content of a bibliography. (ebd.).

Waller has classified documentary texts into two main categories: descriptive texts and problem texts (ebd.). Descriptive texts include narrative, explanatory, didactic and normative texts. Problem texts include simple, argumentative and polemical texts.

In view of this classification, the curricular content which is the subject of our analysis belongs to the descriptive category and is precisely a normative text because it imposes the content of its information as rules: German teachers must respect the content and the objectives prescribed in the curriculum.

Quality criteria of qualitative social research

Quality criteria are central components of an empirical study. In contrast to quantitative social research, there are still no universally valid quality criteria in qualitative social research. According to Steinke, three positions can be distinguished, which perceive the quality criteria of qualitative social research differently (Steinke, 2017):

Quantitative criteria for qualitative research.

Central to this view is that criteria of quantitative research (objectivity, reliability and validity) are transferred to qualitative research. The view is that criteria with which any research is to be evaluated should be uniform. (ebd.)

Own criteria for qualitative research

The application of traditional quantitative research quality criteria (objectivity, reliability and validity) to qualitative research is largely rejected by the advocates of this position. This is justified by the special features of the qualitative methodological procedure and the practical research aspects of qualitative research (ebd.).

The following quality criteria are advocated by the representatives of their own criteria for qualitative research:

Communicative validation (Terhart, 1981, 1995; Kvale, 1995b, as cited in Steinke, 2017).

Here, the data or the results of the research are presented to the research participants with the intention that they evaluate the validity of the data or the results.

The triangulation

It is meant in triangulation that complementary methods, theories, data or researchers are to be used in the investigation so that the weaknesses of each method, theory, data or researcher are balanced (ebd.).

The validation of the interview situation

Here, attention is paid to whether the interviewees are telling the story "truthfully": Signs that a working alliance between the researcher and the interviewee has not developed are checked (ebd.). During the interview, the researcher can monitor the interviewee's nonverbal cues, such as posture, facial expressions, and tone of voice, to assess whether they are being truthful and whether a working alliance has been established. Signs that a working alliance has not been established may include the interviewee being defensive, guarded, or overly agreeable.

Authenticity

Authenticity considers whether the utterances of the person being studied were handled correctly, whether the person being studied assesses the validity of the findings and, whether the research serves to inform decision-making or inspires action. (Guba & Lincoln, 1989 as cited in Steinke, 2017). This means that the researcher should seek feedback from the individuals being studied to ensure that the findings accurately reflect their experiences and perspectives. This can involve sharing draft findings with the participants and asking for their feedback or conducting member checks, in which the researcher presents the findings to the participants and asks them to verify or correct the findings.

Postmodern rejection of criteria.

Proponents of this view argue that quality criteria for qualitative research should not be formulated. Denzin (1990b as cited in Steinke, 2017) argues that researchers write their texts in the 1st person singular, thus the distance between the sample and the researcher is small. Consequently, validity and reliability can no longer be spoken of.

In the present study, the position of the own criteria for qualitative social research was taken into account. As Steinke claims, qualitative research cannot be conducted without quality criteria, otherwise there is a risk of the research becoming arbitrary (ebd.). After the analysis of the transcripts, the results were sent to the research participants to check the validity of the evaluation. The validity of the evaluation was confirmed by them.

This confirmation means that the research is authentic. One of the aims of this work is to lead teachers to decision-making and to stimulate action. It invites teachers to integrate the interdisciplinary approach into their teaching practice (see Chapter 1).

Sample and selection procedure, planning, implementation, processing, data analysis

This section provides a detailed account of the sample selection process, including the rationale for selecting the particular sample. It describes the planning, implementation, and data processing procedures.

Sample and selection procedure

In order to study a social action and test or formulate hypotheses, it is necessary to determine exactly which persons or groups of persons are being studied (Raithel, 2008). These persons form the sample.

As a prerequisite for the selection of the sample, Friedrichs (1990) has formulated the following characteristics:

1. "The sample must be a reduced image of the population in terms of the heterogeneity of the elements and in terms of the representativeness of the variables relevant for hypothesis testing. The units or elements of the sample must be defined.
3. The population should be specifiable and empirically definable.
4. The selection procedure must be specifiable and fulfil requirement (1)."

According to Friedrichs, these requirements are much more applicable to quantitative studies.

In qualitative research, each sample is an individual case and the sample is not considered representative of a population. Each social action is characterised by particular features that must not be generalised. Generalisation is the task of quantitative empirical research.

Raithel distinguishes three main groups of sampling methods:

- "The arbitrary selection
- The deliberate selection
- The probability/random selection" (Raithel, 2008).

In **arbitrary selection**, the motto is "you take what you can get". Selection is uncontrolled and without a selection plan. Arbitrary sampling is much more common in psychological experiments and subjects volunteer. (ebd.) This selection method involves selecting participants based on convenience or availability, without any specific criteria.

The **deliberate selection** method involves selecting participants based on specific criteria, such as age, gender, or occupation, in order to achieve a specific goal or to explore a particular phenomenon (ebd.).

Probability selection also called random selection is a selection from the population drawn using special selection procedures. In this selection, each element of the population should have the same probability. Statistics are often used here (ebd.).

Flick (2022) distinguished between purposeful sampling and outlier sampling. **Purposeful sampling** is a method of sample selection that focuses on selecting cases strategically to align with the research questions and data being collected. The purpose of purposeful sampling is to select information-rich cases for study in-depth, yielding insights and understanding rather than empirical generalizations. **Outlier sampling**, also known as **extreme or deviant case sampling**, involves selecting cases that are unusual or special in some way, such as outstanding successes or notable failures. These cases are information-rich and can provide unique insights into the phenomenon being studied.

Mack et al. (2005) as well as Lune and Berg (2017) presented three type of sampling: the purposive, quota and snowball sampling. **Purposive sampling** is a common strategy used in qualitative research to group participants based on preselected criteria relevant to the research question. Sample sizes can depend on the study's objectives and resources, and may be determined based on theoretical saturation. **Quota sampling** is a type of purposive sampling where the number of participants with specific characteristics is predetermined. **Snowball sampling** is another type of purposive sampling where participants refer the researcher to others who could potentially contribute to the study, often used to reach hidden populations. Recruitment strategies appropriate to the location, culture, and study population should be used for all types of purposive sampling.

In order to carry out the present study, we used the deliberate selection method according Raithel as well as the purposeful sampling according to Flick and the purposive sampling according to Mack et al. and Lune and Berg.

Five (5) German teachers teaching in the class of 4e during the year 2022-2023 were selected. The aim of this research is to explore the possibility of highlighting the interdisciplinary approach in the German curriculum of the class of 4e. The five teachers are an interview sample which enabled us to evaluate the German curriculum together and to analyze the importance of interdisciplinarity in the teaching of German. The selection criteria for these five teachers were: Gender representativeness: three females and two male teachers responded to the interview. Willingness: We considered it important to select teachers who had directly expressed their willingness to take part in the research. Two teachers who mentioned that they were not sure of meeting the response deadlines were eliminated from the selection.

Geographical distribution: The teachers selected had to teach in different cities. The five cities represented are: Yaoundé, Bertoua, Garoua, Ebolowa and Soa. Furthermore, we would like to make it clear here that the aim of this work is not to carry out a contrastive analysis but to gather a number of responses from volunteer teachers that will enable us to answer our research question.

To clarify the reason why we selected a number of five interviewees, Dworkin (2012) points out that most authors suggest sample sizes of between 5 and 50 in qualitative study. Creswell (1998 as cited in Mason 2010) recommends 5 to 25 sampling for phenomenological studies. Dworkin (2012) states further that qualitative analyses typically require a smaller sample size than the quantitative analyses and this is because qualitative research methods are more concerned with garnering an in-depth understanding of a phenomenon or are focused on meaning.

Planning and implementation of the structured asynchronous interview

Asynchronous interviews, also known as pre-recorded interviews or one-way interviews, offer several advantages over traditional synchronous interviews where the interviewer and interviewee are present at the same time.

Some of the advantages of asynchronous interviews include:

1. Flexibility: Asynchronous interviews offer flexibility to both the interviewer and the interviewee, as they can complete the process at a time that is most convenient for them, without having to worry about scheduling conflicts.
2. Time-saving: Asynchronous interviews can save time for both parties, as they eliminate the need for scheduling and travel time. Interviewers can also review and evaluate the responses at their convenience, which can be more efficient than scheduling and conducting multiple synchronous interviews.
3. Increased fairness: Asynchronous interviews can increase fairness in the hiring process by providing all candidates with the same set of questions and giving them equal opportunity to respond. This can help to reduce the potential for bias in the interview process.
4. Reduced pressure: Asynchronous interviews can reduce the pressure on the interviewee, as they have more time to think about their responses and can retake their answers if needed. This can lead to more thoughtful and accurate responses and can help to reduce interview anxiety.

Despite its advantages, asynchronous interview has some limitations to consider, including:

1. Loss of context: Asynchronous interviews can sometimes lack context, which can make it difficult for the interviewee to fully understand the questions and respond appropriately.

2. Loss of interactivity: Because the parties are not present simultaneously, there can be a loss of interactivity between the interviewer and the interviewee, which can make it difficult to clarify questions and answers.

3. The risk of misunderstandings: There may be an increased risk of misunderstandings in asynchronous interviews, as the parties cannot interact directly to clarify questions and answers.

4. Lack of spontaneity: Asynchronous interviews may lack spontaneity, as the parties have more time to think about their answers and may therefore be more inclined to formulate more considered and less spontaneous responses.

5. The risk of false answers: As asynchronous interviews are often conducted online, there may be an increased risk of false answers or cheating, as interviewees can easily access online resources to answer questions.

In this research we conducted two structured interviews. The 1st interview concerns the evaluation of the German curriculum by 5 participating teachers. The 2nd interview focuses on the opinion of the 5 participating teachers on interdisciplinarity in the German curriculum.

Designing interview guideline to evaluate the German curriculum

We developed an evaluation grid based on the principles of a good curriculum as developed in the theoretical part of our work (see chapter 2). We took into account the Tyler and Taba criteria, as well as those of the International Bureau of Education. We based ourselves on these principles in order to formulate the questions for an interview guide, because we considered that for greater objectivity in this research, it would be necessary to select a few teachers who would evaluate the curriculum and justify their point of view. The evaluation of the German curriculum was carried out in three phases: an interview phase with five teachers, an interpretation phase of their answers and an evaluation phase of the quality of the curriculum based on the evaluation of the participating teachers. We did not choose to give teachers a grid of quotations requiring them to evaluate the curriculum on a scale of 1 to 5 because we wanted to avoid them giving wrong answers. Putting them in a context where they argue without quantifying their answers is, in our opinion, a more systematic method of obtaining a good evaluation of the curriculum.

However, we did not ask questions to find out what the participating teachers' opinions are on the assessment methods prescribed by the curriculum. This is because it is an aspect of the curriculum that is not important to us in this research. We are aware that by emphasizing interdisciplinarity, teaching will have to focus on the project approach and this may require a revision of assessment strategies, but this aspect is not part of our focus in this research.

Designing an interview guideline to analyze interdisciplinarity in the German curriculum and classes

The interview guide on interdisciplinarity covered eleven questions. The interview guideline allowed for flexibility during the interviews. The open-ended questions also gave teachers freedom to share their experiences and insights into interdisciplinarity as it relates to their specific contexts and teaching realities. As with the curriculum evaluation interview, they were asked to record their answers.

Transcribing the audio recording

What we focused on in the interviews was the content. Discourse markers such as pauses and repetitions were not considered. For this reason, we chose SONIX, a simple automatic transcription software. The transcription consisted of importing the audio recordings of the participating teachers and choosing the transcription language. When the software had finished transcribing after a few minutes, it offered to download the text as a text file or a word file. We opted for the word file to make better use of it. After exporting the transcript, we did some additional work, which consisted of identifying the questions in each answer and organizing them by specifying the time interval and the length of time each question was answered.

The audio recordings of the interviews conducted during this research are 2 hours 15min 24s long in total for the two interview guides. The interview on the evaluation of the German curriculum lasts 70 minutes 47 seconds. The interview on interdisciplinarity in the curriculum lasts 64 minutes 37 seconds. The following table summarizes the length of the interviews with each participating teacher. In addition, when answering the questions, several participants were repeating the written questions before answering. We chose not to include the reading of the questions in the transcription. By removing this reading, we counted 3 minutes less on the total duration of the recordings. To ensure the anonymity of the participants, we assigned them codes ranging from T1 to T5 according to the order in which the interview recordings were obtained.

Table 7*Length of the audio recordings*

Interview Participants	Length		Total
	Curriculum evaluation	Interdisciplinarity in the curriculum	
Teacher 1 (TP1)	08min05s	09min04s	17min9s
Teacher 2 (TP2)	20 min 30s	21min28s	41min58s
Teacher 3 (TP3)	23min 37s	9min 31s	33min8s
Teacher 4 (TP4)	13min58	19min24s	33min24s
Teacher 5 (TP5)	4min8s	4min55s	9min13s
Total	70min47s (1hours 10min47s	64min 37s (1hours 4min37s	135min24s (2hours 15min24s

When we compare the recording lengths of the participants, we notice that there is a large discrepancy in the length of the responses. Teacher participant 5 (TP5) is the one with the shortest recording length, 9 minutes 13 seconds in total. Participating teachers (TP2) has the longest recording times of 41 min58 s. Given that the interview was asynchronous, the teachers had the freedom to express themselves without worrying about the length of the recording. One disadvantage of this type of interview is that the participants can limit their response without the researcher intervening directly to stimulate more response. We realize that in a face-to-face or synchronous interview, more information could have been obtained from teachers who spoke little. Nevertheless, if we found it necessary to have more information for a given answer to a question, we could ask the teacher concerned.

Data analysis procedure: Qualitative content analysis according to Mayring

The qualitative content analysis according to Phillips Mayring was chosen for the analysis and interpretation of the collected data. This method of analysis is considered the most suitable for this research because it allows for a systematic and comprehensive analysis of textual data to identify patterns, themes, and meanings, ensuring that the themes and patterns identified are grounded in the data and not influenced by preconceived ideas or biases.

In evaluating the data, the following steps were followed, which are based on Mayring's analysis concept: data exploration, creation of a category system and coding, category-based analysis.

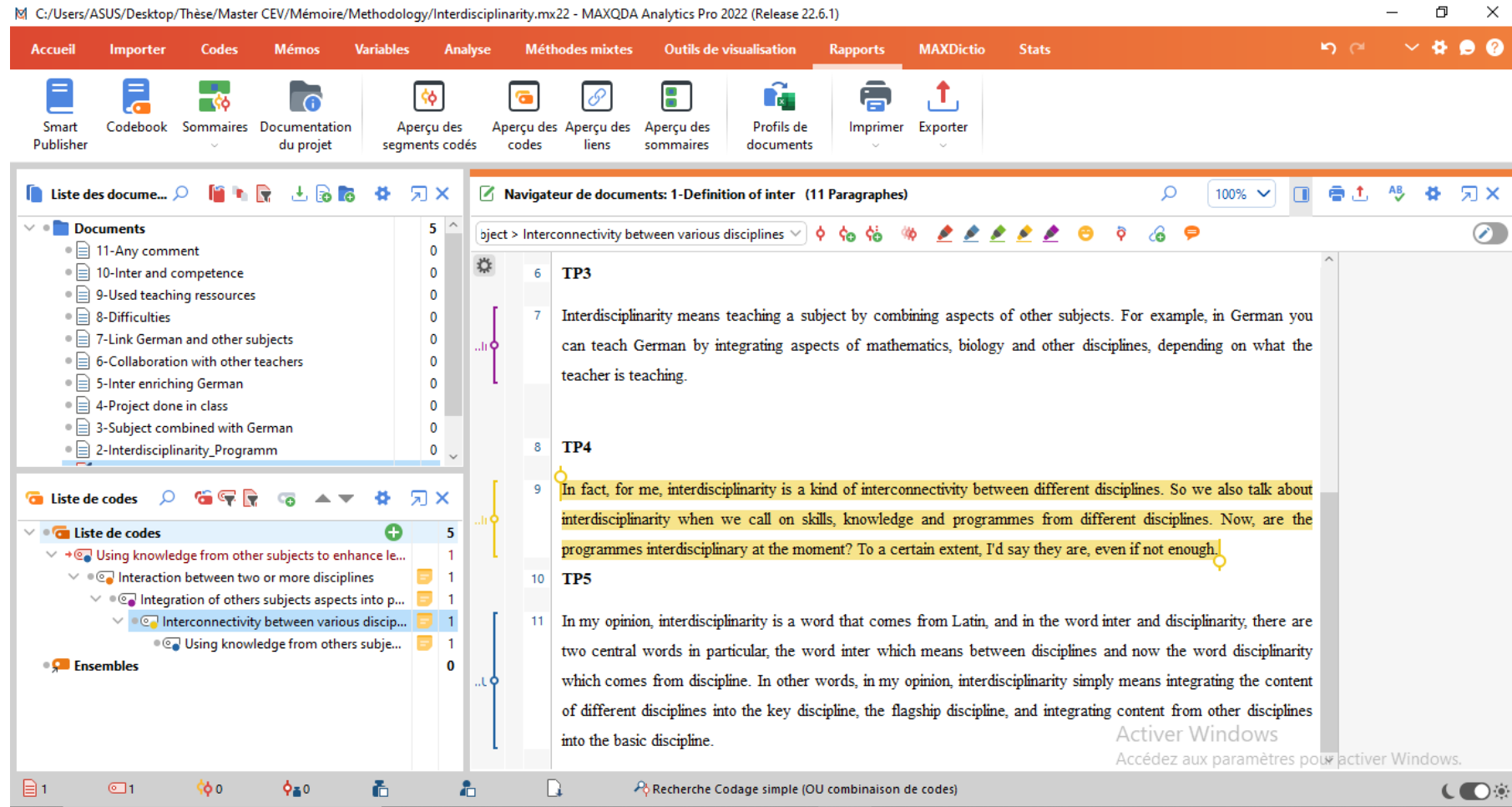
Data exploration

During this first stage, the transcriptions were arranged in order. To make it easier to explore the texts, I used MAXQDA software which helped me to organize the data in a systematic way. MAXQDA has good search capabilities that allowed me to search for specific keywords, phrases, or concepts within my interview transcripts and helped me to identify relevant sections of text quickly.

The advantage of this first step is that the first themes common to all the cases, the common points and the differences can already be identified and the first theses can thus be formulated (Kuckartz et al., 2008, p. 33; Vogt & Werner, 2014, p. 49).

Figure 2

Using MAXQDA for data exploration



Creation of a category system and coding

In the second stage, categories were formed to extract relevant information for answering the research question (Vogt & Werner, 2014). A category system consists of main categories and subcategories, although subcategories are not always necessary (ebd.). Main categories are essential for analyzing and interpreting the interviews, describing core aspects. Category definitions and anchor examples were provided alongside each category name, using quoted text passages from the transcripts.

The category definition clearly outlined the content included in each category, while the anchor examples were illustrative text passages associated with the respective categories. The coding process involved assigning text passages to their corresponding categories based on specific criteria (ebd.). In her work cited by Vogt and Werner (2014), Marying suggests two types of category development: deductive and inductive. Deductive category development involves deriving categories from existing theories, while inductive category development involves developing categories from the research material (ebd.). According to Vogt and Werner (ebd.), these two types of category development can be combined. Main categories are developed prior to data collection, based on theoretical foundations, and serve as the foundation for creating subcategories during the empirical phase. Subcategories, however, are developed inductively from the data (ebd.). It is also possible to develop main categories and subcategories solely through deductive or inductive approaches (ebd.).

In this study, it was decided to combine deductive and inductive category development. When mining the data collected on curriculum assessment, further main categories were extracted from the material in addition to the main categories already developed in the theory (see chapter 2) according to Vogt and Werner (2014). All the subcategories in the transcripts were developed from the data material. Some subcategories developed during the exploration of the questionnaire were taken from the theory. In exploring the data on interdisciplinarity, we proceeded inductively, i.e. all categories were developed from the data material.

During the coding process, all the data was coded. All relevant passages were assigned to a category. As recommended by Vogt and Werner, passages were cut out of the transcripts and pasted under the corresponding categories (ebd.). In the material, each statement was assigned to a subcategory, and then each subcategory was assigned to a higher category.

In the category development table, we have created a column called "code", which we have used to generate abbreviations by associating categories and sub-categories. For example: OBJ-CLEAR (+) (see chapter 4). We have also assigned plus (+) and minus (-) signs depending on whether the statement is positive or negative. The aim was to make it easier to identify and interpret the categories during the analysis.

Category-based evaluation

In this final phase of the qualitative content analysis, the transcripts were analyzed following Kuckartz et al. (2008):

- 1- The results of each category were described.
- 2- The analysis and interpretation of the results were placed in a theoretical context and discussion, generating hypotheses.
- 3-The discussion of the results and the answer to the research questions were summarized.

CHAPTER 4 EVALUATION AND PRESENTATION OF RESULTS

This part deals with the evaluation, interpretation and presentation of the results. Data will be explored, categories developed, coded and analyzed.

Analysis of the transcripts on curriculum evaluation

First, the data are analyzed, answering the question "How do teachers evaluate the German curriculum in the class of 4e?".

The interviews of this study were conducted and transcribed in French. To make better use of the data, we have translated the transcripts into English. Considering the 'validity through transparency and access' principle, Nikander (2008) states that researchers should always strive to provide readers with as much information about the original source as possible. She argues further that however, some researchers may simply present the translation of the original source, while others may discuss the translation while including the original source in an appendix. Ten Have (1999 as cited in ebd.) argues that both of these methods are unsatisfactory, as they hide the original data from the reader's view. Considering that we have faithfully translated the responses of the participating teachers, we have chosen to explore the data in English and to include the original French transcriptions in the appendix.

Exploring the data of the curriculum evaluation: Paraphrasing, generalization, reduction (see Annex 4)

In order to effectively explore the interview on the German curriculum, we classified the responses of the participating teachers. Given that the interview was standardized and that the participants all answered the same questions, a first categorization step consisted of ordering all the answers to the same question in a table.

Then, following Marying's order of data exploration, all relevant transcript passages that contain a statement about the analysis question were paraphrased. During paraphrasing, the text is rephrased so that "only a concise, content-limited statement remains" (Vogt & Werner 2014). All elements of the text, such as filler words, were omitted.

Secondly, the paraphrased text passages were generalized, whereby " the content-related statements of the paraphrases should remain contained in the new formulations according to their meaning." (ebd.)

Thirdly, generalizations are summarized with keywords. This reduction creates individual categories that are condensed into the final category system. All original paraphrases must be assigned to the respective categories. (ebd.)

According to Vogt and Werner, paraphrasing, generalization and reduction are used to reformulate the everyday language of the text into the scientific language (ebd.).

We have constructed tables to explore the answers to each question. The following is the table for question 1. The full exploration tables of the other questions is to be found in the annex 4.

Table 8

Summary of the answers to question 1 on curriculum evaluation

Is the 4th year German curriculum based on clear objectives? Justify your answer!

TP1, TP2, TP3, TP4, TP5 are codes that refer to Teacher Participants 1, 2, 3, 4 and 5.

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	TP1 agrees because the curriculum objectives refer to what is set out in Cameroon's Education Orientation Law number ninety-eight bar zero zero four of fourteen April nineteen hundred and ninety-eight, as well as in the Common European Framework of Reference for Languages.	TP1 agreement on clear objectives statement for the German curriculum.	clear objective statement.
TP2	TP2 agrees because when we look at the programme, it's easy to work out what skills students need to acquire at the end of each module and on what basis they should try to acquire these skills.	TP2 agreement on clear objectives statement for the German curriculum.	clear objective statement.
TP3	TP3 agrees because there are general and specific objectives in the curriculum.	TP3 agreement on clear objectives statement for the German curriculum.	clear objective statement.
TP4	TP4 agrees without any justification.	TP4 agreement on clear objectives statement for the German curriculum.	clear objective statement.
TP5	TP5 agrees because right from the start we are told the objectives and the profile students should have at the end of the class of 4e. It is also given information on the objectives to be achieved in writing, speaking and listening.	TP5 agreement on clear objectives statement for the German curriculum.	clear objective statement.

Development of a category system and coding

Based on the transcripts, 13 main categories of validity criteria have been formed. The following table is the development of a system of categories and coding of transcripts. The main categories represent different aspects of the curriculum as stated by the teacher participants, from clarity of objectives to teaching methods used, curriculum content, context, implementation, etc. For each main category, a definition or description of the teachers' statements is provided, together with relevant sub-categories and examples of quotes. Codes assigned to positive and negative statements indicate teachers' overall assessments of that particular aspect of the curriculum. The anchor examples further illustrate teachers' perceptions of the German curriculum. In general, the table represents the evaluation of the curriculum from the point of view of the participating teachers. The corresponding text passages of the anchor examples are in the appendix (see Annex). The code "Q1; TP1" means "first question, answer of the first teacher participant." The full table is to see in Annex 6.

Table 9*Developing a category system and coding*

MAIN CATEGORY	DEFINITION OF THE MAIN CATEGORY	SUBCATEGORY	CODES	ANCHOR EXAMPLES
Curriculum Objectives	-Statements related to the clarity and definition of objectives in the German curriculum -Statements related to the expected learning outcomes in the German curriculum -Statements related to the objectives based on equity and inclusivity	-Clear statement of objectives -Expected Learning Outcomes -Equity and inclusivity	OBJ-CLEAR (+) OBJ- LO-EXPECTED OBJ-EQ-INCL (+)	Q1; TP1: "Yes, the German programme is based on clear objectives, which are set out in the Cameroon Education Orientation Law number ninety-eight barre zero zero four of the fourteenth of April nineteen hundred and ninety-eight, and also in the Common European Framework of Reference for Languages." Q1; TP2: "the German programme is based on objectives that are more or less clear because, at least if you look at the programme, it's easy to determine what skills the students should acquire at the end of each module and on what basis they should try to acquire these skills." Q1; TP3: "So it's really based on clear objectives, and in the fourth year curriculum, there's a well-organised table for each module of the module, one in module six we have competences which are competences that the pupil must acquire in each module?" Q1; TP4: "Yes, the objectives are clearly defined and the content is specified" Q1; TP5: "the German curriculum is based on clear objectives, because right from the start we are told the objectives and the profile we should have after the 4th year." Q1; TP3: "An example of a general objective is mastering the language to communicate orally and in writing, freely and spontaneously." Q1; TP5: "we're also given information on the objectives to be achieved in writing, speaking and listening, so all these objectives are clearly defined and we're also given the time slot we need to complete these objectives."

Category-based analysis

The following analysis focuses on various aspects of the German curriculum for the class of 4e. The analysis begins by examining the curriculum objectives, which emphasize the acquisition of skills and competencies in life-related contexts. The structure of the curriculum is then discussed, highlighting its module-based organization and the recent modifications made to it. The analysis also explores the curriculum update, noting its relevance and alignment with current educational needs. The teaching methods employed in the curriculum are examined, with an emphasis on the competency-based approach. The content of the curriculum is evaluated, noting its emphasis on everyday life and its criticisms related to density and lack of guidance for teachers. The analysis also explores the context of the curriculum, specifically its adaptation to students' needs and the availability of resources. The implementation of the curriculum is discussed, with mixed views on its ability to ensure a prosperous economic future for students. The student-centered approach of the curriculum is examined, as well as its inclusivity and promotion of personal development. The acquisition of essential skills is evaluated, with an emphasis on linguistic, pragmatic, social, and environmental skills. The analysis also discusses the openness and flexibility of the curriculum, as well as its coherence in providing a consistent and adaptable programme of learning.

Curriculum objectives

According to Cursio and Jahn, learners should acquire effective methods to solve relevant problems in life-related contexts and therefore, skills are the starting point and central objective for teachers when considering teaching content and methodology. Learning objectives, formulated in terms of competencies, describe the skills to be acquired in the teaching/learning context and help students assess their own learning, taking responsibility for it. (Cursio and Jahn, 2022)

When assessing the German curriculum all five participating teachers stated that learning objectives are clearly formulated in the curriculum. Right from the start, the curriculum sets out aims, general objectives and specific objectives (MINESEC 2022). By the end of the year, grade learners of the class of 4e should have developed intellectual, civic and moral skills; linguistic skills; sociolinguistic skills; and pragmatic skills. The general objectives are learner-centred and are based on mastery of the language to communicate orally and in writing, freely and spontaneously; development of intellectual training to acquire knowledge, a sense of ethics and

a critical mind, to be able to express one's thoughts, give one's point of view or refute an idea; development of the learner's personality to anticipate and resolve social conflicts, as well as human training to promote respect for universal ethical values, the affirmation of one's identity, multiculturalism and living together, the protection of the environment and the preservation of cultural heritage; promoting a spirit of creativity, entrepreneurship and teamwork as a means of contributing to socio-economic development.

The specific objectives focus on understanding simple oral and written discourse in different situations, expressing oneself coherently and appropriately in various contexts and using different forms of writing to communicate in various fields, using language correctly to seek out, select and process information.

Curriculum structure

Oliver et al. (2008) point out that the curriculum's structure can be compared to the skeleton of a body, as it gives direction and support to activities and establishes its overall shape. It requires meticulous planning and careful consideration, taking into account the teaching method used.

The German curriculum for the has a module-based structure that is well-organized and easy to understand. According to the evaluation of TP2 and TP3, the curriculum includes competencies that students are expected to acquire in each module, which helps to guide the learning process (Q1; TP2, TP3). The national inspection has recently done modifications to the curriculum to keep it up to date. As mentioned by TP2, "one module has been added compared with the last version, which was made up of five modules. Now we have six modules." (Q2; TP2).

In addition, each module is organized into learning activities subdivided into seven areas: skills, families of situations, examples of situations, knowledge, know-how, interpersonal skills and complementary resources. This organization allows for a comprehensive approach to learning and helps to ensure that students acquire a broad range of skills and knowledge.

However, teacher participant 2 has a criticism related to the progression of modules. In his opinion, the order of the modules should be reorganized and module 6 "Economic life" should be moved back to the beginning. He pointed out that it is one of the modules that students are most interested in, so by putting it at the end of the year, we run the risk that teachers who don't finish the programme may not do this module (Q10; TP2).

Curriculum update

Considering the dynamic nature of the changing forces that affect education, Scholtz (2013) argues that a curriculum should not be seen as a fixed entity, but rather as a process of identifying the concepts and skills that students require to learn. Teacher participants argue that the German curriculum for the class of 4e has been recently updated. As indicated by TP1 and TP3, "the most recent version was made available at the beginning of this school year" and "the latest version of the German curriculum was published by the Ministry in June 2022." (Q2; TP1, TP2). This suggests that the curriculum is current and up-to-date, which is important for ensuring that students receive relevant and high-quality education.

The recent updates to the curriculum include the division of one module into two, as mentioned in by TP2, and the addition of one module, as stated in Q2 by TP3. This modification has resulted in a total of six modules (MINESEC 2022, pp.11, 13, 15, 17, 19, 21), which has reworked and modified the curriculum to ensure its relevance and alignment with current educational needs.

Teaching methods

Teacher participants argue that the German curriculum for the class of 4e relies on a competency-based approach to teaching and learning, which is viewed positively by them. As mentioned in Q2 from TP4, "although the Competency-based approach is not new, it does provide a current basis on which to build teaching and learning." This approach provides a current and relevant basis for teaching and learning that helps to ensure that students acquire the skills and knowledge needed for their future.

The use of a competency-based approach is further supported by TP1 in Q4, which states that there are skills targeted in each module. This indicates that the curriculum is designed to help students develop specific skills that are needed for their future education and career.

Curriculum content

Maleki (2008) emphasizes the significance of selecting meaningful, relevant, and engaging content that is accurate, understandable, and useful for learners. He also highlights the importance of considering the learners' experiences, cultural backgrounds, and interests, as well as the resources, time, and political climate when selecting content for a curriculum.

When evaluating the German Curriculum, the teacher participants stated that the topics to be taught are based on everyday life and related to the environment and life in society. On the other hand, they criticised several aspects of the curriculum. Teacher participant 1 mentioned the fact that the content is dense (Q10; TP1), making it impossible for the teacher to complete the programme given that the time allocated was only 3 hours per week. According to him, the level of grammar in the class of 4e is high and does not correspond to the beginner's level. Teacher participant 2, in turn, complained about the fact that the curriculum did not suggest any texts to be studied and emphasized that he has a lot of difficulties finding texts on his own.

" if you look at the curriculum you realize that there are no proposals for texts to be studied. All these examples of situations in class of 4e, would require texts adapted to their level of German...there is no text, whether oral or written, that the teacher can work with to be able to teach his students these notions, which are more than essential." (Q10; TP5)

In light of the teacher participants' criticisms, it is clear that the German Curriculum could benefit from a more thorough consideration of Maleki's and UNESCO-IBE's criteria for selecting content (see chapter 2). Ensuring that the content is meaningful, relevant, and engaging for learners, and that it is accurate, understandable, useful and the materials and activities used in each subject area are well chosen, is essential in creating a curriculum that is effective and meets the needs of the learners. Moreover, the teacher participants' criticisms highlight the importance of considering the time and resources available to teachers. The fact that one teacher participant highlighted the difficulty in finding appropriate texts to teach essential notions indicates that the curriculum could benefit from providing more guidance and support for teachers in this regard.

Curriculum context

A good quality curriculum enables and encourages learning differentiation. In other words, it provides space for teachers to adapt the curriculum to suit the students in their classes. (...). It provides teachers with the flexibility to ensure that their treatment of the content is appropriate to their students' needs and capabilities. (UNESCO-IBE, 2016, p. 18)

The participating teachers were not unanimous on the issue of contextualisation and adaptation of the curriculum. One of the participants felt that in the media and communication module applied to the digitalisation of teaching, the curriculum did not take account of the context of students in rural areas.

« Those who live in the village, for example, in a module like Media and Communication, we're in the age of digitalisation, so you have to use computers, mobile phones, even though we're very limited because there's no Internet network and there's no electricity in the school itself, so for stu who go to school in rural areas, you can't say it's adapted to their environment. » Q3; TP3

Referring to the contextualization of the curriculum, Utech (2008) argues that contextualized curriculum in teaching, involves using authentic materials, activities, interests, issues, and needs from learners' lives to develop classroom instruction. By teaching language skills using the authentic contexts in which students must use those skills in the real world, students can better learn and practice specific skills and competencies. If the material to be used to carry out an activity prescribed by the curriculum is not available in the students' environment, the learning objectives will not be achieved.

Curriculum implementation

Three out of the five participating teachers believe that the curriculum ensures a prosperous economic future for students. Two of them disagreed and justified this by saying that learners acquire theoretical skills about economics in the classroom but do not put them into practice. On the other hand, participant 3 pointed out that if we consider only the written or prescribed curriculum, we can indeed say that this promotes a good social and economic future for students. In the module entitled "economic life", The following objectives are formulated as student know-how at the end of the lesson:

- “-Talk about shopping in a supermarket, shop or kiosk;
- Talking about managing pocket money and small savings;
- Talking about birthdays and birthday presents;
- Talking about going to restaurants.” (MINESEC 2022, p. 22)

We note that the competences to be developed remain in the action of being able to express themselves. There is no mention of entrepreneurial activities. Karatzia-Stavlioti (2009) argues that investing in education and training can lead to increased productivity and economic growth, both for individuals and society as a whole. The idea is that education and training can provide individuals with competences and knowledge that can make them more productive in the labor market, leading to higher earnings and improved social mobility (ebd.). It is therefore important for learners to carry out practical activities to develop cross-disciplinary skills that are essential

in the world of employment. Ozturk (2001) underlines that investing in human capital is crucial for achieving constant economic development, with various forms of human capital accumulation, such as basic education, research, training, learning-by-doing, and aptitude building.

Student-centered

In the student-centered approach of the curriculum, the education system is focused on the needs of learners rather than teachers or administrators (MacHemer and Crawford, 2007 as cited in Attard et al., 2010). Student-centred teaching is based on the idea that giving students the freedom to explore areas based on their personal interests, while being supported by a facilitator, can lead to higher academic achievement and personal growth, including increased flexibility, self-confidence, and social skills (ibid.). In the evaluation of the German curriculum, the participating teachers confirm that the curriculum is learner-centred. As stated in the curriculum, the general aims of the German programme are to equip them not only with intellectual, civic and moral capacities, but also with competences and fundamental knowledge enabling them either to continue their studies in upper secondary education, or to enter the world of work after vocational training (MINESEC, 2022).

Equitable and inclusive curriculum

“A good quality curriculum needs to be inclusive – to assist all students, regardless of ability, ethnicity, cultural background, gender, socio-economic circumstances or geographical location, to reach their individual potential as learners, and to develop their capabilities to the full.” (UNESCO IBE, 2016, p. 18)

Participating teachers had mixed views on the issue of equity and inclusion in the curriculum. The affirmative participant 1 justified his point of view by saying that the different areas of German language learning encourage and take into account the different types of learner, because there are some students who can write well, some who can do better in oral expression, in mediation, in reading and so on (Q5; TP1). Participant 2 argues that the module dealing with citizenship, combat the different issues linked to social discrimination or any other type of discrimination (Q5; TP2). The other participants disagreed, putting forward the following arguments: The marginalized groups are mainly the students who live in the village. They do not have the same learning opportunities as other students at this level, they are at a disadvantage in the curriculum because what is recommended in the use of information and

communication technologies cannot be adapted to their context (Q5; TP3). In the implemented curriculum there is no inclusion (Q5; TP4). In the curriculum in the 4th year German programme we also don't see any content that raises awareness of prejudice (Q5; TP5).

Personal development

All participants agreed that the curriculum promotes the personal development of learners. The first participant argues for example that the German programme recommends various skills and know-how throughout the year, such as respect, solidarity, discernment, tolerance, and conviviality, which are essential for living in society. If students learn these skills, along with cleanliness, prudence, responsibility, environmental protection, and good citizenship, then the curriculum's recommended skills are incorporated into their personal development. Therefore, we can confidently say that the curriculum includes this dimension of personal development. (Q8; TP3)

Acquisition of essential skills

Based on the evaluation of teacher participants regarding the German curriculum of the class of 4e on acquisition of essential skills we notice that the curriculum helps students develop linguistic skills, as mentioned by TP2 in Q7. The curriculum aims to develop pragmatic skills in students, relating to the practical use of language to perform speech acts. This is highlighted by TP2 and TP3 in Q7. The curriculum incorporates social skills like respect, solidarity, discernment and tolerance, as stated by TP3 in Q7. These are essential skills for living in society. Students acquire knowledge in the fields of citizenship and the environment, according to TP5 in Q7. This indicates the development of environmental awareness and citizenship skills. However, Teacher participant 3 suggest that the curriculum could place more emphasis on practical, concrete activities that allow students to use the language in real-life contexts:

“Well, the criticism I would make of the curriculum is that, it doesn't take much account of the practical dimension of language learning. the curriculum should be able to offer a certain number of concrete life activities, not just the linguistic dimension, where they should be able to express themselves in different situations to be able to solve problems and develop strategies for solving the problems they face on a daily basis. (Q10; TP3).

This would help strengthen students' essential skills.

Openness and flexibility

Curriculum developer school provide “teachers and students with some flexibility and choice within the Learning Area. Within the Learning Area, teachers can be encouraged to teach co-operatively and to set common projects. “(UNESCO-IBE, 2016, p.18)

Teacher participants argues that the German curriculum is opened and flexible. The participants 2 and 3 states that the curriculum is dense with 4 or 5 examples of situations in each module with a lot of knowledge to pass on. Therefore, the teacher has the choice of selecting what is best adapted to the learners' environment, depending on the context and relevance. The teacher can also decide which projects to implement with the students.

Curriculum coherence

“The fundamental purpose of a subject syllabus is to provide a coherent and consistent programme of learning, which takes account of the way young people learn, and which has the flexibility to adapt to local circumstances and students’ needs, and to be adapted over time.” (UNESCO-IBE, 2016, p. 28).

According to all teacher participants, the German curriculum has a good coherence because it covers every aspect of life (Q10 ; TP3). For participant 2, there is a progression in the modules. It starts with the area of everyday life, focusing on aspects such as self-presentation, the family tree, life at school, etc. Then it moves on to family and social life, where it talks about jobs, life in the village, my bedroom. Once these topics covered, it moves straight on to the area of health and well-being, where it look at food, then the human body, and finally vaccination, hygiene and sanitation, the climate and meteorology and so on, so after that it studies the voices, the means of communication and so on. Finally, there are the module on citizenship and economic life, how to shop in a supermarket or a market, how to manage pocket money. (Q10; TP2)

Summary of the curriculum evaluation

As summary of our evaluation, we can outline the following aspects:

- The curriculum objectives focus on developing skills that students can apply in real-life contexts. Learning objectives are formulated in terms of competencies and help students assess their own learning.

- The curriculum structure is module-based and well-organized. Each module specifies the competencies and is divided into subsections to provide a comprehensive approach to learning. However, some teachers criticize the progression of modules.
- The curriculum has been recently updated to ensure its relevance and alignment with current needs. Updates include dividing modules and adding new modules.
- The curriculum relies on a competency-based approach, which provides a current basis for teaching and learning.
- The curriculum content is based on everyday life topics but some teachers criticize that the content is dense and appropriate texts are lacking.
- There are mixed views on the contextualization and adaptation of the curriculum to suit students in rural areas.
- While some teachers believe the curriculum ensures a good economic future for students, others disagree and argue practical skills are lacking.
- The curriculum is seen as student-centered as it aims to equip students with competencies for future studies or work.
- There are mixed views on the inclusion of marginalized students, particularly those in rural areas.
- All agree the curriculum promotes personal development.
- The curriculum is seen as open and flexible, allowing teachers choice in what to teach.
- The curriculum is seen as coherent as it covers different aspects of life in a logical progression.
- While the curriculum incorporates essential skill development, teachers suggest that practical activities and real-life contexts could be enhanced.

In general, the results of the analysis of the German curriculum carried out by 5 teachers show that the curriculum is of good quality because it fully meets the criteria of being up-to-date, clear, coherent, learner-centred and flexible but some improvements could be made regarding inclusion of students in rural areas and activities should be incorporated that better meet their needs.

Analysis of the transcripts on interdisciplinarity in the German curriculum and teaching

This section deals with the analysis of interdisciplinarity in the German curriculum and teaching. First, we will explore the data through Paraphrasing, generalization, reduction and then we develop a category of system and coding

Exploring the data on interdisciplinarity: Paraphrasing, generalization, reduction (see Annex 5)

In order to effectively explore the interview on the interdisciplinarity in teaching German, we classified the responses of the participating teachers as in chapter 4. The interview was standardized and the participants answered the same questions, a first categorization step consisted of arranging all the answers to the same question in a table. Then we followed the same steps as for the curriculum analysis:

Firstly, all relevant transcript passages that answered the specific questions are paraphrased and secondly, the paraphrased text passages were generalized and then generalization were reduced in key words.

We have constructed tables to explore the answers to each question. The following table stands for the first question. The full exploration of the other questions is to be found in the Annex 5.

Table 10

Summary of the answers to question 1 on interdisciplinarity

What do you think interdisciplinarity is?

The codes TP1, TP2, TP3, TP4, TP5 refer to Teacher Participants 1, 2, 3, 4 and 5.

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	Interdisciplinarity involves using knowledge from other subjects to enhance learning. This can be achieved through a teacher's knowledge, students' existing knowledge, or the involvement of a teacher from another discipline to provide further education.	Using knowledge from other subjects to enhance learning.	Using knowledge from other subject.
TP2	Interdisciplinarity refers to the interaction between two or more disciplines through methodological approaches, techniques, concepts, and other means.	Interaction between two or more disciplines through methodological approaches	Interaction between two or more disciplines
TP3	Interdisciplinary teaching involves integrating aspects of other subjects into a primary subject, such as teaching German through the incorporation of mathematics or biology.	Using knowledge from other subjects to enhance learning.	Using knowledge from other subject.
TP4	Interdisciplinarity means interconnectivity between various disciplines, including using skills, knowledge, and programmes from different areas.	Interconnectivity between various disciplines by using s knowledge from different areas.	Interconnectivity between various disciplines.
TP5	Interdisciplinarity involves integrating content from various disciplines into a primary or flagship discipline.	Using knowledge from other subjects to enhance learning	Using knowledge from other subject.

Development of a category system and coding

Based on the transcripts, 29 main categories on interdisciplinarity in the German curriculum and teaching were identified. The following table is the development of a system of categories and coding of transcripts. The "area" section refers to a specific group of words that relate to the questions asked. The main categories represent different aspects of the interdisciplinarity nature of the curriculum as well as German classes as stated by the teacher participants. For each main category, a definition or description of the teachers' statements is provided, together with relevant sub-categories and examples of quotes. Codes were assigned to each category to make them easy to identify while analyzing the table. The anchor examples further illustrate teachers' views of the topic. The corresponding text passages of the anchor examples are in the appendix (see Annex). The code "Q1; TP1" means "first question, answer of the first teacher participant." The full table is to see in Annex 7

Table 11*Developing a category system and coding*

Area	MAIN CATEGORY	DEFINITION OF THE MAIN CATEGORY	SUBCATEGORY	CODES	QUOTATIONS
Defining interdisciplinarity	Transfer of knowledge	Statements related to using knowledge from other subjects to enhance one's own subject	-	TRANS-KNOW	Q1; TP1: "For me, interdisciplinarity means drawing on the content of other subjects or disciplines in order to transfer knowledge to your own subject."
	Interaction between disciplines	Statements related to the collaboration and interaction between different disciplines	Methodological approaches, Techniques, Concepts, Programmes, Skills, knowledge	INTER-DISC	Q1; TP2: "interdisciplinarity boils down to the interaction to the effective interactions between two or more disciplines." Q1; TP4: "interdisciplinarity is a kind of interconnectivity between different disciplines"
	Integration of various content	Statements related to teaching a subject by integrating aspects of other subjects	Integration of content from different disciplines	INTER-CONT	Q1; TP3: "Interdisciplinarity means teaching a subject by combining aspects of other subjects." Q1; TP5: "interdisciplinarity simply means integrating the content of different disciplines into the key discipline"

Category-based analysis

In this analysis, we explore the concept of interdisciplinarity according to the five German teacher participants. We examine how German teachers define interdisciplinarity and how it is integrated into the German curriculum. We also consider the subjects that are linked to German and the practical activities that teachers carry out with their students. Additionally, we explore how interdisciplinarity can enrich the teaching of German and the difficulties teachers may encounter when implementing interdisciplinary approaches. Finally, we discuss how teachers collaborate with teachers of other subjects and how they encourage students to make connections between German and other subjects. Throughout this analysis, we highlight the perspectives and experiences of German teachers in Cameroon and the ways in which they navigate interdisciplinary teaching in their classrooms.

Defining interdisciplinarity

In the first question about defining interdisciplinarity, the main categories identified are Transfer of knowledge, Interaction between disciplines, and Integration of various content.

Regarding Transfer of knowledge, the teachers emphasize the importance of using knowledge from other subjects to enhance one's own subject. TP1 states, "For me, interdisciplinarity means drawing on the content of other subjects or disciplines in order to transfer knowledge to your own subject." This suggests that teachers recognize the value of incorporating knowledge from other disciplines to provide a more comprehensive understanding of their subject.

In the category of Interaction between disciplines, the teachers discuss the collaboration and interaction between different disciplines. TP2 states, "interdisciplinarity boils down to the interaction to the effective interactions between two or more disciplines." This highlights the importance of teachers working together to create a more holistic approach to learning. TP4 also notes that "interdisciplinarity is a kind of interconnectivity between different disciplines," emphasizing the need for integration and cooperation between different subjects.

Finally, in the category of Integration of various content, the teachers discuss the importance of teaching a subject by integrating aspects of other subjects. TP3 states, "Interdisciplinarity means teaching a subject by combining aspects of other subjects," while TP5 notes that "interdisciplinarity simply means integrating the content of different disciplines into the key discipline." This suggests that teachers recognize the value of incorporating interdisciplinary

approaches to teaching, which can help students better understand the connections between different subjects.

Overall, this result suggests that the German teachers have a good understanding of interdisciplinarity.

Interdisciplinarity in the German curriculum

In the second question about interdisciplinarity in the German programme, the categories identified are integration of knowledge, mixture of subjects, development of competences, and draw on knowledge and skills.

Under Integration of knowledge, the teacher participants emphasize the incorporation of knowledge from other subjects into the German curriculum. TP1 states that "the German curriculum is interdisciplinary in that there is content that needs to be taught in German and which the students already know because they have learnt it in other subjects." This suggests that teachers recognize the importance of connecting knowledge across different subjects to provide a more comprehensive education.

In the category of Mixture of subjects, the teachers discuss the use of knowledge and methods from related subjects in the German programme. TP2 notes that "the German programme is fundamentally interdisciplinary," highlighting the importance of incorporating different subjects to provide a more holistic approach to learning.

In the category of Development of competences, the teachers discuss the importance of developing competences from different areas of life in the German programme. TP3 notes that "the German curriculum is interdisciplinary, because when you look at the different modules - family and social life, environment, health, good and media, communication, citizenship," suggesting that teachers recognize the importance of incorporating interdisciplinary approaches to develop a wide range of competences.

Finally, in the category of Draw on knowledge and skills, the teachers discuss the importance of drawing on knowledge and skills from other disciplines in the German programme. TP4 notes that "the programmes are partly disciplined, but I don't think they're disciplined enough because we could teach more disciplines and more disciplines than that," suggesting that teachers recognize the importance of incorporating knowledge from a wide range of disciplines to provide a more comprehensive education.

Overall, the teacher participants recognize the interdisciplinarity in the German Curriculum of the class of 4e and call for more subjects to be integrated into the curriculum.

Subjects linked to German

About the third question on subjects linked to German, we identified is Related Subjects as main categories and the subcategories include social and family economics, elementary mathematics, biology, environmental geography, history, sociology, medicine, chemistry, culinary arts, and computer science.

Regarding the integration of related subjects into the German programme, the teachers suggest a wide range of subjects that can be combined with the German curriculum in Cameroon. TP1 notes that "For the social and family life module, we could combine "ESF" courses on social and family economics. For the economic life module, we could even combine elementary mathematics, elementary mathematical calculations, for the environment, health and well-being module, we could combine "SVT" courses and even environmental geography for the civic life module, we could combine the "ECM" course." TP2 also notes a range of subjects that can be combined with the German programme, including "geography, history, sociology, economics, mathematics, medicine, chemistry, culinary arts, computer science." This suggests that teachers recognize the importance of interdisciplinary approaches to learning and the potential benefits of incorporating knowledge from a wide range of subjects. By combining knowledge and methods from related subjects, teachers can provide a more comprehensive and holistic approach to learning for their students.

Teacher Participant's experience

As results of the question on the practical activities they carry out with their students and the disciplines involved in these activities, we identified two main categories: Organized project and disciplines involved.

Regarding the practical activities carried out by teachers, the teachers describe a wide range of activities, including school garden, story reconstruction and illustration, making cubes, making menthol, making candles, awareness campaigns, and reforestation. Regarding the disciplines involved in these activities, the teachers highlight a range of subjects, including biology, mathematics, art, technology, chemistry, and life and science studies. TP1 notes that "they had to use their knowledge of biology," while TP2 mentions "drawing." TP3 cites "maths, for

example, with measuring the dimensions of a square" and "art." TP4 notes that "making menthol involves disciplines like chemistry."

Overall, the results show that practical activities play an important role in interdisciplinary teaching. By carrying out practical activities that involve a range of subjects, teachers can provide a more comprehensive and holistic approach to learning for their students. Practical activities can also help students see the connections between different subjects and understand how they relate to real-life situations.

Enriching German teaching

As results of the fifth question on how interdisciplinarity can enrich the teaching of German, we identified four main categories: Enrichment through practical activities, development of vocabulary and speaking skills, Connection to Cameroonian context, and Attractiveness of German.

The teacher participants suggest that incorporating practical activities and real-life situations into German lessons can enrich the teaching of German. TP1 notes that "if the students can cook good African food, if they can make flower pots, if they can grow small crops, then I think the teaching of German will be enriched." TP2 states that "it's content from other disciplines that is integrated into German" and that this interdisciplinary approach can enrich the teaching of German. TP4 argues that "We should be using other disciplines to make the German course more practical, to make learners of German more capable of solving concrete problems."

Regarding the development of vocabulary and speaking skills, the teachers suggest that interdisciplinary teaching can promote language development by providing opportunities for students to use the language in different situations. TP3 notes that "they use the language in different situations and this enables them to develop their vocabulary and speaking skills."

Regarding the connection to the Cameroonian context, TP4 notes that interdisciplinary teaching can connect German to the Cameroonian context by providing practical knowledge that is relevant to the current economic situation in Cameroon.

Finally, regarding the attractiveness of German, TP4 suggests that interdisciplinary teaching "could also enrich German in that it would make it more attractive to students."

Interdisciplinarity can therefore enrich the teaching of German in a variety of ways.

Collaborationg with other subject teachers

Asking German teachers on their collaboration with teachers of other subjects to integrate interdisciplinary concepts or themes into their teaching of German, the main categories we identified are practical collaboration, theoretical collaboration, collaboration through dialogue, and lack of collaboration.

Regarding practical collaboration, TP3 notes that she has already collaborated with teachers of physics and chemistry to carry out a project on soap-making where chemistry is involved. This suggests that practical collaboration with subject teachers can help to integrate interdisciplinary concepts into the teaching of German.

Regarding theoretical collaboration, TP4 notes that she has collaborated with teachers for the provision of certain materials for practical activities, particularly plans for flowers. This suggests that theoretical collaboration can also be helpful in integrating interdisciplinary concepts into the teaching of German.

Regarding collaboration through dialogue, TP5 notes that they exchange ideas and he has conversations with teachers to get their input on the content proposed by the German programme. TP2 hasn't yet collaborate in a very practical way, but has sometimes asked other teachers to understand a certain concept better. This suggests that collaboration through dialogue can be a valuable way to integrate interdisciplinary concepts into the teaching of German.

However, TP1 does not have experience with working with teachers of other subjects to integrate interdisciplinary concepts into her teaching of German. TP1 notes that she has not yet worked with teachers of other subjects and relies on her own knowledge and the knowledge of her students.

Finally, the results indicate that collaboration with other teachers can be a valuable way to integrate interdisciplinary concepts into the teaching of German. Practical collaboration, theoretical collaboration, and collaboration through dialogue all offer potential benefits for teachers looking to incorporate interdisciplinary concepts into their teaching of German. However, some teachers may need more support and guidance to effectively collaborate with teachers of other subjects.

Encouraging students to link subjects

On the question how to encourage students to make links between German and other subjects, we sorted out three main categories: Making relevant connections, organizing practical activities and presenting scholarship opportunities.

About making relevant connections, TP2 notes that it's necessary to encourage students to reflect on subject that are linked to the lesson and that this can happen during the activation phase of the German course. TP1 suggests that drawing students' attention to links with other subjects and emphasizing the practical side of things can help students incorporate knowledge from related disciplines into their German learning. This suggests that highlighting the relevance and practical application of interdisciplinary knowledge can encourage students to make connections between German and other subjects.

About organizing practical activities, TP3 notes that organizing activities where students are active and experimenting can be a valuable way to demonstrate links between German and other subjects. TP4 suggests that raising awareness and providing practical activities can help students understand that they can learn German by integrating other subjects. This suggests that practical activities can help students see the connections between German and other subjects in a concrete way.

Regarding scholarship opportunities, TP5 notes that informing students of scholarship opportunities that require knowledge of German and other subjects can encourage students to work hard to improve their language skills in German and make relevant connection with other subjects.

Finally, by encouraging students to make relevant connections between German and other subjects, teachers can help students see the value and relevance of their learning and promote a more comprehensive and integrated approach to education.

Difficulties when implementing interdisciplinarity

Regarding the difficulties teacher participants have encountered when implementing interdisciplinary teaching in German, the main categories identified are Language barriers, time challenge, lack of interdisciplinary skills, Large curriculum, and Lack of appropriate materials.

TP1 notes that some students may struggle to integrate knowledge from other subjects into German due to language difficulties. This suggests that language barriers can be a significant

challenge when implementing interdisciplinary teaching in German. Teachers will therefore need to develop appropriate vocabulary acquisition methods.

TP3 argues that one of the difficulties of implementing interdisciplinary teaching is working in collaboration with other teachers, who may not always be available during lesson time. This suggests that time synchronisation challenge can be a significant barrier to interdisciplinary teaching in German.

Regarding lack of interdisciplinary skills, TP3 notes that teachers may not have the necessary interdisciplinary skills to integrate interdisciplinary projects, and TP4 suggests that German teachers need to be retrained to move beyond their comfort zone. This suggests that a lack of training and skills can be a significant challenge when implementing interdisciplinary teaching in German.

Regarding the large curriculum, TP4 notes that the German curriculum is vast and does not always incorporate enough interdisciplinarity, which can make it challenging to cover the entire curriculum while also implementing interdisciplinary teaching. This suggests that time and resource constraints can be a significant barrier to interdisciplinary teaching in German.

Regarding lack of appropriate materials, TP1 argues that the lack of materials during practical phases is challenging and TP3 notes that teachers may struggle to get appropriate equipment as they don't receive any financial support from the school: "And then there's also the appropriate equipment because, since the school doesn't give a budget for practical activities with the students, the teacher has to take it out of his salary and if he can't take it out of his salary to finance practical activities, the teacher will give up." TP5 notes that finding appropriate texts can also be difficult. This suggests that a lack of resources and appropriate materials can be a significant challenge when implementing interdisciplinary teaching in German.

Overall, the results show that implementing interdisciplinary teaching in German can be challenging due to a variety of factors. Addressing these challenges will likely require a concerted effort to provide additional training and resources to German teachers, as well as collaboration with other subject teachers to integrate interdisciplinary concepts into the German curriculum.

Used teaching resources

About the teaching resources teacher participant use to integrate interdisciplinarity into German lessons, we sorted out three main categories: Written resources, digital resources, and audio-visual content.

Regarding written resources, TP1 and TP3 note that they refer to students' notebooks and books to integrate interdisciplinary teaching into German lessons. This suggests that written resources are an essential tool for integrating interdisciplinary concepts into the German curriculum.

Regarding digital resources, TP2 and TP3 suggest that there are many resources available on social networks like YouTube and the internet that he used to integrate interdisciplinarity into German lessons. This suggests that digital resources can be a valuable tool for incorporating interdisciplinary content into German lessons. TP4 and TP5 note that videos, images, and websites can be used to document and present interdisciplinary concepts to learners. This means that audio-visual content can help to make interdisciplinary connections more concrete and accessible to students.

Overall, the results show that a variety of resources can be used to integrate interdisciplinarity into German lessons. By using these resources to connect German to other subjects, teachers can help students see the relevance and practical application of their learning and promote a more comprehensive and integrated approach to education.

Summary

As summary of our analysis, we can conclude that the teacher participants have a good understanding of interdisciplinarity, seeing it as transferring knowledge between disciplines, interaction between disciplines, and integration of various content. The German curriculum is seen as interdisciplinary, integrating knowledge and methods from other subjects to provide a holistic approach. However, teachers call for integrating more subjects. They suggest integrating subjects like mathematics, biology, social studies, chemistry, and computer science into the German programme. According to them practical activities play an important role in interdisciplinary teaching, involving subjects like biology, art, mathematics, and chemistry. Interdisciplinarity can enrich German teaching by making lessons more practical, developing vocabulary, connecting to real life, and making German more attractive. Collaborating with other subject teachers can help integrate interdisciplinarity, though some teachers lack such collaboration. Organizing projects, sharing materials, and discussions can facilitate collaboration. Teachers participants encourage students to make links between German and other subjects by highlighting relevance, organizing practical activities, and informing them of scholarship opportunities. Challenges in implementing interdisciplinarity include language barriers, lack of time, insufficient teacher skills, curriculum constraints, and lack of resources.

As resources, the participating teachers use written resources, digital resources, and audiovisual content to integrate interdisciplinarity into German lessons. Overall, they recognize the benefits of interdisciplinarity although they face some challenges in implementing it effectively in their German teaching.

CHAPTER 5 HIGHLIGHTING THE INTERDISCIPLINARY APPROACH IN THE GERMAN CURRICULUM

The purpose of this section is to make a concrete proposal for highlighting interdisciplinarity in the German curriculum.

Based on the results of our analysis, the teacher participants recognize that the current German curriculum is already interdisciplinary to some extent, but they call for integrating even more subjects into the curriculum. This means they already see the potential benefits of a more interdisciplinary approach.

To highlight the interdisciplinary aspect in the (six) 6 modules of the German curriculum, we proceeded as follows:

1- We have identified all the know-how listed in each module. We developed a total of 31 know-hows, 44 interdisciplinary activities and 58 related fields or disciplines.

2- We created a table with the following headings: Know-how, interdisciplinary activities or project, material and related disciplines.

Under the heading " interdisciplinary activities ", we have proposed practical activities that the teacher can organize to ensure that the pupils actually acquire the know-how prescribed by the curriculum. For some competences, we suggest two activities to choose from.

At the end of the tables, we have included a glossary with definitions of all the related disciplines in alphabetical order.

To generate the activities and related disciplines, we considered the theories developed in the theoretical framework (chapter 2), such as the interdisciplinary theory, constructivism and social constructivism, situated learning theory, task-based learning theory, project-based learning and the Sustainable Development Goals theory.

Interdisciplinary theory: The very fact that we developed interdisciplinary activities that span multiple disciplines shows the application of the interdisciplinary theory. By integrating concepts and methods from different fields, students gain a more holistic understanding of the topic. For example, the activity "Create a multimedia presentation using photos and videos to introduce yourself, family members or friends" (see module I) can incorporate disciplines such as art and design, communication, and media studies.

Constructivism/Social constructivism: Many of the activities require students to actively construct knowledge through hands-on projects, discussions, and real-world applications. They build on their prior knowledge and experiences to make meaning and learn from each other. For example, the activity "Organize a class project where students create a presentation about a German-speaking country" (see module 1) can promote active learning and knowledge construction through group work and research.

Situated learning theory: Many activities are situated in authentic contexts like the community, workplace, and other social settings. This helps students see the relevance of what they are learning and apply it in meaningful ways. For example, the activity "Organize a community service project where students work together to clean up a local park or playground" (see module 1) can provide an authentic context for students to apply their German language skills while also learning about environmental sustainability.

Task-based learning theory: The activities are organized around meaningful tasks and projects that require students to use the target language to accomplish real-world goals. This provides a purpose and context for language use. For example, the activity "Create a video interview with a local craftsperson or apprentice, discussing their work, the skills required and the challenges they face" (see module 2) can provide a meaningful task that requires students to use their German language skills to create a video documentary.

Project-based learning: The activities promote student engagement and deep learning through the completion of real-world projects and culminate in a realistic product or presentation. For example, the activity "Design a model house that is energy efficient and uses environmentally friendly materials"(see module 2) can be framed as a project where students apply their knowledge of sustainable development and design principles to create a model house.

Sustainable Development Goals: Some activities are explicitly geared toward achieving specific SDGs like good health, sustainable cities, climate action, responsible consumption, etc. This helps contextualize the German curriculum within broader global challenges. For example, the activity "Organize a health fair, where students research and present information on common diseases in Africa and methods for prevention" (see module 3) can address the SDG of Good Health and Well-being by promoting awareness of health issues and prevention strategies.

Modul I : Vie quotidienne (Daily life)

- Presentation of the module:

Module I, deals with introducing oneself, others and daily life, also covers the family tree, life at school and maintaining good neighbourly relations. This module will enable students to talk about themselves, introduce themselves, describe their daily lives, talk about life at school and interact with a view to maintaining good relations with others on a day-to-day basis. (MINESEC 2022, p. 11)

Table 12

Proposed interdisciplinary activities for module I

Know-how	Interdisciplinary activities/Projects	Material	Related disciplines
1-Talking about yourself and others;	Create a multimedia presentation using photos and videos to introduce yourself, family members or friends	Camera, video camera, computer, presentation software	1. Photography: Students could learn the basics of photography like composition, lighting, depth of field, and rule of thirds. They could practice taking photos of people to capture different expressions and emotions. 2. Videography: Students could learn how to shoot and edit short videos using smartphones or cameras. They could practice capturing b-roll footage, conducting interviews, and incorporating music and transitions. 3. Journalism: Students could research interview techniques and practice conducting interviews with the people they are featuring. They could ask open-ended questions to elicit thoughtful responses. 4. Communication: Students could explore verbal and nonverbal communication like tone of voice, body language, and facial expressions. They could discuss the impact of communication styles and improve their presentation skills. 5. Design: Students could choose color schemes, fonts, layout and visual elements to create an aesthetically pleasing presentation. Concepts like balance, alignment, hierarchy and repetition can improve the audience experience.

	Create a podcast in German where students talk about their interests, hobbies, and daily routines, and interview classmates about their interests and hobbies		1.Public speaking: Students can work on skills like speaking clearly and confidently, using appropriate volume and pace, and making eye contact when "speaking" to the podcast audience. Even though it's recorded, these skills still apply. 2.Journalism: Students can learn interview techniques in German like how to phrase open-ended questions, actively listen to responses, and ask follow up questions. 3.Audio production: Students can learn how to record high quality audio, edit out mistakes and background noise, add intro/outro music, and publish their podcast for listeners. 4.Cultural studies: By learning about each other's hobbies and routines, students can gain insight into different cultures. They can discuss cultural differences and similarities they discover.
2-Present yourself and others;	Organize a class project where students create a presentation about a German-speaking country, including information about its culture, geography, and history, and present it to the class.	Research materials, presentation software	1. Geography: Students can explore this discipline by researching the geography of the German-speaking country they are studying, including its natural resources, climate, and topography. 2. History: Students can explore this discipline by researching the history of the German-speaking country they are studying, including its political, social, and economic development over time. 3. Culture Studies: Students can explore this discipline by researching the cultural aspects of the German-speaking country they are studying, including its traditions, art, music, and cooking. 4.Communication: Students can explore this discipline by learning how to create engaging and informative presentations, including using visual aids, speaking clearly and confidently, and organizing their information effectively.
	Organise a speed-dating event in German where students introduce themselves to each other and discuss their common interests.	Stopwatch	1. Interpersonal Communication: Interpersonal communication involves the exchange of information and feelings between people. Students can explore this discipline by learning how to communicate effectively in social situations, including active listening, asking open-ended questions, and expressing empathy and understanding.
	Create a family tree using photos, information about	Photos, family information,	1. Genealogy: Students can explore this discipline by researching their family history, gathering information about their ancestors, and using this information to create a family tree.

3- Present/address a family tree;	family members and graphic design tools.	graphic design tools	2. Graphic: Students can explore this discipline by learning about design principles and using graphic design tools to create the layout and design of their family tree. 3. History: Students can explore this discipline by researching the history of their family, including their ancestors' lives, experiences, and contributions to society. 4. Photography: Students can explore this discipline by selecting and editing photos of their family members to include in the family tree. 5. Information Management: Students can explore this discipline by organizing and managing the information about their family members, including their names, birth dates, and relationships, and using this information to create the family tree.
	Create a family tree for a famous German-speaking person, such as a writer, musician, or politician, and present it to the class	Research materials, presentation software	1. Genealogy: Students can explore this discipline by researching the family history of the famous German-speaking person they are studying and creating a family tree based on their findings. 2. History: Students can explore this discipline by researching the life and times of the famous German-speaking person they are studying, including their contributions to society and the historical context in which they lived. 3. Cultural Studies: Students can explore this discipline by learning about the cultural context in which the famous German-speaking person they are studying lived, including the cultural norms and values of their time and place. 4. Biography: Students can explore this discipline by researching the biography of the famous German-speaking person they are studying, including their personal life, career, and achievements
4- Talk about everyday life and life at school.	Organize an open day at the school where students present exhibitions about their daily lives and their school.	Exhibition materials (posters, displays) School supplies	1. Event Management: Students can explore this discipline by planning and executing the open day event, including selecting a venue, creating schedules, and managing timekeeping. 2. Exhibition Design: Students can explore this discipline by designing and creating exhibits that showcase their daily lives and their school, including using visual aids, posters, and multimedia presentations. 3. Communication: Students can explore this discipline by learning how to communicate effectively with their peers and visitors during the open day event, including active listening, asking open-ended questions, and expressing empathy and understanding. 4. Art and Design: Students can explore this discipline by creating artwork and graphic designs to display during the open day event, including posters, banners, and other visual aids.

			5. Media Studies: Students can explore this discipline by learning how to use media, such as social media, videos, and photos, to showcase their daily lives and their school during the open day event.
	Creating a podcast in which students talk about and discuss their experiences and challenges in everyday school life	Recording equipment Podcast software	1. Journalism: Students can explore this discipline by researching and reporting on their experiences and challenges in school life, and presenting their findings in a journalistic style. 2. Communication: Students can explore this discipline by practicing their communication skills, including active listening, asking open-ended questions, and expressing empathy and understanding during the podcast. 3. Media Studies: Students can explore this discipline by analyzing the use of media in their podcast, including the use of language, tone, and music to create a compelling and engaging narrative. 4. Literature: Students can explore this discipline by writing scripts for their podcast, including developing characters, creating dialogue, and building a narrative story. 5. Audio Production: Students can explore this discipline by using audio production software and equipment to record and edit their podcast, including selecting music, adjusting sound levels, and adding effects.
5- Maintaining good neighbourly relations;	Organize a community service project where students work together to clean up a local park or playground	Cleaning supplies, gardening tools	1. Environmental Studies: Students can explore this discipline by learning about the environmental impact of littering and pollution and the importance of maintaining clean public spaces. 2. Sociology: Students can explore this discipline by learning about the role of community service in promoting social cohesion and community engagement. 3. Project Management: Students can explore this field by planning and executing the community service project, including setting goals, creating schedules, and managing volunteers. 4. Leadership: Students can explore this discipline by taking on leadership roles during the community service project, including delegating tasks, motivating volunteers, and resolving conflicts.
6- Read and write short texts /Steckbrief	Organise a book club where pupils read books in German and write short text for the main characters	Research materials German books	1. Literature: Students can analyze the structure, themes and style of the German or Cameroonian novels. Discussing the books helps develop literary analysis and interpretation skills. 2. Cultural studies: Reading novels originally written in German by German or by Cameroonian authors exposes students to German or Cameroonian culture and history.

	Write a Steckbrief for a famous Cameroonian personality, such as a scientist, artist, or athlete, and present it to the class	Paper pencils Writing materials	and The books may provide insights into German or Cameroonian customs, values and ways of life. 3. Biography : Researching the life and accomplishments of a German or Cameroonian personality allows students to explore the art of writing biographies. They'll organize significant details chronologically. 4. Discussion skills: Participating in book club discussions requires students to listen to others' interpretations, ask questions for clarification, and share their own thoughtful analysis in German.
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Modul II : Vie familiale et socioculturelle (Family and socio-cultural life)

- Presentation of the module

Module II presents and deals with trades and/or work in general, and describes life in the village, in a family home and in a bedroom. It also presents the learner in his environment, his hobbies and activities in his free time. This module will enable students to talk about occupations, to present and describe their village, their home and their bedroom and, above all, to talk about their free time. (MINESEC 2022, p. 13).

Table 13

Proposed interdisciplinary activities for module II

Know-how	Interdisciplinary activities/Projects	Material	Related disciplines
1- Talking about professions in general	Organize a visit to a company for students to find out about the different professions and their roles in the company	Organization material, Authorizations	1. Economics: Students can explore this discipline by learning about the company's business model, revenue streams, and market competition. They can also learn about the economic factors that influence the company's decision-making, such as supply and demand, pricing strategies, and market trends. 2. Human Resource Management: It covers topics such as recruitment, training, and employee relations. Students can explore this discipline by learning about the company's hiring process, employee benefits, and training programmes. They can also learn about the role of human resource management in ensuring employee satisfaction and productivity. 3. Information Technology: It covers topics such as software development, database management, and network administration. Students can explore this discipline by learning about the company's use of technology to improve its operations. They can also learn about the different roles within the company's IT department and the skills required for those roles. 4. Sociology: Students can explore this discipline by learning about the company's organizational structure, workplace dynamics, and employee interactions. They can also learn
	Organize a career fair where students can explore different careers and invite some representatives	Materials for career exploration, venue	

	from the world of work to give a talk.		about the social factors that impact the company's operations, such as diversity and inclusion, gender and race relations, and labor laws.
2- Talk about their work, the professions and the apprentice's situation	Create a video interview with a local craftsperson or apprentice, discussing their work, the skills required and the challenges they face.	Recording equipment, video editing software	1. Art and Design: Students can explore this discipline by learning about the craftsperson's creative process, the materials and techniques they use, and the aesthetic principles that guide their work. They can also analyze the design elements of the craftsperson's work and how they are used to create meaning and impact. 2. Anthropology: Students can explore this discipline by learning about the cultural context of the craftsperson's work, including the traditions, beliefs, and values that shape their craft. They can also analyze the social and economic factors that influence the production and consumption of handmade goods. 3. Business Studies: Students can explore this discipline by learning about the craftsperson's business model, pricing strategies, and marketing techniques. They can also analyze the challenges and opportunities faced by artisans and small business owners in the craft industry. 4. Education: Students can explore this discipline by learning about the apprenticeship model of learning and how it is used in the craft industry. They can also analyze the skills and knowledge required to become a craftsperson and the challenges of passing on those skills to future generations. 5. Journalism: Students can explore this discipline by learning about the principles of ethical journalism, including accuracy, fairness, and impartiality. They can also analyze the role of journalism in informing the public about the company or profession and its impact on public opinion.
	Make a video documentary about a company or profession, including interviews with workers and apprentices		
3- Describe your interior, bedroom/home	Design a model house that is energy efficient and uses environmentally friendly materials.	Model kits, Drawing tools	1. Architecture: Students can explore this discipline by learning about the principles of sustainable design, including energy efficiency, use of natural light, and the selection of environmentally friendly materials. They can also analyze the design features of sustainable buildings and how they contribute to environmental sustainability. 2. Environmental Science: Students can explore this discipline by learning about the environmental impacts of human activities, including building construction and energy use. They can also analyze the environmental benefits of green building practices and sustainable design. 3. Engineering: Students can explore this discipline by learning about the engineering principles that underlie sustainable design, including energy efficiency, materials science, and structural design. They can also analyze the role of engineers in the design and construction of sustainable buildings.
	Design a floor plan and 3D model of your ideal home, including furniture, decor, and	Design software Modeling materials	

	other personal touches.		4. Economics: Students can explore this discipline by learning about the economic benefits of sustainable building practices, including reduced energy costs and increased property value. They can also analyze the economic incentives and barriers to the adoption of sustainable building practices.
4- Talk about your free time, hobbies and leisure activities	Organize a class activity fair where students showcase and demonstrate their hobbies and leisure activities in German.	Supplies for activities, Presentation materials	1. Cultural Studies: Students can explore this discipline by learning about leisure culture, including sports, games, hobbies, and outdoor activities. They can also analyze the cultural values and beliefs that underlie leisure activities and how they are expressed in language and behavior. 2. Education: Students can explore this discipline by learning about different teaching strategies and techniques for language learning and cultural understanding. They can also analyze the role of leisure activities in education, including their potential for promoting social and emotional development, creativity, and critical thinking skills. 3. Psychology: This discipline is concerned with the study of human behavior and mental processes. Students can explore this discipline by learning about the psychological benefits of leisure activities, including stress reduction, self-expression, and social connection. They can also analyze the role of leisure activities in promoting mental health and well-being.
	Organize a sports or games tournament in German, where pupils have to communicate in German while playing Sports or games.	equipment, camera	1. Physical Education: Students can explore this discipline by learning and practicing different sports and games, including their rules and strategies. They can also analyze the physical and mental benefits of regular physical activity. 2. Psychology: Students can explore this discipline by learning about the psychological benefits of sports and games, including increased self-esteem, reduced stress, and improved social skills. They can also analyze the role of motivation and competition in sports and games.
5- Reading and writing short texts / profile	Write a summary of an article or essay in German	Learning materials Writing materials	1. Literature: Students can analyze the structure, themes and style of the German or Cameroonian novels. Discussing the books helps develop literary analysis and interpretation skills. 2. Cultural studies: Reading novels originally written in German by German or by Cameroonian authors exposes students to German or Cameroonian culture and history. The books may provide insights into German or Cameroonian customs, values and ways of life.

	and discuss it in class.		3. Biography: Researching the life and accomplishments of a German or Cameroonian personality allows students to explore the art of writing biographies. They'll organize significant details chronologically. 4. Rhetoric: Participating in book club discussions requires students to listen to others' interpretations, ask questions for clarification, and share their own thoughtful analysis in German
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Modul III : Environnement, santé et bien-être. (Environment, health and well-being)

- Presentation of the module

Module III deals with African eating habits, certain endemic diseases and their prevention, barrier measures and vaccination, also covers hygiene and sanitation, climate, seasons and meteorology. This module will enable students to talk about eating habits, health problems and prevention, and then talk about the climate. (MINESEC 2022: 15).

Table 14

Proposed interdisciplinary activities for module III

Know-how	Interdisciplinary activities/Projects	Material	Related disciplines
	Plan and execute a cultural food fair, where students research and present	Cooking supplies	1. Culinary Arts: To explore culinary arts, students can learn about the cooking techniques, ingredients, and flavor profiles used in traditional African cuisine. They can also experiment with different recipes and cooking methods to prepare traditional African meals.

1- Talk about food and meals in Africa	traditional African meals and their significance	Presentation materials	2. Geography: To explore geography, students can learn about the different regions and countries in Africa and how geography has influenced traditional African food practices. Students can study the environmental factors that affect food production and explore the diversity of crops grown in different regions. Geography can also be explored through mapping the origins of different African ingredients and how they have spread throughout the continent and the world. 3. History: To explore history, students can learn about the historical development of traditional African cuisine and the role of food in African societies. They can study the influence of different cultures, such as Arab, European, and Asian, on African food practices. Additionally, students can learn about the impact of slavery, colonialism, and independence on African food practices. History can also be explored through presentations on the evolution of traditional African meals over time. 4. Anthropology: To explore anthropology, students can learn about the cultural and social significance of food in African societies. They can study the historical, social, and economic factors that have shaped traditional African diets and food practices. Additionally, students can learn about the ritual and symbolic meanings of food and how it reflects cultural values and identity. 5. Nutrition: To explore nutrition, students can learn about the nutritional content of traditional African meals and how they contribute to health outcomes. They can also learn about the different food groups and their importance in a healthy diet. 6. Cultural Studies: To explore cultural studies, students can learn about the role of food in shaping cultural identity and social relations. They can study the ways in which food practices reflect and reinforce social hierarchies, power relations, and gender roles. Additionally, students can explore the ways in which food practices are changing in response to globalization and modernization. 7. Event Planning: To explore event planning, students can learn about the skills and strategies involved in organizing a successful food fair. They can study the different stages of event planning, from conceptualization and budgeting to promotion and execution.
	Recipe Sharing: Ask students to research and share traditional African recipes. You can divide students into groups and assign them a region in Africa to research. Each group can then present their recipe to the class and explain the significance of the dish in their region. You can also encourage students to prepare the dishes in class and share them with their classmates.	Book Website Cooking supplies Ingredient Presentation material	
2- Talk about diseases and how to prevent them	Organize a health fair, where students research and present information on common diseases in Africa and methods for prevention.	Health supplies Presentation materials	1. Public Health: Students can explore public health by learning about the core principles of public health, including disease prevention, health promotion, and community engagement. They can also learn how public health interventions are designed and evaluated to improve health outcomes in populations.

			2. Epidemiology: To explore epidemiology, students can learn about the methods used to study the distribution and determinants of diseases in populations. This includes understanding the concepts of incidence, prevalence, and risk factors, as well as different study designs, such as cohort studies and case-control studies. 3. Health Education: To explore health education, students can learn about different theories of behavior change, such as the Health Belief Model and the Transtheoretical Model, and how they can be applied to promote healthy behaviors. 4. Medical Anthropology: To explore medical anthropology, students can learn about the cultural and social factors that influence health and illness. This includes understanding how beliefs, values, and practices related to health and healing vary across different cultures and societies. Students can also learn about the role of medical pluralism, or the coexistence of different medical systems, in shaping health outcomes. To explore medical anthropology, students can read textbooks, attend lectures or seminars, or conduct their own ethnographic research.
	Personal Health Plan: Ask students to create a personal health plan that includes strategies for preventing diseases. Students can research and identify healthy habits, such as exercise and healthy eating, and create a plan for incorporating these habits into their daily routine	Book, website Scientific journal Worksheet	1. Health Education: Students may explore the importance of healthy habits and how to make healthy choices in their daily lives. They may also examine the effects of lifestyle choices on physical and mental health. 2. Nutrition: Students may research and identify healthy eating habits and design a meal plan that promotes good health. They may also explore the role of nutrients in the body and the effects of poor nutrition on health. 3. Physical Education: Students may explore the benefits of exercise and design a fitness plan that promotes physical health. They may also examine the effects of sedentary lifestyles on health and the importance of regular physical activity. 4. Psychology: Students may examine the psychological factors that influence health behaviors, such as motivation and self-efficacy. They may also explore the link between mental health and physical health. 5. Health Sciences: Students may explore the science behind disease prevention, including the role of vaccines, the immune system, and public health interventions.

3- Talk about barrier measures and vaccination	Plan and implement a vaccination campaign where students research and present information about the importance of vaccination and raise awareness among the population.	Vaccination materials Informational materials	1. Public Health: To explore public health, students can learn about the importance of vaccinations in preventing the spread of infectious diseases and the role of vaccination campaigns in promoting public health. They can learn about the ethical, legal, and social issues related to vaccination campaigns. 2. Epidemiology: To explore epidemiology, students can learn about the epidemiology of infectious diseases and the importance of vaccination in disease prevention. They can study the principles of vaccine efficacy and safety, as well as the different types of vaccines and their mode of action. 3. Nursing: To explore nursing, students can learn about the role of nurses in vaccination campaigns, including vaccine administration, patient education, and adverse event management 4. Medicine: To explore medicine, students can learn about the science of vaccination, including the development and testing of vaccines, as well as the principles of vaccine safety and efficacy. They can also study the different vaccine schedules and recommendations for different populations, as well as the management of vaccine-preventable diseases. 5. Health Communication: To explore health communication, students can learn about the principles of effective health communication, including message design, delivery, and evaluation. They can study the different communication channels used in vaccination campaigns, such as social media, print media, and interpersonal communication.
4- Talk about hygiene and sanitation in the home and bedroom	Design and implement a hygiene and sanitation campaign for a local community, with a focus on proper hand washing techniques, cleaning practices, and waste disposal.	Cleaning supplies Informational materials	1. Public Health: To explore public health, students can learn about the importance of hygiene and sanitation in preventing the spread of infectious diseases and promoting public health. 2. Environmental Health: To explore environmental health, students can learn about the environmental factors that affect hygiene and sanitation, such as water and air quality, waste management, and food safety. Additionally, students can learn about the impact of environmental factors on human health and the role of environmental health in promoting public health. 3. Community Development: To explore community development, students can learn about the principles of community engagement and empowerment, as well as the different strategies for community mobilization and participation in hygiene and sanitation campaigns. 4. Behavioral Psychology: To explore behavioral psychology, students can learn about the principles of behavior change, including motivation, goal setting, and reinforcement. They can study the different theories of behavior change, such as social cognitive theory, self-determination theory, and the transtheoretical model. 5. Health Communication: To explore health communication, students can learn about the principles of effective health communication, including message design, delivery, and

			evaluation. They can study the different communication channels used in hygiene and sanitation campaigns, such as social media, print media, and interpersonal communication.
	Hold a community workshop on eco-friendly lifestyle changes to mitigate climate change. Students can develop advocacy materials.	Sustainability reports, recycling bins	1. Environmental Science: To explore environmental science, students can learn about the science of climate change. They can study the principles of environmental sustainability, as well as the different strategies for mitigating and adapting to climate change. Additionally, students can learn about the impacts of climate change on ecosystems, human health, and social systems. 2. Sustainability Studies: To explore sustainability studies, students can learn about the principles of sustainability, including the triple bottom line of social, environmental, and economic sustainability. They can study the different approaches to sustainability, such as green design, sustainable agriculture, and renewable energy. Additionally, students can learn about the role of individuals and communities in promoting sustainability. 3. Communication: To explore communication, students can learn about the principles of effective communication, including message design, delivery, and evaluation. They can study the different communication channels used in climate change advocacy, such as social media, print media, and interpersonal communication. 4. Public Policy: To explore public policy, students can learn about the different policies and regulations related to climate change mitigation and adaptation. 5. Community Organizing: To explore community organizing, students can learn about the principles of community engagement and empowerment, as well as the different strategies for community mobilization and participation in climate change advocacy. They can study the different approaches to community organizing, such as participatory research, community organizing, and asset-based development.
5- Talk about climate, seasons and weather	Create a climate and weather forecast, where students research and present information on climate patterns and weather phenomena in African countries	Weather instruments Presentation materials	1. Meteorology: To explore meteorology, students can study the different types of weather phenomena, such as hurricanes, tornadoes, and droughts. Additionally, students can learn about the different methods for weather forecasting, such as numerical weather prediction and satellite imagery. 2. Climatology: To explore climatology, students can learn about the principles of climate science, including the factors that influence climate patterns and trends. They can study the different types of climate phenomena, such as El Niño, La Niña, and the North Atlantic Oscillation.

			3. Geography: To explore geography, students can study the different types of climate zones in Africa, such as tropical, desert, and savanna. Additionally, students can learn about the different factors that influence weather patterns in Africa, such as ocean currents, air masses, and terrain. 4. Environmental Science: To explore environmental science, students can learn about the interactions between the atmosphere, hydrosphere, and biosphere, including the impact of climate change on ecosystems and human health. 5. Data Analysis: To explore data analysis, students can study the different types of data used in climate and weather forecasting, such as temperature, precipitation, and atmospheric pressure.
6- Fill in a form and tick the symptoms of an illness	Role-play a visit to the doctor's office, where students fill out a medical form and discuss symptoms and treatment options in German.	Medical forms, role-play materials	1. Medicine: Students can learn basic German medical vocabulary related to anatomy, conditions, treatments, and medications. They can research how medicine and healthcare is different or similar in Germany compared to their own country. 2. Science: Students can explore the biological and physiological concepts behind some of the medical conditions and treatments. They can discuss this in German using appropriate scientific terminology. 3. Cultural studies: Visiting the doctor is a part of everyday life, but customs and expectations can vary by culture. Students can research and discuss German and Cameroonian cultural norms related to visiting the doctor and the healthcare system. 4. Communication skills: Speaking to a medical professional and filling out forms requires specific communication skills. Students can practice these skills in German, including describing symptoms, asking clarifying questions, and communicating personal information. 5. Creative writing: Students can write a short scene description in German of their role-play visit to the doctor's office, capturing the details of the interaction and any diagnosis or treatment plan.
7- Read/write a text about meals, illnesses and climate/weather	Collaborate on creating a health and wellness magazine, where students research and write articles on topics such as healthy eating habits, common illnesses, and weather patterns	Writing materials Magazine Design software	1. Journalism: To explore journalism, students can learn about the principles of journalism, including the different types of journalism, such as news journalism, feature journalism, and investigative journalism. They can study the different types of journalistic writing, such as news articles, editorial articles, and opinion articles. Additionally, students can learn about the different types of journalistic research, such as interviews, surveys, and data analysis. 2. Health Education: To explore health education, students can learn about the principles of health promotion and disease prevention. They can study the different types of health education topics, such as nutrition, exercise, stress management, and disease management. 3. Nutrition: To explore nutrition, students can learn about the principles of nutrition science, including the different types of nutrients, such as carbohydrates, fats, and proteins. They can

			study the different types of dietary patterns, such as the Mediterranean diet, vegetarian diet, and the DASH diet 5. Weather Science: To explore weather science, students can learn about the principles of atmospheric science, including the different types of weather patterns, such as hurricanes, tornadoes, and droughts. They can study the different types of weather forecasting tools, such as radar and satellite imagery. Additionally, students can learn about the different types of weather impacts on health, such as heat waves, cold snaps, and air pollution.
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Modul IV : Média et communication (Media and communication)

- Presentation of the module: Module IV deals with forms of communication such as non-verbal communication, mimicry and gestures, types of media and their roles in everyday life and in society, also deals with the use of ICT in schools and IT professions. This module will enable students to talk about the types of media and communication, their roles in society, how they are used and the information professions. (MINESEC 2022, p.17).

Table 15

Proposed interdisciplinary activities for module IV

Know-how	Interdisciplinary activities/Projects	Material	Related disciplines
1- Talking about forms of communication	Organize a debate or discussion using different forms of	Flipchart Paper Markers Audio-	1. Communication Studies: Students can explore this discipline by learning about different forms of communication, including oral, written, and visual communication. They can also analyze the principles of effective communication, including message design, audience analysis, and media production.

	communication	visual equipment	2. Language Arts: Students could focus on researching and developing strong arguments using proper rhetorical techniques and effective communication. They could work on crafting persuasive speeches, writing discussion prompts, and analyzing the forms of communication used. 3. History: Students could focus the debate or discussion on historical topics or events. They could research different perspectives and historical contexts to inform their arguments. 4. Civics: Students could organize a debate or discussion on civic issues, current events, or political topics. They could explore different viewpoints and how citizens can productively discuss contentious issues. 5. Science: Students could debate or discuss scientific topics or discoveries. They could examine evidence, data, and research studies to support their positions. They could focus on communicating complex scientific concepts to a general audience. 6. Technology: Students could use different forms of digital communication and media to organize and participate in the event. This could include online discussion forums, blogs, social media, video conference tools, and presentation software.
1- Talking about types of media	Analyze and compare different types of media and their impact on society	Newspapers Magazine TV programmes online articles, survey tools	1.History: Students can examine how different types of media have evolved and changed over time, and how media has impacted and shaped historical events. They can compare media's role and influence at different points in history. 2.Sociology: Students can analyze how media shapes societal norms, values and behaviors. They can explore the sociological implications of things like the spread of misinformation, cultivation effects, and echo chambers. 3.Psychology: Students can discuss how different types of media impact cognitive processes, mental health, self-image and interpersonal relationships from a psychological perspective. They can compare effects on attention span, memory, perception, emotions, etc. 4.Political Science: Students can analyze how media influences political opinions, agendas and outcomes. They can compare the role of media in elections, policy debates, protests and other forms of political participation.

2- Talk about the use of ICTs in society and in schools	Conduct a survey or interview on the use of ICTs in society or in schools, and present the findings.	Survey tools Interview guides Presentation software	1. Education: This discipline focuses on the process of teaching and learning. Students can explore the role of ICTs in education, including how they are used to support teaching and learning, and the impact they have on student outcomes. 2. Sociology: Students can explore how ICTs are changing the way people interact with each other, and the impact of these changes on social structures and institutions. 3. Psychology: Students can explore the psychological effects of ICTs on individuals, such as addiction, anxiety, and depression, and how these effects vary across different age groups. 4. Statistics - Students can learn about and apply statistical methods to analyze their survey data. This includes things like calculating measures of central tendency, standard deviation, correlation, and creating graphs and charts to visualize the data.
3- Talk about careers in computing	Research different careers in computing and present the findings.	Online job Boards Career guides Presentation software	1. Computer Science: Students can explore different career paths within computer science, such as software development, database administration, network engineering, cybersecurity, and artificial intelligence. 2. Information Technology (IT): Students can explore different IT career paths, such as information security analyst, computer systems analyst, IT project manager, and IT consultant. 3. Electrical Engineering: Students can explore different career paths within electrical engineering that are related to computing, such as embedded systems engineer, hardware engineer, and robotics engineer. 4. Mathematics: Students can explore different career paths within mathematics that are related to computing, such as data analyst, data scientist, and quantitative analyst. 5. Business: Students can explore different career paths within business that require knowledge of computing, such as digital marketing, e-commerce, and business intelligence.
4- Write a letter, an email, or a report using	Write a letter, email, or report on a topic of interest and present it to the	Word processor Software Writing guides	1. Language arts: Students can focus on strong writing fundamentals like crafting clear thesis statements, organizing ideas logically, using proper grammar and punctuation, and revising and editing their work. 2. Research: Students will likely need to conduct research to gather information and evidence to support their writing. They can learn how to find and evaluate reliable sources.

a word processor	class.	Presentation software	3.History: If students choose a historical topic, they can learn how to interpret and incorporate primary and secondary sources into their writing. They can analyze events in historical context. 4.Science: Students writing about a scientific topic can hone their ability to explain complex concepts clearly and precisely. They can incorporate data, findings and visual representations into their writing. 5.Social studies: Students writing about social issues or current events can develop their abilities to analyze multiple perspectives on a topic and recognize bias in sources. 6.Public speaking: By presenting their writing to the class, students have an opportunity to practice and improve their oral communication and presentation skills. They can learn how to effectively engage an audience. 7. Critical thinking: As students gather and evaluate information, organize their ideas in writing, and structure an argument, they must think critically and reason through the material.
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Modul V: Citoyenneté (Citizenship)

- Presentation of the module:

Module V deals with respect for oneself and for others, respect for emblems, coats of arms, heritage and public property, participation in social events such as youth festivals, national holidays, etc., also deals with the rights and obligations of young Cameroonians and Germans. This module will enable pupils to talk about self-respect and the respect due to others, emblems, coats of arms, heritage and public property and some of the rights of young Cameroonians and Germans. (MINESEC 2022: 19)

Table 16

Proposed interdisciplinary activities for module V

Know-how	Interdisciplinary activities/Projects	Material	Related disciplines
1 - Talk about respect for oneself and for others	Organize a group discussion about the importance of self-respect and respect for others, and brainstorm ways to cultivate these values.	Flipchart paper Markers Audio-visual equipment	1. Psychology: Students can explore the psychological aspects of self-respect and respect for others, such as the role of self-esteem, empathy, and compassion in cultivating these values. 2. Philosophy: Students can explore the philosophical underpinnings of self-respect and respect for others, such as the concept of dignity, the ethics of care, and the principles of justice. 3. Sociology: Students can explore the social and cultural factors that influence self-respect and respect for others, such as social norms, stereotypes, and prejudice. 4. Communication: Students can explore different forms of communication that promote self-respect and respect for others, such as active listening, nonviolent communication, and assertiveness.
2 - Talk about respect for emblems, coats of arms, heritage, and public property	Research and discuss the importance of national symbols and heritage, and create a poster or presentation about a specific emblem or coat of arms	Internet resources Poster Board, Markers Presentation software	1. History: Students can explore the historical significance of national symbols and heritage, including the historical context in which they originated and their evolution over time. 2. Anthropology: Students can explore the cultural significance of national symbols and heritage, including their meaning, symbolism, and role in shaping national identity and collective memory. 3. Art and Design: Students can explore the artistic and design elements of national symbols and heritage, including the aesthetic qualities of emblems and coats of arms, as well as their symbolism and meaning. 4. Political Science: Students can explore the political significance of national symbols and heritage, including their role in fostering national unity, promoting patriotism, and projecting national identity and power.
3 - Talk about taking part in social events	Create an informational pamphlet or	- Colored pencils, Scissors and glue,	1. Design: In creating the visual layout of the pamphlet, students can learn basic design principles like balance, contrast, hierarchy and alignment.

(youth festivals, national holidays, etc.)	brochure of a social event in your community like a festival, parade or fair.	-Paper in various colors, -Examples of brochures or pamphlets as design inspiration, -Laptop or notebook, -Printer	2.Arts: Students can incorporate drawings, illustrations and other artistic elements into the pamphlet to make it visually appealing. 3.Technology: Students may use software programmes or online tools to design and lay out the pamphlet. This provides experience with educational technology. 4.History: If students choose an event with historical origins, they can research the event's history and explain important facts and context in the pamphlet. 5.Civics: Students studying an annual community event can learn about civic values like community, tradition, and civic participation through their research.
4 - Talk about German and Cameroonian historical figures	Research and present on a historical figure from either Germany or Cameroon, and compare and contrast their contributions.	- Internet resources - Biographies - Presentation software	1. History: Students can explore the historical context in which the historical figures lived, their contributions to their respective societies, and the impact of their legacies on subsequent generations. 2. Political Science: Students can explore the political and social systems in Germany and Cameroon during the time period in which the historical figures lived, and how their contributions influenced those systems. 3. Sociology: Students can explore the social and cultural factors that influenced the historical figures, including their upbringing, education, and social status. 4. Anthropology: Students can explore the cultural context in which the historical figures lived, including their religious, linguistic, and artistic traditions. 5. Literature and Language Studies: Students can explore the written works of the historical figures, including their autobiographies, speeches, and other literary works, and analyze how their language use reflected their cultural and historical context.
5 - Talk about some of the rights and obligations of young Cameroonians and Germans	Conduct a role-playing exercise or debate about the rights and responsibilities of young people in society, and create a chart or infographic summarizing the key points.	- Role-playing materials - Chart paper - Markers - Infographic software	1. Political Science: Students can explore the political factors that shape the rights and responsibilities of young people in society, including laws, regulations, and policies that affect their access to education, healthcare, and employment. 2. Sociology: Students can explore the social factors that shape the rights and responsibilities of young people in society, including cultural norms, values, and attitudes that affect their roles and expectations. 3. Ethics: Students can explore the ethical considerations that shape the rights and responsibilities of young people in society, including issues such as justice, fairness, and equality.

Modul VI : Vie économique (Economic life)

-Presentation of the module

Module VI deals with negotiating when shopping in a supermarket, shop or kiosk, managing pocket money and small savings, birthdays and birthday presents, also covers going to restaurants. This module will enable students to talk about the behaviour they should adopt when shopping in a supermarket, shop or kiosk, managing their pocket money and the small savings they can make, birthdays and ordering in a restaurant. (MINESEC 2022, p.21).

Table 17

Proposed interdisciplinary activities for module VI

Know-how	Interdisciplinary activities/Projects	Material	Related disciplines
1 - Talk about shopping in a supermarket, shop or newsagent	Plan and execute a shopping trip, using a list of items to buy and practicing conversational German with the cashier or salesperson.	Shopping list Money audio-visual equipment	1. Social skills: Students will have to navigate a social situation by making small talk, asking for help, and having a conversation with a stranger. This builds social and communication skills. 2.Mathematics: Students will have to calculate costs, sales tax, and change when making purchases. They will develop math skills like adding, subtracting, multiplying and dividing on the fly. 3.Geography: Students can choose products to purchase that represent different regions. 4.Economics: Students learn practical concepts like budgeting, comparative shopping, and evaluating the value of goods.
2 - Talk about managing pocket	Create a budget for a week or month, including expenses for food, entertainment, and other necessities, and	Budget template spreadsheet software	1.Mathematics: Students will apply math skills like addition, subtraction, multiplication and division to calculate income, expenses and balances. They'll learn to work with percentages and proportions. 2.Technology: Students will use either a spreadsheet application or a budgeting app to organize and track their spending.

money and small savings	track spending using a spreadsheet or other tool.	Financial resources	3.Economics: Students explore basic economic concepts like income, consumption, needs versus wants and allocating scarce resources.
3- Talk about birthdays and birthday presents	Organize a birthday celebration for a classmate, including planning the party, buying presents, and practicing conversational German with guests.	Party supplies Presents Audio-visual equipment	1.Project management: Students must work together to plan and organize the party, divide up tasks, and execute the plans. This teaches collaboration, delegation and project management skills. 2.Economics: Students must budget for party expenses like food, decorations and presents. They develop basic financial literacy around concepts like spending, saving and allocating resources. 3.Design: Students can apply design thinking principles to make the party visually appealing. They gain experience with creative processes.
4 - Talk about going to restaurants	Give students the task to visit a restaurant of their choice and order a meal. Encourage them to observe the different aspects of the dining experience, including the taste and quality of the food, the service, the ambiance, and the cultural norms around dining.	-Notebook or a device to take notes -Camera Money -Writing materials -Permission slips	1. Culinary Arts: Students can explore the culinary arts of the restaurant, including the types of dishes commonly served, the ingredients and preparation methods used, and the cultural significance of certain foods. 2.Sociology: Students can observe and analyze the social interactions and cultural norms they see at the restaurant. This provides insights into societal behaviors. 3. Psychology: Students can explore the psychology of dining and restaurant experiences, including the impact of ambiance, mood, and social interactions on the dining experience.

Glossary of related disciplines identified

1. **Anthropology:** Study of human societies and cultures.
2. **Art and Design:** The creation of visual or functional objects or artifacts.
3. **Audio Production:** The process of recording, editing, and producing audio content.
4. **Biography:** The written account of a person's life story.
5. **Business Studies:** The study of the principles and practices of business management.
6. **Civics:** The study of citizenship and government.
7. **Climatology:** The study of the earth's climate and weather patterns.
8. **Communication:** The exchange of information and ideas through verbal, nonverbal, and written means.
9. **Communication Studies:** The academic discipline that studies communication in all its forms.
10. **Computer Science:** The study of computation and its applications.
11. **Creative Writing:** The process of writing original works of fiction, poetry, or non-fiction.
12. **Cultural Studies:** The study of cultural practices, beliefs, and values.
13. **Culinary Arts:** The art of cooking and preparing food.
14. **Data Analysis:** The process of collecting, cleaning, and interpreting data to make informed decisions.
15. **Design:** The process of creating or planning the functionality and aesthetics of objects or systems.
16. **Economics:** The study of how society uses scarce resources to produce goods and services and distribute them among different groups.
17. **Education:** The process of acquiring knowledge and skills through learning and teaching.
18. **Electrical Engineering:** The study of electrical systems and their applications.
19. **Engineering:** The application of science, technology, and math to design and build machines, structures, and systems.
20. **Environmental Studies:** The study of the natural environment and the effects of human activity on it.
21. **Epidemiology:** The study of the distribution and determinants of health and disease in populations.
22. **Event Management:** The process of planning and organizing events, such as conferences, festivals, and weddings.
23. **Exhibition Design:** The process of creating and designing exhibits for museums, galleries, and other public spaces.
24. **Genealogy:** The study of family ancestry and lineage.

25. **Geography:** The study of the earth's physical and human features and their interactions.
26. **Graphic:** The use of visual elements to communicate ideas or information.
27. **Health Communication:** The study of how communication influences health behaviors and outcomes.
28. **Health Sciences:** The study of the science behind health and disease.
29. **History:** The study of past events and their impact on society.
30. **Human Resource Management:** The process of managing people in organizations.
31. **Information Management:** The process of collecting, organizing, and managing information.
32. **Information Technology:** The study of the use of computers and telecommunications to store, retrieve, and transmit information.
33. **Interpersonal Communication:** The exchange of information and ideas between people.
34. **Journalism:** The practice of gathering, writing, and distributing news and information to the public.
35. **Language Arts:** The study of language and its use in communication.
36. **Leadership:** The ability to guide and influence others towards a common goal or vision.
37. **Literature:** The study of written works, including fiction, poetry, and drama.
38. **Mathematics:** The study of numbers, quantities, and shapes, and their relationships and operations.
39. **Media Studies:** The study of media and its impact on society.
40. **Medical Anthropology:** The study of the intersection between culture, health, and medicine.
41. **Medicine:** The science and practice of diagnosing, treating, and preventing disease.
42. **Meteorology:** The study of the earth's atmosphere and weather patterns.
43. **Nursing:** The practice of caring for people who are ill or injured.
44. **Nutrition:** The study of how food affects the body and its functions.
45. **Physical Education:** The study of physical activity and its impact on health and well-being.
46. **Photography:** The art and practice of capturing and creating images using a camera.
47. **Political Science:** The study of government, politics, and public policy.
48. **Project Management:** The process of planning, organizing, and managing resources to achieve specific goals.
49. **Public Health:** The science and practice of protecting and improving the health of populations.
50. **Public Policy:** The process of creating and implementing laws, regulations, and actions to address societal issues.

- 51. **Public Speaking:** The art of communicating effectively to an audience.
- 52. **Rhetoric:** The study of effective communication and persuasion.
- 53. **Science:** The study of the natural world and its phenomena.
- 54. **Sociology:** The study of human social behavior and relationships.
- 55. **Statistics:** The study of the collection, analysis, and interpretation of data.
- 56. **Sustainability Studies:** The study of the relationships between humans and the environment to ensure the longevity of both.
- 57. **Videography:** The process of creating video content using a camera and editing software.
- 58. **Weather Science:** The study of the earth's atmosphere and its weather patterns, including the factors that influence them.

Generating hypotheses

Based on the results of our research, here are some hypotheses we have generated:

- * **H1:** Interdisciplinarity can be highlighted in the 4th-grade curriculum of German by integrating learning activities that require students to apply their knowledge of German to real-world problems.
- * **H2:** Integrating interdisciplinary learning activities in the German curriculum for students of the class of 4e in Cameroon will enhance their creativity, critical thinking, and problem-solving skills.
- * **H3:** The explicit combination of German with other subjects such as economics, biology, social studies, Anthropology, chemistry, computer science and others will promote the interdisciplinary approach in the teaching and learning of German in the class of 4e in Cameroon.
- * **H4:** The use of pedagogical resources such as written resources, digital resources, environmental resources and audiovisual content can support the implementation of interdisciplinarity in the teaching of German in the class of 4e in Cameroon.
- * **H5:** The challenges of implementing interdisciplinarity in the teaching of German in the class of 4e in Cameroon, such as language barriers, lack of time, insufficient teacher skills, curriculum constraints, and lack of resources, can be addressed by providing appropriate training and resources to teachers.
- * **H6:** Interdisciplinary teaching and learning in the German curriculum for students of the class of 4e in Cameroon can contribute to achieving the sustainable development goals, such as quality education and reduced inequality.

- * **H7:** Collaboration between German teachers and teachers of other subjects will facilitate the implementation of interdisciplinarity in the German curriculum.
- * **H8:** Providing teachers with more training and resources on interdisciplinarity will help overcome current challenges and enable them to implement interdisciplinary approaches more effectively.
- * **H9:** Incorporating interdisciplinarity into the German curriculum through practical activities and projects will enhance students' vocabulary acquisition and language skills.

These hypotheses cover most of the key aspects we discussed in our research, including how to highlight interdisciplinarity, its potential benefits, and challenges. Moreover, these hypotheses provide a good basis for quantitative or mixed methods research to determine the effectiveness of highlighting interdisciplinarity in the German curriculum. The next step would be to operationalize the variables and design appropriate studies to test each hypothesis.

CHAPTER 6 CONCLUDING: DISCUSSION, LIMITATIONS, IMPLICATIONS, AND PERSPECTIVES FOR FURTHER RESEARCH

Discussion

In this study, the aim was to explore a way to highlight the interdisciplinary approach in the German curriculum. In order to carry out our research, we discussed some theories such as the interdisciplinary theory, constructivism and social constructivism, situated learning theory, task-based learning theory, project-based learning and the Sustainable Development Goals theory (see chapter 2) on which the interdisciplinary approach is based and which served as a basis for elaborating concrete proposals for interdisciplinary activities (see chapter 5). We also conducted interviews that we analyzed using Philipp Mayring's content analysis method (see chapter 4). The results provide valuable insights into the quality of the curriculum and the current state of interdisciplinarity in German teaching, as well as the existing opportunities and challenges.

The participating teachers made a good evaluation of the curriculum and showed a good understanding of interdisciplinarity, which they consider as the linking and integrating different subjects into German teaching. The results show that, although the programme contains some interdisciplinary elements, more can be done to highlight interdisciplinarity and connect German learning to other subjects (see Chapter 4).

The study also revealed that integrating content from subjects like art, biology, social studies and computer science into German lessons could strengthen the practical nature and relevance of learning. Practical activities and projects involving multiple subjects were identified as effective methods to facilitate interdisciplinarity. Though collaboration with teachers of other subjects is seen as beneficial, it is not commonly practiced. Our results state that in everyday teaching, collaborating with teachers of other disciplines to design and develop interdisciplinary activities is a real challenge. Zhang (2017) already pointed out this challenge by adding that the lack of resources to carry out these activities remains a handicap. This is particularly striking for the Cameroonian context where these activities are not budgeted. Furthermore, Xu et al. (2022) mention limits that we did not address in our research such as student characteristics including motivation, individual traits and prior experience, which can be obstacles to interdisciplinarity. This is explained by the fact that some students may not be motivated to learn in an interdisciplinary way and they may not have the individual traits necessary to succeed in such an environment. chz

Several other challenges related to the implementation of interdisciplinarity were identified in our results, including language barriers, time constraints, lack of interdisciplinary skills of teachers and curriculum density (see Chapter 4).

Limitations

Although this study has a lot of potential, it also has some limitations such as:

- Limited sample size: The evaluation of the German curriculum and the collection of data on interdisciplinarity rely on only 5 participating teachers. This is a relatively small sample that is not representative of all German teachers (see Chapter 3).
- Not taking into account all educational actors: Only the teachers' point of view was taken into account in this research. The students' and parents' opinions were not collected.
- Potential bias: The participating teachers were selected through a non-random method, which could introduce potential bias into the results. A random sampling would reduce biases.
- Self-reported data: The study relies on data collected through interviews and assessments that reflect the subjective opinions and perspectives of the participating teachers. This data may differ from objective reality.
- Generalizability: The results may not be generalizable to all contexts due to the specific local context of the study in Cameroon.
- Limited objectivity: As a qualitative study based on textual analysis, there is potentially more room for subjective interpretation of the data than in quantitative studies.
- Researcher bias: As a German teacher myself, unconscious biases may influence the design of the study, data collection and analysis.
- Challenges related to implementation: The study does not deeply explore the potential challenges related to implementing the proposed interdisciplinary curriculum for German in practice. This would require further research.

On the other hand, this research offers multiple opportunities:

- It provides a good framework for exploring the concept of interdisciplinarity in foreign language teaching.
- It focuses on a concrete curriculum: the German curriculum of the 4e class in Cameroon, which allows for formulating practical and achievable recommendations to highlight interdisciplinarity in this specific context.

- The qualitative methodology using interviews and curriculum evaluation forms is appropriate for gaining an in-depth understanding of teachers' perspectives on interdisciplinarity. This facilitates formulating useful recommendations.
- The results show that while teachers have a good conceptual understanding of interdisciplinarity, they struggle to implement it effectively in practice. This highlights the potential of concrete suggestions and practical examples to improve the curriculum.
- Emphasizing interdisciplinarity in the German programme could enrich teaching content, develop students' problem-solving and practical skills, and make German more relevant and appealing to students. This could improve learning outcomes.
- The results and recommendations could contribute to wider educational reforms in Cameroon by providing an innovative and effective pedagogical approach to develop skills, as desired by the educational system.
- Exploring interdisciplinarity also aligns with sustainable development goals such as quality education and reducing inequalities, mentioned in the study. This highlights its broader relevance beyond language teaching.

Implications

The results of this research evokes several implications focused on mobilizing educational actors. We would like to make some recommendations to the government, teachers, students and parents in order to promote the interdisciplinary approach in teaching.

A call to the state:

The Cameroonian government can encourage the implementation of the interdisciplinary approach in teaching German in several ways:

- Revise and update the German programmes and curricula to explicitly promote an interdisciplinary approach. The programme objectives and modules must specifically highlight the integration of knowledge and skills from other subjects.
- Integrate concrete examples of interdisciplinary content and activities into the curricula to guide teachers on how to apply this approach in their lessons.
- Organize collaborative activities and team teaching between German teachers and teachers of other subjects. This will allow them to exchange ideas, materials and teaching strategies to foster interdisciplinarity.

- Provide in-depth training for German teachers on pedagogies, methods and the development of interdisciplinary skills. This will strengthen their abilities and competencies to effectively apply this approach.
- Provide appropriate teaching and learning resources to support interdisciplinary lessons: relevant texts, audiovisual material, projects and activities integrating knowledge from other subjects.
- Fund the implementation of these measures to ensure their effectiveness and impact on improving the teaching and learning of German in Cameroon.
- Reward teachers who implement the interdisciplinary approach.

A call to the schools:

Here is what schools can do to encourage the implementation of the interdisciplinary approach in teaching German:

- Raise teachers' awareness of the importance of the interdisciplinary approach and its potential benefits for students.
- Organize teaching councils on interdisciplinary pedagogical methods and the development of students' transversal skills.
- Organize training and exchange sessions between German teachers and teachers of other subjects to share ideas and experiences.
- Establish a mentoring system between experienced and new teachers to transmit effective interdisciplinary pedagogical strategies.
- Encourage collaboration between German teachers and teachers of other subjects, for example co-designing interdisciplinary projects or team teaching.
- Provide teachers with the necessary financial and material resources to implement an interdisciplinary approach, for example digital tools, textbooks or examples of interdisciplinary projects.
- Include interdisciplinary activities and projects in the school curriculum and schedule flexible time slots for their implementation.

A call to teachers

Here is what teachers can do to encourage the implementation of the interdisciplinary approach in teaching German:

- Integrate content and activities from other subjects into their German lessons. Make explicit links between the topics studied in German and those studied in other subjects.
- Co-design lessons or projects with teachers of other subjects in order to address certain concepts in a cross-cutting manner and show the links between disciplines.
- Organize practical activities and multidisciplinary projects involving multiple subjects to anchor conceptual understanding and develop students' key skills.
- Encourage group work and collaboration between students learning different subjects. This promotes the exchange of interdisciplinary ideas and perspectives.
- Use authentic teaching materials from different fields. For example, environmental resources, texts, videos, podcasts on scientific, socio-cultural, economic, etc. subjects.
- Evaluate not only German knowledge but also the transversal skills developed through interdisciplinary activities, such as problem solving and critical thinking.
- Stay up to date with current trends in different fields to align the teaching of German with relevant and up-to-date topics.
- Follow continued training on interdisciplinary pedagogies and methods and exchange with colleagues to improve in this approach.
- Encourage a culture of openness and collaboration among teachers to further develop interdisciplinarity in the school.

A call to students

Here is what students can do to encourage an interdisciplinary approach in teaching German:

- Be open to making connections between German and other subjects. Do not consider German as an isolated subject.
- Ask questions about possible connections and applications between German and other subjects. Encourage teachers to adopt an interdisciplinary approach.
- Actively participate in interdisciplinary activities and projects. Show interest and curiosity to integrate different fields of knowledge.

- Explore outside the classroom the existing links between German and other subjects. Read books, watch documentaries, etc. in German on different subjects.
- Discuss with classmates the commonalities and differences between German and other subjects. Exchange ideas to improve understanding of concepts.
- Work collaboratively with classmates from other subjects on interdisciplinary projects. Share knowledge and perspectives to creatively solve problems.
- Communicate with teachers and school leaders about the relevance of an interdisciplinary approach to improve learning and motivation.

A call to parents

Parents can encourage the implementation of the interdisciplinary approach in teaching German in several ways:

- Support and encourage your child's open-mindedness and curiosity about interdisciplinarity. Congratulate them when they make connections between German and other disciplines.
- Discuss with your child the applications and uses of German in real life, not just at school. Show that German is not just a "school subject".
- Ask questions about interdisciplinary projects and activities in German class and show interest. Congratulate the teacher for his/her efforts.
- Encourage your child to actively participate in interdisciplinary projects and ask them how you could help them at home (research, revision, etc.).
- Communicate with the German teacher about the positive aspects of the interdisciplinary approach and how to make it more effective and tailored to your child's needs.
- Support the implementation of larger-scale interdisciplinary projects sometimes requiring parent support (logistics, resources, accompaniment...).

Mobilizing different educational actors is an essential pillar for the proper implementation of the interdisciplinary approach. This study recognizes itself as a stone in the building of a sustainable educational system that guarantees the development and fulfillment of all Cameroonian citizens. Overall, this study contributes to ongoing discussions on the development of educational systems that foster the acquisition of 21st century skills through innovative pedagogical approaches aligned with global trends.

Perspectives for further research

Following this study, several other researches can be initiated. We propose:

- Conduct more in-depth interviews with teachers to understand the challenges they face in implementing interdisciplinarity and identify possible solutions. Also interview school principals and curriculum designers to know their point of view.
- Design examples of interdisciplinary course plans combining German with other subjects and test them in class. Evaluate the effectiveness of the course plans in terms of student engagement, motivation and learning outcomes.
- Survey students to find out their opinion on the current German programme and how it could be improved through an interdisciplinary approach. Assess whether an interdisciplinary approach makes German more relevant and useful to them.
- Conduct action research involving training and supporting German teachers in implementing interdisciplinary lessons. Evaluate the impact of the interventions on teachers' skills, attitudes and teaching practices.
- Establish partnerships with other teachers to design and co-teach interdisciplinary units. Observe and document the collaboration process and identify best practices and challenges.
- Conduct a comparative study between the Cameroonian context and that of other countries implementing interdisciplinary approaches and identify methods that could be adopted or adapted.

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ANNEX

1 Interview guideline

Cher(e) collègue,



Je vous remercie d'avoir accepté de participer à cette étude visant à évaluer le curriculum d'allemand de la classe de 4^{ème} et recueillir votre avis sur l'interdisciplinarité aussi bien dans le curriculum que dans le cours d'allemand au moyen de ce guide d'entretien. Cet entretien s'inscrit dans le cadre de mon mémoire de fin d'études à la faculté des sciences de l'éducation. Je vous serais reconnaissante de bien vouloir enregistrer vos réponses à ces questions sous forme d'un fichier audio. Votre enregistrement sera exploité de manière anonyme dans le cadre de cette recherche.

Votre précieuse contribution permettra d'obtenir des informations utiles pour améliorer l'enseignement de l'Allemand au Cameroun. Aussi, je vous remercie par avance pour votre participation à cette étude et pour le temps que vous y consacrerez.

Pour toute question, n'hésitez pas à me contacter.

Cordialement,

Liliane Diffo

GUIDE D'INTERVIEW SUR L'EVALUATION DU CURRICULUM D'ALLEMAND DE

4^{ème}

Questions :

- 1-Le curriculum d'Allemand de 4^{ème} repose-t-il sur des objectifs clairs ?
- 2-Le curriculum est-il à jour ?
- 3-Le curriculum est-il adapté à la vie actuelle et à l'environnement des élèves ?
- 4- Le curriculum favorise-t-il un avenir social et économique prospère ?
- 5- Le curriculum est-il équitable et inclusif (par exemple, prend-il en compte la diversité des apprenants et les différents besoins de ces derniers ; répond-il aux besoins des groupes marginalisés ; combat-il les préjugés) ?
- 6- Le curriculum est-il centré sur l'élève et adapté aux besoins de celui-ci (par exemple prend-il en compte les besoins des apprenants ; combat-il les préjugés et la discrimination) ;
- 7- Le curriculum contribue-t-il au développement personnel et à l'acquisition de compétences essentielles ;
- 8- Le curriculum est-il ouvert et flexible ?
- 9- Le curriculum est-il cohérent entre les différentes étapes/classes/sections et les différents domaines/sujets d'études ?
- 10- Avez-vous des critiques sur le curriculum de 4^{ème} ?
- 11- Avez-vous un commentaire à ajouter sur le curriculum ?



GUIDE D'INTERVIEW SUR L'INTERDISCIPLINARITE DANS CURRICULUM ET L'ENSEIGNEMENT D'ALLEMAND DE 4^{ème}

Questions :

- 1- Qu'est-ce que l'interdisciplinarité d'après vous ?
- 2- Pensez-vous que le programme d'allemand est interdisciplinaire ? Si oui, pourquoi ? Si non, pourquoi ?
- 3- Quelles sont les matières avec lesquelles vous pensez qu'on peut associer l'enseignement de l'allemand au Cameroun ?
- 4- Menez-vous ou avez-vous déjà mener des activités pratiques avec vos élèves ? Si oui, donnez un exemple et dites quelle autre (s) discipline (s) intervenai(en)t dans cette activité.
- 5- Comment pensez-vous que l'interdisciplinarité peut enrichir l'enseignement de l'allemand ?
- 6- Avez-vous déjà travaillé avec des enseignants d'autres matières pour intégrer des concepts ou des thèmes interdisciplinaires dans votre enseignement de l'allemand ? Si oui, pouvez-vous donner un exemple de collaboration réussie ?
- 7- Comment pouvez-vous encourager les élèves à faire des liens entre l'allemand et d'autres matières ?
- 8- Dans votre expérience, quelles sont les difficultés rencontrées lors de la mise en œuvre de l'interdisciplinarité dans l'enseignement de l'allemand ?
- 9- Quelles sont les ressources pédagogiques (livres, sites web, vidéos, etc.) que vous utilisez pour intégrer l'interdisciplinarité dans l'enseignement de l'allemand ?
- 10- Quel lien faites-vous entre l'interdisciplinarité et l'approche par compétence ?
- 11- Avez-vous un commentaire à ajouter sur l'interdisciplinarité dans le cours d'allemand ?

2 Transcripts on curriculum evaluation

TP1

Q1 : Le curriculum d'Allemand de 4ème repose-t-il sur des objectifs clairs ?

Oui le programme d' Allemand repose sur des objectifs clairs qui a pour base la loi d'orientation numéro quatre vingt dix huit barre zero zero quatre du quatorze avril de dix neuf cent quatre vingt dix huit de l'éducation au Cameroun et aussi du cadre européen commun de référence pour les langues.

Q2 : Le curriculum est-il à jour ?

Oui, le programme d' Allemand est à jour et la la version la plus récente a été mis à disposition en début d' Année scolaire en début de cette année scolaire même.

Q3 : Le curriculum est-il adapté à la vie actuelle et à l'environnement des élèves ?

Oui le curriculum est adapté à la vie actuelle et à l'environnement des élèves car, le but fondamental et même la vision politique selon la vision politique du Cameroun le but est de former des citoyens enracinés dans leurs cultures et ouverts ouverts au monde

Q4 : Le curriculum favorise-t-il un avenir social et économique prospère ?

A travers les différents modules les contenus des différents modules les compétences euh visées dans chaque module je dirais que le programme d' Allemand a déjà fixé les bases pour un avenir social et économique prospère. Il est certes vrai que le grand but de.. le but principal de la langue c'est la communication mais il revient à chaque enseignant de rendre euh un peu plus concret à travers des activités pratiques de la part des élèves, que les soient un peu plus productifs qu'ils produisent d'eux-mêmes et de manière pratique afin qu'il se sentent euh vraiment dans une insertion sociale et économique prospère.

Q5 : Le curriculum est-il équitable et inclusif (par exemple, prend-il en compte la diversité des apprenants et les différents besoins de ces derniers ; répond-il aux besoins des groupes marginalisés ; combat-il les préjugés) ?

Je dirais oui, le curriculum est équitable et inclusif car la vision selon laquelle on fait former des citoyens euh ouvert au monde et enraciné dans leur culture ne fait aucune distinction de sexe, de race de religion ou d'origine. Tout citoyen camerounais a ce droit là d'être formé en en plus je dirais aussi que les différents domaines d'apprentissage de la langue euh favorise aussi, tient aussi en compte les différents types d'apprenants car, il y en a qui peuvent bien écrire, il y en a qui peuvent euh mieux s'en sortir dans l'expression orale dans la médiation, dans la lecture et ainsi de suite.

Q6 : Le curriculum est-il centré sur l'élève et adapté aux besoins de celui-ci (par exemple prend-il en compte les besoins des apprenants ; combat-il les préjugés et la discrimination) ;

Le programme d'Allemand est centré sur l'élève car le citoyen a former est l'élève et en plus de cela il a été élaboré selon la nouvelle approche qui est l'approche pédagogique par par les compétences qui met l'apprenant même au centre de de l'apprentissage

Q 7- Le curriculum contribue-t-il au développement personnel et à l'acquisition de compétences essentielles ?

Oui car le programme d'étude d'Allemand a pour finalité aussi le développement de la compétence communicative vers la connaissance de soi et d'autrui, l'interaction socio-politique, économique et même culturelle ainsi que l'ouverture aux autres aux cultures et au monde.

Q8 : Le curriculum est-il ouvert et flexible ?

Je pense que le programme d' Allemand est ouvert, il peut connaître des réajustements peut être pas à n'importe quelle période car il sera difficile d'apporter des modifications par exemple au cours d'une année scolaire

Q9 : Le curriculum est-il cohérent entre les différentes étapes/classes/sections et les différents domaines/sujets d'études ?

Je dirais que le programme d' Allemand est cohérent dans la mesure où les intitulés par exemple des modules sont les mêmes de la quatrième en terminale et les contenus quant à eux sont évolutifs selon les niveaux on va quitter là du plus simple au plus complexe je dirais.

Q10 : Avez-vous des critiques sur le curriculum de 4ème ?

Je trouve que le nombre d'heures par rapport à la densité des contenus est très bas. Et je trouve aussi que parfois les certaines structures grammaticales ne correspondent vraiment pas au niveau débutant là déjà on a à faire aux structures qu'on doit enseigner dans un niveau un peu plus avancé et c'est un peu complexe pour des enfants de quatrième. J'ai trouvé aussi que le nouveau module qu'on a introduit vie quotidienne doit avoir sa suite dans les autres niveaux pour que ce soit plus cohérent.

Q11 : Avez-vous un commentaire à ajouter sur le curriculum ?

Le programme d'étude d'allemand de la classe de quatrième a de bons contenus, très intéressants, il est actuel, peut-être il faudrait que les inspecteurs après deux ou trois ans d'enseignement qu'ils fassent un sondage auprès des enseignants d' Allemand pour recueillir les différents avis afin de mieux l'optimiser par ce que je suis sûre que il y a des enseignants qui ont des idées très très intéressantes mais peut être qu'ils n'ont pas le moyen de pouvoir exprimer leurs idées.

TP2

Q1 : Le curriculum d'Allemand de 4ème repose-t-il sur des objectifs clairs ?

A la question de savoir si le curriculum d' Allemand repose sur des objectifs clairs, moi je dirais oui, le programme d' allemand repose sur des objectifs plus ou moins clairs parce que euh du moins en observant ce programme, on peut facilement en déterminer quelles sont les compétences que les élèves doivent acquérir à la fin de chaque module et sur quelle base ils doivent chercher à acquérir ces compétences-là.

Q2 : Le curriculum est-il à jour ?

Et c'est un programme on peut dire qui est à jour par ce qu'on s'est retrouvé il y a quelques années à un programme à cinq modules et vu et vu le et vu un certain nombre de besoins ou un certain nombre de déficits que présentait ce programme à cinq modules, on a dû diviser un module en deux et actuellement on se retrouve à six modules donc que ou à six unités de compétences. Donc je pense que pour cela on peut se dire, le programme il est à jour.

Q3 : Le curriculum est-il adapté à la vie actuelle et à l'environnement des élèves ?

Euh plus ou moins oui parce que euh les thèmes développés dans chaque module sont pour la plupart du moins pour les idées de 4e des thèmes centraux de leur vie quotidienne et de la vie actuelle donc on se retrouve en train de poser des problèmes ou en train de d'acquérir des compétences linguistiques ou sociales sur les questions d'ordre actuel qui sont maintenant enseignées en cours d'allemand donc du coup je pense pour ma part et que ces programmes là que ce programme-là correspond nettement ou plus ou moins à l'environnement des élèves.

Q4 : Le curriculum favorise-t-il un avenir social et économique prospère ?

C'est un peu difficile de déterminer cela mais à mon humble avis je dirais encore oui de par les thématiques développées parce qu'il ne s'agit pas de simplement enseigner l' allemand mais il s'agit plus ou moins d'enseigner un certain nombre de compétences beaucoup plus sociales lorsqu'on développe des thèmes qui

sont liés à l'environnement qui sont liés à la vie en société qui sont liés à aux médias et communication qui sont liées à la vie économique alors pour ma part je pense que cela devrait concourir à réaliser des objectifs sociaux à venir donc pour ma part une fois de plus je répondrais à cette question par l'affirmative.

Q5 : Le curriculum est-il équitable et inclusif (par exemple, prend-il en compte la diversité des apprenants et les différents besoins de ces derniers ; répond-il aux besoins des groupes marginalisés ; combat-il les préjugés) ?

Ça dépendrait ce programme dans son ensemble pourrait surtout dans le module dans le module qui porte sur la citoyenneté combattre ces différents euh ces différents fleaux liés à la discrimination sociale ou n'importe quel type de discrimination. Mais je dirais le programme tente pourrait tenter ou pourrais ouvrir des voies pour traiter pour résoudre ce problème pour soulever ce problème et chercher à trouver des solutions mais c'est le manuel qui fera le plus gros du travail par ce que c'est à partir du manuel, c'est sur le manuel que l'apprenant travaillera, c'est sur le manuel que l'apprenant trouvera des éléments pratiques dans ce sens-là mais est-ce que le programme officiel donne des directives ? Plus ou moins plus ou moins

Q6 : Le curriculum est-il centré sur l'élève et adapté aux besoins de celui-ci (par exemple prend-il en compte les besoins des apprenants ; combat-il les préjugés et la discrimination) ;

non bon ça c'est j'ai répondu à cette question je voudrais

Q7- Le curriculum contribue-t-il au développement personnel et à l'acquisition de compétences essentielles ?

Oui car le programme d'étude d'Allemand a pour finalité aussi le développement de la compétence communicative vers la connaissance de soi et d'autrui, l'interaction socio-politique, économique et même culturelle ainsi que l'ouverture aux autres aux cultures et au monde.

Q8 : Le curriculum est-il ouvert et flexible ?

et à la question de savoir si il est ouvert et flexible est-ce qu'il est ouvert et flexible plus ou moins parce que c'est certes un programme c'est certe un programme mais il n'est pas aussi ouvert il est pas aussi ouvert en tant que ça parce que le cadre est déjà tellement défini, centré avec un certain nombre de compétences à atteindre donc il est difficile un certain nombre de compétences figés parce qu'elles sont déjà préfixées et un certain nombre d'objectifs à atteindre et à partir de ce moment il est difficile d'en lire une certaine flexibilité.

Q9 : Le curriculum est-il cohérent entre les différentes étapes/classes/sections et les différents domaines/sujets d'études ?

Oui on pourrait dire qu'il y a une certaine une certaine successivité ou une certaine progression euh non seulement en terme de domaines d'étude on quitte d'abord d'un domaine particulièrement on quitte d'abord d'un domaine particulièrement social comme par exemple en 4e on se retrouve on quitte d'abord du domaine de la vie quotidienne en thématisant par en thématisant par exemple les aspects comme les présentations de soi l'arbre généalogique la vie à l'école et cetera pour quitter pour arriver à la vie familiale et sociale c'est-à-dire là on commence à parler des métiers, de la vie au village de ma chambre et cetera et après avoir thématisé cela on entre directement maintenant dans le domaine de la santé et du bien-être où on thématise un certain nombre et même à l'intérieur on commence d'abord par les aliments après les corps humain ou encore les mesures arrières la vaccination, l'hygiène et la salubrité le climat et la météorologie ainsi de suite donc après on va quitter on va voir les voix les moyens de communication et cetera pour enfin retrouver les le module sur la citoyenneté et encore la vie économique comment faire les achats dans un supermarché ou dans un marché ou encore les anniversaires de de de la gestion de l'argent de poche et cetera les transports

et moyen de transport le restaurant. C'est tous ces tous ces tous cet ensemble de sujet d'étude montre un certain nombre de progression avec au niveau au niveau du domaine d'étude et du sujet d'étude. En ce qui concerne les classes on pourra aussi dire il y a un certain, il y a une certaine progression parce que le programme de 4e il est presque identique à celui de 3e à quelques à quelques différences et on est il y a toujours sur le plan euh thématique un aspect qui est ajouté un aspect beaucoup plus complexe qui est ajouté ainsi de suite et même chose sur le plan grammatical on note une progression pour arriver en seconde où les contenus sont un peu plus un peu plus dense ou encore un peu plus complexe aussi tant sur le plan thématique que euh sur le plan grammatical ainsi de suite donc à ce moment on peut dire que et même déjà au niveau des types ou forme de textes, il y a des textes par exemple au second cycle et 4e 3e on se concentrant encore beaucoup plus sur les petits textes et des textes sous forme de dialogue pour arriver au second cycle où il est dorénavant un peu plus sérieux avec des textes un peu plus complexe à comprendre et à lire donc sur ce plan on peut dire il y a une certaine progrès sur cette question on peut aussi dire qu'il y a une certaine progression ou une certaine cohérence une cohésion.

Q10 : Avez-vous des critiques sur le curriculum de 4ème ? Que peut-on y améliorer selon vous ?

est-ce qu'il y a quelque chose que je pourrais critiquer sur le programme de 4e moi je pourrais tout simplement dire aussi demander à revoir par exemple la progression des modules euh cette idée par exemple de remettre parce que de remettre les unités d'enseignement que moi je vais appeler ici le module ne sont pas séparés les uns des autres c'est-à-dire ne sont pas là de manière indépendante. Du coup il est carrément impossible de penser que les aspects traités par exemple qu'on pourrait renvoyer le module 6 qui est le module vie économique en dernière position et généralement on a on s'est rendu compte que c'est le module qui intéresse parfois beaucoup plus les apprenants peut-être c'est parce que c'est les activités quand il y a beaucoup plus de dialogue c'est beaucoup plus intéressant parce qu'il y a plus de dialogue qu'on doit faire il y a plus d'activités qui sont très intéressantes pour les apprenants donc il est impensable que cela soit renvoyé à la fin donc si un enseignant devait suivre cette recommandation du de l'inspection générale ce module 5 ce module 6 pardon se retrouverait peut-être être traité en fin d'année en fin d'année ce qui rend la tâche très compliqué parce que généralement en fin d'année il y a plus cours donc ça veut dire que les élèves de 4e pourront finir l'année dans les établissements qui ont je veux parler peut-être des établissements pilote qui ont généralement tellement d'activités au cours de l'année des activités post de périscolaires les cours sont généralement interrompus donc les enseignants se retrouveront par exemple au 3e trimestre sans avoir faire ce module là donc on est en classe de 4e généralement aussi en classe de 4e on sait que au trop tard début mai ils ne viennent plus à l'école, il n'y a plus classe donc comment est-ce qu'on fera pour enseigner cela pourtant c'est l'un des modules qui intéressent le plus les apprenants donc comment faire ? Donc ça c'est mon problème euh et à partir de là il se note donc une autre chose le quota horaire annuel permet-il aux apprenants, aux enseignants d'enseigner ou permet-il à tout le monde d'avoir tous de traiter de tous ces 6 modules ? est-ce que c'est possible de traiter tous ces 6 modules en l'espace en 108 heures de cours ? Par ce que c'est 108 heures annuels en classe de 4^{ème} comme dans toutes les classes. Est ce que ces 108 pourraient euh permettre de traiter ces questions ? Donc il est très difficile d'avoir des réponses il est très difficile de traiter cela en 108h Ce que moi je proposerai par exemple c'est de rentrer au 5 modules parce que les contenus des 5 premiers modules de de du premier module vie familiale et sociale sont presque identiques au contenu du 2 premiers modules vie quotidienne et vie familiale et sociale donc il y a ce problème là et c'est vraiment difficile de réaliser cela en ce moment.

Q11 : Avez-vous un commentaire à ajouter sur le curriculum ?

Sur la question de savoir avez-vous un commentaire à ajouter sur le curriculum euh non, pas de commentaire particulier à ajouter.

TP3

Q1 : Le curriculum d'Allemand de 4ème repose-t-il sur des objectifs clairs ?

Oui, le curriculum d'allemand repose sur des objectifs clairs. Il y a d'ailleurs des objectifs généraux et des objectifs spécifiques. Comme exemple d'objectif général, il y a la maîtrise de la langue pour communiquer oralement, par écrit, librement et spontanément. Et puis il y a également l'esprit de créativité, d'entrepreneuriat, de travail en équipe participant au développement socio-économique donc. Et puis comme objectif spécifique, y a utiliser avec une certaine autonomie les connaissances sur la langue, les normes, les règles d'usages linguistiques pour comprendre les textes oraux et écrits pour écrire et parler avec adéquation, cohérence et cohésion, pour utiliser en toute simplicité la langue pour exprimer de façon cohérente, adéquate dans divers contextes de l'activité socioculturelle prendre conscience de ses sentiments et de ses idées afin de contrôler sa conduite. Donc ça repose effectivement sur des objectifs clairs et est d'ailleurs dans le curriculum de quatrième, il y a un tableau de bien organisé pour chaque module du module, un au module six on a des compétences qui sont des compétences que l'élève doit acquérir à chaque module ? Il y a des savoirs, des savoir-faire. Quels sont les savoirs faire que l'élève doit acquérir ? Le savoir être ? Comment est-ce qu'il doit être donc suite à cela, je pense que le curriculum d'allemand repose vraiment sur des objectifs très clairs.

Q2 : Le curriculum est-il à jour ?

Oui, oui, le curriculum est à jour le curriculum est un jour parce que la dernière version du programme d'allemand a été rendue publique par le ministère en juin 2022. Donc, ça fait juste ça fait un an puisque nous sommes à cette même période-là actuellement. Donc juin 2022 et nous sommes en 2023 et on constate d'ailleurs que y a un module qui a été ajouté par rapport à la dernière version qui était euh constitué de cinq modules. Puis là maintenant nous avons six modules donc le curriculum a été retravaillé et modifié, donc il est à jour.

Q3 : Le curriculum est-il adapté à la vie actuelle et à l'environnement des élèves ?

Par rapport à l'adaptation du curriculum à la vie actuelle et à l'environnement des élèves. C'est une question un peu euh, je dirais que le curriculum est un peu adapté à la vie actuelle et surtout un peu à l'environnement des élèves adaptés à la vie actuelle parce que parce qu'il y a déjà cinq ou six modules, pardon, il y a déjà six modules et les intitulés des modules tels que vie et vie quotidienne, vie sociale et familiale, environnement, santé et bien-être, média et communication, citoyenneté. Donc quand on voit ces modules-là, on comprend déjà que y a une certaine adaptation à la vie actuelle que vie quotidienne, vie de chaque jour. Médias et communication, vie économique donc oui, ça renvoie vraiment à une actualité de vie. A ce niveau et à l'environnement des élèves. Là c'est un peu plus complexe parce que les environnements des élèves sont très divergents. Il y a des élèves qui vivent en ville, il y a des élèves qui vivent au village et avec l'expérience, des élèves qui vivent au village ont beaucoup de difficultés à s'adapter et à avoir à développer les mêmes compétences que ceux qui vivent en ville. Ceux qui vivent au village, par exemple. Dans un module comme Média et communication où il faut par exemple utiliser. Nous sommes à l'ère de la digitalisation, donc il faut par exemple utiliser des ordinateurs, des téléphones portables même on est très limité parce qu'il n'y a pas de réseau Internet et dans l'enceinte de l'établissement même, y a pas d'électricité, donc adaptée à l'environnement des élèves pour des élèves qui fréquentent en zone rurale, ce n'est pas on ne peut pas dire que c'est adapté à leur environnement on peut pas le dire dans ce qui était aurait été souhaitable. C'est par exemple d'avoir des alternatives. C'est à dire dans un module, on a des alt, on intègre des alternatives pour des élèves qui n'ont pas les mêmes équipements techniques au sein des établissements que les élèves qui l'ont. Voilà.

Q4 : Le curriculum favorise-t-il un avenir social et économique prospère ?

Est-ce que le curriculum favorise un avenir social et économique prospère ? Le curriculum, quand on le lit, on dirait qu'ok, ça peut fa, ça favorise un avenir social, économique prospère. Ça, c'est quand on lit le curriculum tel qu'il est rédigé. Maintenant, lorsqu'on observe dans la pratique, c'est à dire le curriculum implémenté, on se rend compte que ce n'est pas le cas. Il y a encore, il faut encore évaluer entre ce qui est écrit et ce qui est implémenté. Donc, quand on va sur des années et des années, que la langue allemande est enseignée et qu'on voit voir la convergence des étudiants, leur niveau, leurs notes, leurs compétences en langue allemande et dans leur comportement général, un avenir économique prospère, ça c'est en douter.

Q5 : Le curriculum est-il équitable et inclusif (par exemple, prend-il en compte la diversité des apprenants et les différents besoins de ces derniers ; répond-il aux besoins des groupes marginalisés ; combat-il les préjugés) ?

Est-ce que le curriculum équitable et inclusif la diversité des apprenants, on en revient encore là par rapport à l'environnement des élèves. Je vais répondre à cette question en me basant sur un aspect précis. Les élèves qui vivent en ville et qui vivent au village. A ce niveau, les groupes marginalisés sont surtout les élèves qui vivent au village. Ils n'ont pas les mêmes chances d'apprentissage que les autres élèves à ce niveau, ils ont un désavantage dans le curriculum parce que ce qui est recommandé dans l'utilisation des technologies de l'information et de la communication, on ne peut pas l'adapter à leur contexte. Donc pendant que les élèves de la ville ont tout, ils ont des smartphones, ils peuvent travailler même à la maison avec le téléphone des parents. Sinon, ils ont des ordinateurs. Beaucoup ont des ordinateurs, même à la maison. Ou bien ils ont des aînés qui ont des laptops, des ordinateurs portables ils peuvent utiliser au village malheureusement, ce n'est pas le cas. Les parents n'ont même pas de smartphone et puis quelques élèves peuvent avoir des grands frères qui l'ont et d'autres pas du tout. Il y a ce déséquilibre-là. Et quand il y a même un smartphone, il faut parcourir des distances pour pouvoir voir du réseau. Donc à ce niveau, il y a une certaine iniquité et une exclusion en tous les cas donc c'est pour ça que je répète encore qu'il faudrait avoir un aspect du curriculum qui marque et qui prend en considération le fait que des il y a des apprenants qui n'ont pas ces mêmes accès là. Et quelle est donc l'alternative qui leur est proposée ? Qu'est-ce qu'on peut faire pour eux pour essayer de trouver un certain équilibre ? Et puis c'est là qu'au niveau des examens officiels également, il peut y avoir un désavantage, parce que n'ayant pas pu mettre en pratique un certain nombre d'enseignements et de leçons à cause du contexte, s'il y a des évaluations dessus au niveau national, qu'en serait-il de leur situation ? Donc voilà.

Q6 : Le curriculum est-il centré sur l'élève et adapté aux besoins de celui-ci (par exemple prend-il en compte les besoins des apprenants ; combat-il les préjugés et la discrimination) ;

Comment est-ce que le curriculum est centré sur l'élève adapté à ses besoins ? Le curriculum est centré sur l'élève si on voit l'approche par compétences telle que c'est dit et puis les activités réservées, les exemples de situations oui centrées sur l'élève tel que prescrit. Maintenant, je tiens toujours compte de l'aspect de qu'est ce qui est réellement implémenté dans les salles de classe. Parce que pour que le curriculum soit centré sur les élèves dans son implémentation, il faudrait qu'il soit que les élèves mènent des activités et participent par exemple à 80 % à l'enseignement sous l'accompagnement de l'enseignant. Adapté aux besoins. Là, la question revient encore. Où on a des élèves qui. Fréquenter des établissements ville et des élèves qui, par contre, fréquentent des établissements en zone rurale. Donc par rapport aux besoins, les besoins sont différents. Et il y a une défaveur observée par rapport à ceux qui fréquentent au village, qui n'ont pas le même équipement technique, le même équipement didactique également pour pouvoir suivre les enseignements qui n'ont pas de manuels scolaires en plus, pour pouvoir suivre les enseignements et mettre en pratique ce qui est enseigné. Hein ?

Q7- Le curriculum contribue-t-il au développement personnel et à l'acquisition de compétences essentielles ?

Est-ce que le curriculum contribue au développement personnel et à l'acquisition des compétences essentielles des élèves à l'acquisition des compétences essentielles ? Oui, déjà, ça contribue à cela parce que tout au long de l'année, il y a des exemples de situations, il y a des savoir être, il y a des savoirs faire que le programme recommande. Des contenus, par exemple le respect, la solidarité en ce qui concerne la vie quotidienne, le discernement, la tolérance, la convivialité. Donc voilà par exemple ce nombre de connaissances, de compétences essentielles pour vivre en société. Donc oui, compétence essentielle vient le développement personnel également parce que si l'élève apprend le respect, la solidarité, le discernement, la tolérance, la propreté, la prudence, la responsabilité, l'entretien de l'environnement, la citoyenneté, un bon sens de citoyenneté donc quand on lit en fait les savoir être qui sont recommandés dans le curriculum.

On ne peut que dire oui. Ça, ça intègre cette dimension du développement personnel, là, et l'acquisition des compétences essentielles. Maintenant, je le répète encore, il faudrait voir qu'est ce qui est implémenté, comment est-ce que la transmission se fait. Au niveau de la rédaction du curriculum. Oui, Il n'y a rien à dire. Développement personnel, Ok. Acquisition des compétences essentielles. Ok.

Q8 : Le curriculum est-il ouvert et flexible ?

Oui, le curriculum est ouvert et flexible. Déjà parce que le curriculum, il est touffu pour les 108 h annuelles recommandées et si module, il est touffu et dans les exemples de situations, dans chaque module, il y a 4 à 5 exemples de situations et pour la plupart cinq exemples de situations avec eu beaucoup de savoirs à transmettre. Il est flexible dans cette mesure où l'enseignant a le choix de sélectionner en fonction du contexte, de la pertinence également qu'est ce qui peut mieux s'adapter à l'environnement des apprenants. Au cas où la tranche horaire ne permet pas de traiter tous les exemples de situations et il est flexible également dans la mesure où les ressources pédagogiques ne sont pas disponibles pour tous les exemples de situations. Il y a des ressources qui devra chercher par lui-même qui de voie à avoir au cours en fonction de ce dont il dispose, dont il est flexible à ce niveau-là, et puis intégrer d'autres ouvrages dont il a connaissance et d'autres matériel didactique donc oui il est flexible. Flexible également. Et au fait, dans la mesure où l'enseignant décide des projets qui voudraient implémenter avec eux les élèves dont. Si par exemple le module I veut mener une activité pratique avec les élèves, plus que le curriculum ne précise pas les activités à mener avec les élèves, il peut décider par exemple fabrication d'organisation d'une fête d'anniversaire en salle de classe, conception des invitations, fabrication des enveloppes, préparation du gâteau. Donc voilà, il peut décider environnement, santé et bien-être on plante des arbres, on en prend soin de l'environnement, on défriche, on fait la propreté de l'établissement. Donc il est vraiment flexible et ouvert, où l'enseignant peut naviguer également en fonction des centres d'intérêts des élèves, ce qui peut être plus avantageux en fonction de la localité également dans laquelle les élèves vivent.

Q9 : Le curriculum est-il cohérent entre les différentes étapes/classes/sections et les différents domaines/sujets d'études ?

Oui, je trouve que le curriculum est cohérent entre les différentes étapes, les classes sections et les domaines de vie. Je crois que le domaine des modules vie économique, vie quotidien, rendement, santé, bien être, médias et communication couvrent vraiment tous les domaines de vie. Moi je trouve que ça, ça couvre tous les domaines de vie et à ce niveau, je vois de la cohérence en quitte de la vie quotidienne. Prendre la vie familiale et la vie sociale pour penser à la santé, l'environnement, la santé, le bien être, la vie économique, la citoyenneté, les médias et les communications. Donc oui.

Q10 : Avez-vous des critiques sur le curriculum de 4ème ?

Bon, La critique que je ferais sur le curriculum, c'est que le curriculum n'intègre pas beaucoup la dimension pratique de l'apprentissage d'une langue. Quand je parle de dimension pratique, ça voudrait dire quoi ? Ça voudrait dire que le curriculum devrait pouvoir proposer un certain nombre d'activités concrètes de vie concrète, pas seulement la dimension linguistique où il devrait pouvoir s'exprimer dans différentes situations pour pouvoir résoudre les problèmes et pouvoir développer des stratégies de résolution de problèmes auxquels il est confronté quotidiennement. Mais il faudrait le mettre dans ces situations-là, par exemple. Et il faudrait également que pour pouvoir développer une bonne compétence linguistique, il faudrait que l'apprenant se trouve dans des contextes différents où il peut utiliser la langue et par expérience, le contexte idéal c'est un contexte où là où l'apprenant mène des activités, où l'apprenant utilise des mains, par exemple, s'il y a organisation d'une fête d'anniversaire d'un camarade de classe, il y a différentes dimensions qu'il faut tenir en compte. Inviter les autres camarades pour faire des lettres, des invitations. Il faut penser le budget. Il faut penser à la gastronomie, Qu'est-ce qu'on va préparer ? Et il faut préparer pour faire le gâteau à côté. Les cadeaux dans tout cet événement, par exemple, couvre un large spectre de vocabulaire face auquel l'apprenant sera confronté parce qu'il se trouve dans cette situation or si l'enseignant parle simplement théoriquement de la donner anniversaire. L'apprenant va acquérir peu de compétences,

puis peu de vocabulaire et n'aura même pas la compétence de l'organisation d'un événement à ce niveau-là, parce que ça reste théorique. Donc la critique que je fais et qu'il faudrait, il faudrait plus que je sois aussi théorique en salle de classe, mais que les élèves sortent des salles de classe ou bien que les élèves puissent mener des projets concrets, par exemple comme environnement, santé, bien être, Il faudrait des projets dans ce cadre-là, euh faire un jardin, créer un jardin au sein de l'établissement, pourquoi pas faire la propreté autour de sa maison, même à domicile, dans l'environnement scolaire également, donc dans la localité, faire des cultures, planter des plantes comestibles. Donc le cas critique que je fais, c'est ça.

Q11 : Avez-vous un commentaire à ajouter sur le curriculum ?

Ce commentaire que je voudrais ajouter, c'est simplement d'intégrer cette dimension pratique à travers les projets, à travers des activités concrètes dans l'apprentissage de l'allemand, parce que c'est là que les élèves développeront une bonne compétence communicative et les compétences de savoir être. Être voudrait dire que l'apprenant vit les situations, les situations ne restent pas. Théorique avait dit qu'il intègre cette situation, cette situation, la savoir-faire et savoir être. L'apprenant est dans l'action, L'action donc, c'est cette dimension d'être dans l'action là qu'il faudrait accentuer dans le curriculum. Merci.

TP4

Q1 : Le curriculum d'Allemand de 4ème repose-t-il sur des objectifs clairs ?

Oui, les objectifs sont clairement définis et les contenus sont spécifiés

Q2 : Le curriculum est-il à jour ?

Oui, l'approche par les compétences bien que totalement pas nouvelle, constitue un socle actuel pour bâtir les enseignements/apprentissages

Q3 : Le curriculum est-il adapté à la vie actuelle et à l'environnement des élèves ?

Oui, nous vivons dans un monde numérisé et ouverts aux autres cultures. Les 06 modules participent à intégrer l'apprenant dans son environnement.

Q4 : Le curriculum favorise-t-il un avenir social et économique prospère ?

Difficile à évaluer, bien que les 1^{ers} essais datent de 2014. Je pense cependant, qu'il revient à l'enseignant et à toute la communauté éducative ainsi qu'aux partenaires financiers de concrétiser cet objectif du curriculum.

Q5 : Le curriculum est-il équitable et inclusif (par exemple, prend-il en compte la diversité des apprenants et les différents besoins de ces derniers ; répond-il aux besoins des groupes marginalisés ; combat-il les préjugés) ?

Oui, outre mesure il intègre ses objectifs de façon théorique. Cependant, leur concrétisation doit se faire dans les outils d'apprentissage (manuels scolaires) et relayer en classe par l'enseignant afin d'être observables et mesurables.

Q6 : Le curriculum est-il centré sur l'élève et adapté aux besoins de celui-ci (par exemple prend-il en compte les besoins des apprenants ; combat-il les préjugés et la discrimination) ;

Oui, ses objectifs sont annoncés et les contenus y afférents sont thématiques.

Q7 : Le curriculum contribue-t-il au développement personnel et à l'acquisition de compétences essentielles ;

Oui, il permet de développement personnel ! Encore faut-il chez l'apprenant les compétences et la motivation suffisante.

Q8 : Le curriculum est-il ouvert et flexible ?

Oui, l'enseignant peut le modifier au besoin.

Q9 : Le curriculum est-il cohérent entre les différentes étapes/classes/sections et les différents domaines/sujets d'études ?

Oui.

Q10 : Avez-vous des critiques sur le curriculum de 4ème ?

La critique majeure serait de prendre en considération les résultats de la recherche sur le multilinguisme et par exemple accélérer les progressions grammaticales. Proposer à l'examen un moyen d'intégrer le Hören qui est primordial.

Q11 : Avez-vous un commentaire à ajouter sur le curriculum ?

Non

TP5

Q1 : Le curriculum d'Allemand de 4^{ème} repose-t-il sur des objectifs clairs ?

Je dirais à ce niveau oui le curriculum d'Allemand repose sur des objectifs clairs car dès le début on nous énonce déjà les objectifs et le profil qu'on doit avoir après avoir fait la classe de 4^{ème}. Non seulement ces objectifs sont énoncés mais aussi on nous donne également des informations sur les objectifs à atteindre à l'écrit à l'oral ainsi qu'à l'écoute donc tous ces objectifs-là sont clairement définis et on nous donne également la tranche horaire à disposer pour pouvoir boucler donc ces objectifs-là.

Q2 : Le curriculum est-il à jour ?

Je dirais à ce niveau que oui il est jour puisque si on essaye de jeter un coup d'œil sur ce curriculum on se rend compte que les thématiques qui sont données, qui y sont proposées sont les thématiques qu'on rencontre au jour le jour.

Q3 : Le curriculum est-il adapté à la vie actuelle et à l'environnement des élèves ?

A cette question aussi je répondrais par une affirmative euh parce que dès qu'on voit un peu on se rend compte qu'il y a des thématiques telles que la fête de la jeunesse. Les thématiques telles que le code de la route les thématiques telles que achats dans un marché. Tous ces thématiques sont des thématiques auxquelles les apprenants sont déjà exposés et ce sont des thématiques qui sont centrées en quelque sorte sur l'élève sur l'apprenant donc en voyant tout simplement ces thématiques en annonçant tout simplement ces thématiques l'apprenant est comment dirais-je motivé à faire donc ces thématiques là à travailler avec l'enseignant sur ce sujet-là parce que le sujet le concerne personnellement.

Q4 : Le curriculum favorise-t-il un avenir social et économique prospère

A ce niveau je suis quand même un peu septique parce que bon certes qu'il y a bon une petite introduction au social et à l'économie qui est proposée mais étant donné que cette introduction n'est pas développée en approfondissement avec les élèves donc ça pourrait être quand même un pas vers le développement de ces aptitudes là mais seul les notions qu'ils acquièrent ne peut pas leur permettre d'avoir un avenir social prospère et économique.

Q5 : Le curriculum est-il équitable et inclusif (par exemple, prend-il en compte la diversité des apprenants et les différents besoins de ces derniers ; répond-il aux besoins des groupes marginalisés ; combat-il les préjugés) ?

Bon à ce niveau également je combat-il les préjugés ici également je suis sous réserve parce que dans les thématiques abordées on ne voit nulle part les thématiques qui touchent vraiment le problème des groupes marginalisés d'un et de deux donc dans le curriculum dans le programme d'Allemand de 4^{ème} on ne voit également pas euh un contenu qui permet de sensibiliser contre les préjugés oui nous ne voyons pas il manque les contenus sur ces différentes thématiques là manquent euh dans le programme d'allemand euh raison pour laquelle je dirais que bon l'inclusivité du programme est quand même un peu à revoir.

Q6 : Le curriculum est-il centré sur l'élève et adapté aux besoins de celui-ci (par exemple prend-il en compte les besoins des apprenants ; combat-il les préjugés et la discrimination) ;

J'ai déjà répondu à cette question je dirais oui parce que les thèmes proposés dans ce programme sont adaptés au quotidien de l'apprenant et l'apprenant s'identifie par rapport à ces euh questions-là.

Q7- Le curriculum contribue-t-il au développement personnel et à l'acquisition de compétences essentielles ?

Je dirais que bon le développement le développement personnel euh la contribution est minime par rapport au développement personnel mais l'acquisition des compétences essentielles je dirais que oui puisque l'apprenant dans ce programme a la capacité à le comment dirais-je euh donc euh à l'occasion d'avoir non seulement les connaissances dans le domaine social mais également des connaissances dans le domaine économique euh les connaissances dans le domaine de la citoyenneté donc les connaissances dans le domaine de la santé de l'environnement. C'est pourquoi je dirais que les compétences essentielles l'apprenant peut s'acquérir grâce à ce programme parce que il y a euh euh des notions qui émanent de différentes disciplines qui sont enseignés aux enseignants et cela en langue Allemande et ça leur permet de faire le lien entre ce qu'ils ont appris en français et en allemand et une raison pour laquelle donc l'acquisition des compétences essentielles je dirais que ce programme contribue formellement et le développement personnel on pourrait dire oui également puisque s'il procède par comparaison donc par rapport à aux notions reçu en allemand et en français dans d'autres matières qu'ils font ils pourront par comparaison donc trouver comment dirais-je construire leur propre savoir donc d'où la construction aussi de du développement personnel.

Q8 : Le curriculum est-il ouvert et flexible ?

Oui à ce niveau également je dirais oui puisque euh nous avons dans chacun dans chacun des modules il y a ces exemples de situations quatre minimum qui sont proposées et les 4 les 5 proposées permet à l'enseignant de voir par rapport au groupe qu'il a par rapport au niveau des apprenants euh qu'il doit enseigner au jour le jour de prendre le thème par rapport au 5 exemple de situations proposer de prendre ce qui avec lequel ces apprenants peuvent s'intéresser peuvent se sentir impliqué et se focaliser sur ces derniers pour construire donc son euh sa séquence d'enseignement apprentissage et d'où la question de flexibilité et d'ouverture.

Q9 : Le curriculum est-il cohérent entre les différentes étapes/classes/sections et les différents domaines/sujets d'études ?

A ce niveau également je suis quand même un peu septique je dirais bon je répondrais ici par une négative.

Q10 : Avez-vous des critiques sur le curriculum de 4ème ?

La seule critique que je peux énoncer à ce niveau est le fait que si on jeter un coup d'œil sur le curriculum on se rend compte qu'il n'y a pas par exemple des propositions sur les textes à étudier par exemple. Prenons par exemple le module de la citoyenneté où on parle du code de la route des emblèmes nationaux ou on parle des droits et des devoirs des Allemands et des Camerounais par exemple tous ces exemples de situations par exemple euh en classe de 4^{ème} serait vis-à-vis de la disponibilité des textes adaptés à leur niveau en allemand. Donc s'il y avait des propositions concrètes sur les textes qu'on peut utiliser que les enseignants peuvent utiliser dans cette salle de classe ça pourrait vraiment faciliter. Où on parle par exemple de la célébration de la fête de la jeunesse ici l'enseignant se trouve face à un dilemme, il ne sait pas s'il doit lui-même confectionner ses propres textes pour enseigner dans ces exemples de situation aux élèves mais chercher vraiment un texte et dans le manuel même avec lequel il travaille il n'y a pas ces textes et il n'y a pas également une possibilité d'avoir par exemple un court texte comme le cas par exemple de la 3^{ème} sur le Covid où on peut trouver un texte adapté à l'élève mais dans le cadre de citoyenneté par exemple il n'y a pas un texte qui est qu'il soit oral ou écrit avec lequel l'enseignant donc peut travailler pour pouvoir donc enseigner ses élèves ces notions qui sont plus que essentielles. Oui.

Q11 : Avez-vous un commentaire à ajouter sur le curriculum ?

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3 Transcripts on interdisciplinarity

TP1

Q1 : Qu'est-ce que l'interdisciplinarité d'après vous ?

Pour moi l'interdisciplinarité c'est le fait de s'inspirer des contenus des autres matières ou disciplines pour pouvoir retransmettre des savoirs dans sa propre matière. Cela peut se faire par les connaissances que l'enseignant a acquis dans ces autres disciplines soit par les connaissances que les élèves eux-mêmes disposent déjà dans ces autres disciplines ou encore à travers l'intervention d'un enseignant d'une autre discipline qui peut venir en classe faire une séquence de cours à ce niveau pour mieux approfondir les savoirs.

Q2 : Pensez-vous que le programme d'allemand est interdisciplinaire ? Si oui, pourquoi ? Si non, pourquoi ?

Je pense que le programme d'allemand est interdisciplinaire dans la mesure où il y a des contenus qu'on se doit de transmettre en allemand mais que les élèves connaissent déjà car les ayant appris dans d'autres disciplines. Lorsqu'on parle par exemple des emblèmes nationaux au module vie citoyenne, ça renvoie au cours de ECM. Lorsqu'on parle par exemple des parties du corps, des maladies telles que le paludisme, VIH là encore on a à faire à la science donc que le programme d'allemand est interdisciplinaire.

Q3 : Quelles sont les matières avec lesquelles vous pensez qu'on peut associer l'enseignement de l'allemand au Cameroun ?

Pour le module vie sociale et familiale on pourrait associer des cours de ESF qui parlent d'économie sociale et familiale. Pour le module vie économique on pourrait même associer des mathématiques élémentaires, des calculs mathématiques élémentaires, pour le module environnement santé et bien-être on pourrait associer euh des cours de SVT et même de géographie environnementale pour le module vie citoyenne on pourra associer le cours de ECM.

Q4 : Menez-vous ou avez-vous déjà mener des activités pratiques avec vos élèves ? Si oui, donnez un exemple et dites quelle autre (s) discipline (s) intervenai(en)t dans cette activité.

Euh oui lorsque nous avons fait par exemple un jardin scolaire, il a fallu qu'ils ressortent leurs connaissances en biologie pour pouvoir connaître comment entretenir les plantes, il faut les arroser il faut les débarrasser des mauvaises herbes et puis même connaître le rôle que ces plantes-là jouent non seulement pour l'homme mais pour tout l'environnement.

Q5 : Comment pensez-vous que l'interdisciplinarité peut enrichir l'enseignement de l'allemand ?

L'interdisciplinarité peut enrichir l'enseignement de l'Allemand si les activités faites sont beaucoup plus pratiques et orientées vers les élèves. Si par exemple les élèves peuvent être capable de cuisiner de bons mets africains s'ils peuvent être capable par exemple de fabriquer des pots de fleurs, s'ils peuvent être capables de faire de petites cultures, je pense que dans ce cas-là, l'enseignement de l'allemand sera plus enrichi.

Q6 : Avez-vous déjà travaillé avec des enseignants d'autres matières pour intégrer des concepts ou des thèmes interdisciplinaires dans votre enseignement de l'allemand ? Si oui, pouvez-vous donner un exemple de collaboration réussie ?

Je n'ai vraiment pas encore travaillé avec les enseignants d'autres disciplines pour intégrer des concepts en ce qui concerne l'interdisciplinarité. Jusqu'ici je me suis juste toujours basée sur les petites connaissances que j'ai dans le domaine et les connaissances que les élèves eux-mêmes disposent déjà.

Q7 : Comment pouvez-vous encourager les élèves à faire des liens entre l'allemand et d'autres matières ?

Déjà il faut attirer leur attention lorsqu'il y a un lien avec une autre discipline et leur faire clairement comprendre que s'ils ont déjà les bases dans ce domaine-là, il sera très facile pour eux d'intégrer ces connaissances là même en allemand et surtout ne pas oublier le volet pratique parce que c'est par là qu'ils peuvent mieux retenir les concepts.

Q8 : Dans votre expérience, quelles sont les difficultés rencontrées lors de la mise en œuvre de l'interdisciplinarité dans l'enseignement de l'allemand ?

Pour certains élèves la difficulté est souvent la langue par ce que c'est une chose de connaître de comprendre un cours en français ou en anglais mais c'en est toute une chose maintenant de pouvoir intégrer ces savoirs là en allemand. Certains se mette déjà ce blocage là que c'est trop difficile, l'allemand est difficile. Aussi on doit aussi noter peut-être le manque de collaboration sérieuse avec les enseignants de ces disciplines là et puis parfois le manque de matériel lors des phases pratiques lorsqu'on veut faire une activité pratique parfois il manque le matériel adéquat.

Q9 : Quelles sont les ressources pédagogiques (livres, sites web, vidéos, etc.) que vous utilisez pour intégrer l'interdisciplinarité dans l'enseignement de l'allemand ?

Jusqu'ici je me réfère au cours au cours fait dans ces autres disciplines là plus précisément au cahier des élèves même souvent ils viennent avec leur cahier et on exploite ce qu'on peut exploiter.

Q10 : Quel lien faites-vous entre l'interdisciplinarité et l'approche par compétence ?

L'interdisciplinarité et l'approche par les compétences pour moi sont des concepts étroitement liés euh l'interdisciplinarité devrait euh devrait pouvoir promouvoir le développement des compétences pratiques chez les élèves parce que si ça reste encore trop théoriques je pense que les élèves peuvent se désintéresser de la chose.

Q11 : Avez-vous un commentaire à ajouter sur l'interdisciplinarité dans le cours d'allemand ?

Je pense que ni l'enseignant d'allemand ni la langue allemande même dans notre contexte ne devrait fonctionner comme un électron libre vue qu'il y a plusieurs tentacules qui s'étendent dans différents domaines disciplinaires et aussi de la vie quotidienne des élèves. Donc il serait judicieux pour chaque enseignant d'allemand d'être en parfaite collaboration avec les enseignants d'autres disciplines afin de promouvoir l'interdisciplinarité de manière pratique et aussi de toujours faire savoir aux élèves de de d'attirer l'attention des élèves lorsqu'il y a un lien avec une autre discipline parce que non seulement ça peut les aider à mieux asseoir les connaissances en ce qui concerne l'allemand mais aussi en ce qui concerne même la discipline à la base. Et l'interdisciplinarité est quelque chose qui devrait vraiment être vulgarisé de nos jours il faudrait qu'on en parle suffisamment pour attirer l'attention aussi déjà des enseignants et puisqu'il y a certains qui enseignent l'allemand qui enseignement même qui transmette ces contenus là mais de manière inconsciente, ils ne sont pas encore conscients que d'une manière ou d'une autre ils sont entrain de pratiquer de l'interdisciplinarité. Dons pour mieux euh faire connaître la chose pour mieux approfondir il faudrait que ce soit vulgaire que chacun soit conscient de cela pour mieux intégrer le concept.

TP2

Q1 : Qu'est-ce que l'interdisciplinarité d'après vous ?

J'entends par interdisciplinarité. Je voudrais dire euh l'interdisciplinarité inter on a déjà entre qui veut dire entre et on a discipline donc entre les disciplines c'est-à-dire pour ma part c'est en fait au sens stricte je dirais c'est l'interdisciplinarité désigne l'ensemble des interactions qu'il y a entre deux ou plusieurs disciplines que ce soit à propos des démarches méthodologiques à propos des techniques à propos des

concepts et cetera donc pour ma part l'interdisciplinarité se résume à l'interaction aux interactions effectives entre deux ou plusieurs disciplines entre deux ou plusieurs disciplines.

Q2 : Pensez-vous que le programme d'allemand est interdisciplinaire ? Si oui, pourquoi ? Si non, pourquoi ?

Je dirais le programme d'allemand ne se limite pas seulement à l'allemand. Le programme d'allemand est une sorte de mixture entre les disciplines et pendant qu'on se trouve dans un module ou dans un autre, il y a des savoir ou des méthodes parfois des démarches des autres disciplines parfois ce sont même plutôt des connaissances des autres disciplines qu'il faut intégrer pour pouvoir faire son cours d' Allemand que ce soit de la part de l'enseignant ou de la part des élèves, il y a un certains nombres de savoirs. Parfois ce ne sont pas simplement des savoirs mais aussi des méthodes qu'il faut prendre un peu partout dans les disciplines connexes. Donc quand on se retrouve dans les module vie familiale et sociale ou vie économique ou média et communication ou encore environnement santé et bien-être il y a des connaissances à puiser ailleurs. Donc pour cela on dira, le programme d'allemand est fondamentalement interdisciplinaire. Il ne s'agit pas simplement de l'allemand parce qu'en réalité les connaissances en réalité, le programme d'Allemand est basé sur des thèmes sur des thèmes c'est-à-dire des savoirs précis. Ce n'est pas des savoirs de l'Allemand ce sont des savoirs des différentes disciplines, ce sont des savoirs des disciplines différentes qui sont maintenant expliqués en langue allemande. De ce fait l'Allemand est le cours d'allemand fondamentalement interdisciplinaire et quand on parlait d'interdisciplinarité en ce moment on pourra toucher la géographie on pourra toucher l'histoire on pourra toucher la sociologie on pourra toucher l'économie on pourra toucher les mathématiques on pourra toucher la médecine on pourra toucher euh la chimie et cetera. L'art culinaire on se retrouve aussi là-dedans il y a non seulement des savoirs théoriques mais aussi des savoirs pratiques en cours d'Allemand. On peut aussi toucher le dessin, il y a tellement de disciplines connexes l'informatique, tout est regroupé là.

Q3 : Quelles sont les matières avec lesquelles vous pensez qu'on peut associer l'enseignement de l'allemand au Cameroun ?

Géographie, l'histoire, la sociologie, économie, mathématiques, médecine, chimie, art culinaire, l'informatique

Q4 : Menez-vous ou avez-vous déjà mener des activités pratiques avec vos élèves ? Si oui, donnez un exemple et dites quelle autre (s) discipline (s) intervenai(en)t dans cette activité.

Oui moi particulièrement j'en ai déjà mené et c'était beaucoup plus le dessin. Il y a eu des activités sur l'entretien du jardin ou le plan d'arbre donc je vais m'attarder sur le dessin. Il s'agissait par exemple que les enfants lisent une histoire essayent de comprendre l'histoire en question après cela après avoir compris l'histoire qu'est-ce qu'on a fait ? on a essayé de diviser l'histoire, à reconstruire l'histoire sous forme de dialogue après avoir reconstruit l'histoire sous forme de dialogue, il fallait passer à la phase de l'illustration maintenant puisque l'histoire est comprise on a un dialogue il faut illustrer comment illustrer ? Il faut que les enfants arrivent à à faire à produire une bande dessinée sur l'histoire lu donc, c'était ça le la chose pratique réalisé en salle de classe. Et en ce moment je pense que la discipline connexe qui intervenait le plus était le dessin.

Q5 : Comment pensez-vous que l'interdisciplinarité peut enrichir l'enseignement de l'allemand ?

L'interdisciplinarité enrichie le cours d'Allemand, c'est un fait déjà parce que je l'ai dit au début l'allemand, il n'y a pas que des savoirs de l'Allemand, le cours d'Allemand ne se résume pas à venir enseigner la grammaire et cetera. Le cours d'Allemand vise des compétences bien précises et est basé généralement sur un thème, un thème qui peut se retrouver être par exemple du domaine de la géographie, du domaine de l'histoire du domaine de la chimie de l'informatique. Si par exemple on veut parler de l'histoire ou par exemple de la géographie, positionner les différentes villes du Cameroun ou des villes d' Allemagne sur la carte, identifier les capitales etc. tout n'est pas en réalité la base le propre de l'Allemand mais c'est de la

géographie intégrée à l'Allemand tout comme si on voudrait par exemple traiter des questions de géographie d'histoire ou des outils informatiques, comment est-ce qu'il faut faire ou si on voudrait traiter des questions de cybercriminalité en classe, des dangers des réseaux sociaux et cetera, tout cela n'est pas à la base réservé au cours d' Allemand ce sont des contenus d'autres disciplines qui sont intégrés à l' allemand ce sont des familles, ce sont des situations qui doivent être qui sont empruntées à d'autres disciplines pour traiter pour parler du cours d' Allemand donc à la base il est fondamentalement interdisciplinaire et l'interdisciplinarité peut ne peut qu'enrichir le cours d' allemand parce que en préparant un cours d' allemand l'enseignant a cette capacité doit faire appel déjà à ces ensembles de connaissances puiser un peu partout dans les autres discipline et peut même faire intervenir un spécialiste de ces questions quand le besoin se fait ressentir.

Q6 : Avez-vous déjà travaillé avec des enseignants d'autres matières pour intégrer des concepts ou des thèmes interdisciplinaires dans votre enseignement de l'allemand ? Si oui, pouvez-vous donner un exemple de collaboration réussie ?

Moi particulièrement, je ne l'ai pas encore fait de manière très pratique, de manière très précise mais il m'est arrivé de demander ou de chercher à mieux comprendre un certain concept et c'était en histoire. De chercher à mieux comprendre un concept pour pouvoir intégrer cela dans ma préparation du cours. Donc ici moi je pense qu'une collaboration beaucoup plus franche fera intervenir l'enseignant même de la discipline en salle de classe pour une meilleure explication, ce que je n'ai pas encore fait.

Q7 : Comment pouvez-vous encourager les élèves à faire des liens entre l'allemand et d'autres matières ?

Il est très important que les apprenants puissent tisser eux-mêmes des liens entre les savoirs entre le cours d'Allemand et les savoirs des disciplines connexes de toutes les matières à l'école. IL est très important que des liens puissent être tissés c'est-à-dire qu'un enfant devrait être capable de faire appel à un certain nombre de savoirs peut être lu en salle de classe moi je pense que les apprenants le font déjà mais est-ce que cela se fait de manière pertinente ? Là est la question et comment les encourager à le faire ? C'est surtout insister sur ce volet, toujours faire ces renvois en salle de classe c'est-à-dire toujours inciter les élèves à produire, à réfléchir et cela peut se passer dans le phase d'activation du cours d'Allemand. C'est-à-dire on essaie de voir, d'activer des prérequis des apprenants sur un certain nombre de questions et c'est à partir de ce moment qu'ils peuvent se dire oui je sais on a déjà parlé de telle chose et cetera. Je peux donc faire appel. L'apprenant peut réfléchir en ce moment, se dire oui j'ai traité tel aspect en histoire ou en mathématique et cetera ou on peut faire cela dans la phase d'activation ou on peut toujours poser des questions incitatives en en insinuant par exemple, si on peut le dire en français vous avez déjà vu vous avez déjà vu telle chose certainement en histoire comment on appelle ceci en histoire comment fait-on, comment en littérature on fait telle chose ou encore en langue française. Créer ces petits liens, faire ces petits raccourcis entre les disciplines pour pouvoir inciter les élèves à faire plus rapidement appel à leurs connaissances antérieure ou connaissances qu'ils ont pu acquérir dans les disciplines connexes cela serait très important pour eux pour mieux structurer ou pour mieux faire son cours d'Allemand.

Q8 : Dans votre expérience, quelles sont les difficultés rencontrées lors de la mise en œuvre de l'interdisciplinarité dans l'enseignement de l'allemand ?

De mon expérience il n'existe pas, je ne trouve pas vraiment des difficultés à faire des liens ou à mettre en œuvre l'interdisciplinarité au cours d'Allemand parce que pour ma part c'est déjà un fait. Il n'y aurait plus de difficultés parce que je considère cela comme étant un fait de cours c'est à dire cela va dans la norme des choses qu'il y ait de l'interdisciplinarité comme je dis mais si cela doit être structuré de manière plus pratique alors, il y aura peut-être un certain nombre de difficultés quant à la structuration et cetera donc je pense qu'il y a pas vraiment des difficultés à implémenter l'interdisciplinarité en cours d' allemand du moins il ne devrai pas y avoir des difficultés parce que ce sont tous nos contenu de cours et à ce niveau c'est fondamental.

Q9 : Quelles sont les ressources pédagogiques (livres, sites web, vidéos, etc.) que vous utilisez pour intégrer l'interdisciplinarité dans l'enseignement de l'allemand ?

Il y a tellement de ressources pour le faire et déjà le premier conseil que je donnerais c'est que le réseau social YouTube est la plus grande base de donnée en matière de vidéo d'enseignement ce qui fait que quel que soit la discipline, quel que soit le contenu quel que soit l'approche qu'on veut adapter, il y a tellement de vidéos disponibles sur YouTube qui permettent non seulement de mieux appréhender la question ou du moins avoir une idée globale et faire des recherches plus tard peut-être pour mieux appréhender certains petits aspects et ce sera beaucoup plus YouTube parce que c'est le plus accessible à tout le monde, c'est entièrement gratuit et les contenus sont super variée.

Q10 : Quel lien faites-vous entre l'interdisciplinarité et l'approche par compétence ?

Moi je dirais à notre époque des approches par les compétences, c'est où l'interdisciplinarité tient toute sa plu valu parce que l'interdisciplinarité rend les choses beaucoup plus facile et permet aux élèves de créer plus de lien vers leurs compétences c'est-à-dire on part d'un certains nombres de savoir ou de compétences pour acquérir un certains nombres de compétences parce que les savoirs interdisciplinaires généralement peuvent être déjà des compétences que les élèves ont et cela ne peut que faciliter la mise en œuvre des compétences ou l'atteinte des objectifs ou des compétences visées. Donc pour ma part il y a un lien très direct entre les deux éléments.

Q11 : Avez-vous un commentaire à ajouter sur l'interdisciplinarité dans le cours d'allemand ?

Je pense que j'insisterais sur le fait que l'interdisciplinarité est un aspect fondamental du cours d'allemand parce que le cours d'Allemand ce sont les contenu des différents disciplines qu'on emploi dans le cours d'Allemand. Dans le but d'acquérir des compétences linguistiques et déjà que le cours d'allemand ne vise plus seulement l'acquisition des compétences linguistiques, le parler, l'écrit, l'oral etc. l'écoute ou la lecture mais il y a un certain nombre de compétences plus ou moins pratiques ou plus ou moins procédurales que linguistiques donc du coup il est important de mettre l'interdisciplinarité au centre de toute pratique.

TP3

Q1 : Qu'est-ce que l'interdisciplinarité d'après vous ?

L'interdisciplinarité, c'est le fait d'enseigner une discipline en combinant des aspects d'autres disciplines. Par exemple, dans le cadre de l'allemand on peut enseigner l'allemand en intégrant des aspects de mathématiques, de biologie aussi et d'autres disciplines encore, en fonction de ce que l'enseignant enseigne.

Q2 : Pensez-vous que le programme d'allemand est interdisciplinaire ? Si oui, pourquoi ? Si non, pourquoi ?

Oui, je pense que le programme d'Allemands est interdisciplinaire, parce que quand on voit les différents modules, vie familiale et sociale, environnement, santé, bien et médias, communication, citoyenneté, on voit déjà les différents domaines de vie avec des compétences différentes que l'enseignant devra développer, comme la vie sociale, de la sociologie, en économie également, des compétences en économie. Et puis des compétences en biologie par exemple dans Environnement, santé, bien-être.

Q3 : Quelles sont les matières avec lesquelles vous pensez qu'on peut associer l'enseignement de l'allemand au Cameroun ?

Je pense qu'on peut associer l'enseignement, l'allemand avec des matières les mathématiques, la physique, la chimie, la biologie e l'histoire, la géographie.

Q4 : Menez-vous ou avez-vous déjà mener des activités pratiques avec vos élèves ? Si oui, donnez un exemple et dites quelle autre (s) discipline (s) intervenai(en)t dans cette activité.

Oui, j'ai déjà, mais une activité pratique avec mes élèves. Donc j'ai déjà mené plusieurs activités pratiques et je vais prendre un exemple d'une activité qui est la fabrication de cubes. Dans le module vie sociale et familiale, on a décidé de fabricants Cube qui pouvait nous servir de base point pour des fleurs de base qui

pouvait nous aider, comme pot de fleurs dans lesquels on met des fleurs, et la discipline qui intervenait dans cette activité, il y a les mathématiques, par exemple, avec la mesure des dimensions d'un carré. Il y a aussi l'art. Il fallait que ce soit beau, joli, donc ça, ce sont les deux disciplines peut-être on pourrait aussi ajouter la technologie, par exemple on pourrait aussi observer la perspective cavalière aussi dans ce contexte-là.

Q5 : Comment pensez-vous que l'interdisciplinarité peut enrichir l'enseignement de l'allemand ?

L'interdisciplinarité peut enrichir l'enseignement de l'allemand dans la mesure où a en intégrant l'interdisciplinarité dans l'enseignement de l'allemand, les élèves sont confrontés à beaucoup de situations différentes. Ils utilisent la langue dans différentes situations et ça leur permet de développer leur vocabulaire, leurs compétences à l'oral par exemple. Oui, ça peut enrichir l'Allemand.

Q6 : Avez-vous déjà travaillé avec des enseignants d'autres matières pour intégrer des concepts ou des thèmes interdisciplinaires dans votre enseignement de l'allemand ? Si oui, pouvez-vous donner un exemple de collaboration réussie ?

Je n'ai pas à encore travaillé avec les enseignants lorsque j'ai organisé des projets dans le cadre de mon enseignement. Par ailleurs, j'ai déjà pris des renseignements lorsque je veux mener un projet. Je me suis déjà rapproché des enseignants, par exemple de physique de chimie pour pouvoir, mener à bien un projet en ce qui concerne par exemple la fabrication du savon où la chimie intervient. J'ai déjà demandé aux enseignants de chimie et des informations sur la saponification.

Q7 : Comment pouvez-vous encourager les élèves à faire des liens entre l'allemand et d'autres matières ?

Pour encourager les élèves à faire le lien entre l'allemand et d'autres matières, il faut qu'ils soient dans l'action. Il faudrait organiser des activités avec eux parce que, de façon théorique, ce sera difficile d'atteindre cet objectif-là. Ils ne pourront pas vraiment visualiser concrètement comment les liens avec les autres matières se font. Il faut organiser des activités où ils sont actifs et où ils expérimentent.

Q8 : Dans votre expérience, quelles sont les difficultés rencontrées lors de la mise en œuvre de l'interdisciplinarité dans l'enseignement de l'allemand ?

La difficulté rencontrée quand on veut mettre en œuvre l'interdisciplinarité, c'est déjà le fait de travailler en collaboration avec d'autres enseignants. Les enseignants ne seront pas, par exemple toujours disponibles à l'heure du cours. Ça peut être qu'on veut travailler avec un enseignant qui dans sa salle de classe, un autre cours à cette heure où nous avons aussi cours. Et puis il y a aussi le matériel adéquat parce que, puisque l'établissement ne donne pas de budget pour les activités pratiques avec les élèves, l'enseignant doit puiser dans son salaire et cela n'a pas la possibilité de prendre dans son salaire pour financer les activités pratiques, l'enseignant va

renoncer à prendre des initiatives, Donc ça c'est une autre difficulté. Et puis aussi les compétences parce que on ne forme pas les enseignants à être interdisciplinaire dans la formation initiale. Donc ce sont des compétences supplémentaires que les enseignants, de façon autonome, développent pour pouvoir intégrer des projets interdisciplinaires.

Q9 : Quelles sont les ressources pédagogiques (livres, sites web, vidéos, etc.) que vous utilisez pour intégrer l'interdisciplinarité dans l'enseignement de l'allemand ?

Pour intégrer l'interdisciplinarité dans le cours d'Allemand, les ressources pédagogiques, il y a naturellement des livres. Il y a des sites web. Moi, j'utilise beaucoup internet. Les vidéos de You Tube, surtout c'est mon matériel de ressource adéquat que j'utilise pour intégrer l'interdisciplinarité dans mon cours ?

Q10 : Quel lien faites-vous entre l'interdisciplinarité et l'approche par compétence ?

Les textes binarité, l'approche par compétences sont indissociables puisque réaliser une action, il y a plusieurs connaissances qu'on rassemble pour pouvoir par exemple, si je prends l'exemple du cube dont je dont j'ai parlé plus haut, il faudrait que je sache mesurer, la compétence de mesures. Il faudrait que je sache tracer. Il faudrait également que je sache respecter les plis. Sinon le cube ne pourra pas fonctionner, le cube en origami ne pourra pas fonctionner. Donc et puis pour pouvoir aussi mener une action comme la

fabrication du savon, il faudrait que j'ai des compétences en chimie pour voir comprendre la réaction. Par exemple, savoir que on met la soude dans l'eau et non l'eau dans la soude ça, c'est une compétence interdisciplinaire.

Q 11 : Avez-vous un commentaire à ajouter sur l'interdisciplinarité dans le cours d'allemand ?

Donc je pense que le cours d'allemand sera très intéressant si la dimension interdisciplinaire est vraiment intégrée, si on tient vraiment compte également d'intégrer l'approche par projet puisque les deux vont ensemble.

TP4

Q1 : Qu'est-ce que l'interdisciplinarité d'après vous ?

D'après moi l'interdisciplinarité c'est un mot même qui vient du latin et dans le mot même inter et disciplinarité, il y a deux mots centraux notamment, le mot inter qui veut dire entre les disciplines entre et maintenant le mot disciplinarité qui vient de discipline. C'est-à-dire que selon moi l'interdisciplinarité veut dire tout simplement l'intégration des contenus des différentes disciplines dans la disciplines clé, dans la discipline phare donc, l'intégration des contenus issues d'autres disciplines dans la discipline de base.

Q2 : Pensez-vous que le programme d'Allemand est interdisciplinaire ? Si oui, pourquoi ? Si non, pourquoi ?

Je répondrais à cette question par une affirmative. Le programme d'Allemand est vraiment interdisciplinaire puisque, si on prend le programme entre les mains, on se rend compte qu'il y a non seulement des contenus sur le sociétal donc, comment vivre dans la société. On prend par exemple le premier module et le second module qui parlent du social donc c'est déjà une première discipline qui est intégré à l'Allemand qui est une autre discipline en elle. Ça fait déjà 2. Et si on prend maintenant par la suite le module 3 où on nous parle de vie économique déjà c'est un module qui parle de l'économie et l'économie en elle est une discipline à part entière qui vient d'être qui est intégrée à l'Allemand qui en est aussi une autre discipline. La même chose pourrait aussi se faire avec le module sur média et communication où on nous parle des technologies de l'information et de la communication qui est le domaine par excellence de l'informatique qui en elle est aussi une discipline à part entière qui est intégrée à l'Allemand. Et la même chose pourrait aussi se passer par le module citoyenneté qui parle de l'éducation civique et l'éducation civique et morale en est également une discipline à part entière et toutes ces disciplines se retrouvent dans le programme d'Allemand. Etant donné que toutes ces notions s'y retrouvent, je crois qu'on peut affirmer sans risque de nous tromper que le programme d'Allemand est interdisciplinaire.

Q3 : Quelles sont les matières avec lesquelles vous pensez qu'on peut associer l'enseignement de l'Allemand au Cameroun ?

Je dirais à cette question que toutes les matières non seulement les matières enseignés dans l'enseignement général mais également dans l'enseignement technique puisque l'Allemagne étant donc un pays très émergent et étant également un pays où nombreux font leur étude, étant un pays qui offre suffisamment de bourses d'étude, c'est pourquoi les apprenants qu'ils soient dans l'enseignement général ainsi que dans l'enseignement technique, ils ont la nécessité d'apprendre l'Allemand parce que, l'Allemand leur permet par exemple de bénéficier par exemple de ces programmes-là qui sont lancés. S'ils ont la possibilité de faire le cours d'Allemand peut être le cours de technologie, le cours de physique le cours de management. Que ce soit dans l'enseignement technique ou général à mon humble avis, on doit intégrer l'enseignement de l'Allemand parce que l'Allemand leur permet donc d'avoir les possibilités d'opportunité. En faisant donc le cours par exemple dans cette langue là, ça leur permet par exemple s'ils arrivent en Allemagne d'être au même niveau que les autres et de pouvoir donc de s'agrémenter et de continuer leurs études sans avoir ne serais ce qu'une petite difficulté.

Q4 : Menez-vous ou avez-vous déjà mener des activités pratiques avec vos élèves ? Si oui, donnez un exemple et dites quelle autre (s) discipline (s) intervenai(en)t dans cette activité.

A ce niveau je répondrais par une négative par ce que jusque-là je n'ai pas eu la possibilité de le faire. Oui pas encore.

Q5 : Comment pensez-vous que l'interdisciplinarité peut enrichir l'enseignement de l'Allemand ?

Je ne le pense pas seulement penser mais je le crois fermement que l'interdisciplinarité enrichi l'enseignement de l'Allemand. Parce qu'un fait est clair l'Allemand est une langue et étant une langue donc c'est ces contenus interdisciplinaires qu'on enseigne aux élèves qui nous permettent de leur donner des notions des contenus linguistiques adapter sur tous les domaines et par là ça enrichie l'enseignement de l'Allemand. Ça enrichie les apprenants puisqu'ils ont maintenant la possibilité de savoir comment on dit mesure barrière en Allemand et ça va leur permettre également de comprendre la SVT et de pouvoir faire lien entre ce que l'enseignant d'Allemand leur dispense en Allemand avec les cours qu'ils reçoivent dans ces domaines en langue française. Et donc à ça ouvre en quelque sorte leur horizon et ça leur permet de pouvoir dire quelque chose indépendamment de la barrière linguistique.

Q6 : Avez-vous déjà travaillé avec des enseignants d'autres matières pour intégrer des concepts ou des thèmes interdisciplinaires dans votre enseignement de l'Allemand ? Si oui, pouvez-vous donner un exemple de collaboration réussie ?

La collaboration se passe dans la majorité des cas pas lors de la séquence d'enseignement apprentissage mais avant la séquence d'enseignement apprentissage. Par rapport au dialogue aux conversations que nous avons, on s'échange donc des idées donc par rapport aux contenus qui est proposé par le programme d'Allemand que je dois enseigner aux élèves, j'essaie donc d'avoir leurs idées sur ce contenu là et par rapport à ce qu'ils donnent comme input. Donc j'organise donc mon enseignement apprentissage en me focalisant sur les idées que je reçois d'eux et c'est pourquoi je peux parler de collaboration. Puisque si mon cours peut être sur la santé et bien-être. C'est en majeure partie grâce aux conversations que j'ai eu avec les enseignants par exemple de la SVT qui me donnent des informations plus claires. Lesquelles informations seraient donc utilisées par moi lors de la préparation du cours et le même cours qui sera donc dispensé en classe. Donc c'est pourquoi je dirais donc que c'est une collaboration même si les enseignants n'interviennent pas directement en classe mais ils interviennent de façon passive, donc passivement oui à travers leurs idées qu'ils nous donnent.

Q7 : Comment pouvez-vous encourager les élèves à faire des liens entre l'Allemand et d'autres matières ?

Oui en ce en ce qui concerne ce point je dirais que l'encouragement des élèves vient de soi puisque dès qu'ils dès que nous avons par exemple la possibilité de les sensibiliser sur l'importance de l'Allemand, l'enseignement de l' Allemand dans le secondaire, on profite de l'occasion pour les édifier qu'il y a différentes bourses pour l'Allemagne et lesquelles bourses qui exigent d'eux d'avoir un minimum de connaissance en Allemand et par là nous contribuons également à les encourager activement non seulement à travailler d'arrache-pied pour améliorer leur compétence linguistique en Allemand mais également en d'autres matières par exemple dans ma matière cible que l'apprenant souhaite faire ne Allemagne et là ça l'encourage à travailler non seulement en cette matière là mais également en Allemand pour pouvoir donc euh obtenir donc une bourse d'étude.

Q8 : Dans votre expérience, quelles sont les difficultés rencontrées lors de la mise en œuvre de l'interdisciplinarité dans l'enseignement de l'Allemand ?

Le souci majeur avec l'intégration de l'interdisciplinarité se trouve dans les textes puisque si on a par exemple à enseigner à l'élève comment par exemple le carnaval ou dirais-je comment est-ce que la fête traditionnelle camerounaise est se fête pour trouver un texte en Allemand qui parle de ce contenu, c'est vraiment comment dirais-je difficile pour ne pas dire impossible donc c'est quasiment difficile pour trouver un texte qui réponds complètement aux besoins. Si vous me permettez par exemple, je peux évoquer l'exemple de situation qui parle des mesures barrières, de la vaccination contre le covid de classe de 3^{ème} il

m'a fallu chercher par exemple un texte audio et l'adapter et le didactiser pour pouvoir donc enseigner le contenu parce que la majorité des textes que je cherche, que je trouve sur internet par exemple et comme il n'y a pas de proposition de texte que je trouve sur internet. Et dans le manuel même, il n'y a pas de texte qui cadre avec ce domaine-là donc, j'ai dû recourir donc à cet audio qui à la base est produite pour les apprenants de Vienne et que j'ai contextualiser, que j'ai didactisé tant bien que mal essayer donc comment dirais-je de circonscrire dans le domaine camerounais. Donc par exemple cet élément relève d'une difficulté que nous rencontrons lorsqu'il faut euh comment dirais-je convoquer d'autres contenus convoquer les contenus issues d'autres matières dans notre cours d'Allemand. Le casse-tête chinois se trouve surtout donc dans le niveau de langue du texte qu'on trouve, il y a des textes sur internet mais pour trouver un texte qui parle vraiment de la fête traditionnelle ou la fête de la jeunesse dans le contexte camerounais c'est pas du tout chose facile ni même un texte audio donc et ça ne nous permet pas de parler donc de façon claire et nette de cette problématique-là. Mais s'il y a quelques propositions de texte qui sont faites, mais par rapport à ces propositions-là l'enseignant voit si le dit texte donc est adéquat à son contexte et il peut par rapport à ce qu'il a déjà entre les mains, il peut tout simplement adapter le matériel là au contexte avec lequel il travaille.

Q9 : Quelles sont les ressources pédagogiques (livres, sites web, vidéos, etc.) que vous utilisez pour intégrer l'interdisciplinarité dans l'enseignement de l'Allemand ?

Pour intégrer l'interdisciplinarité, je fais recours non seulement au livre qui est au programme mais également au magazine donc il y a aussi le Goethe-Calendar qui m'aide. Il y a également les sites web que j'utilise, mais surtout les contenus audio-visuels parce que certains thèmes comme média et communication sur parfois la citoyenneté sur également les maladies sur les thématiques là on est obligé à faire recours aux contenus audio visuels. C'est ces contenus-là qui nous permettent d'intégrer l'interdisciplinarité dans notre cours d'Allemand.

Q10 : Quel lien faites-vous entre l'interdisciplinarité et l'approche par compétence ?

L'interdisciplinarité et l'approche par les compétences pour moi sont des concepts étroitement liés. L'interdisciplinarité devrait pouvoir promouvoir le développement des compétences pratiques chez les élèves par ce que si ça reste encore trop théoriques je pense que les élèves peuvent se désintéresser de la chose.

Le lien qu'il y a entre l'interdisciplinarité et l'approche par compétence, je dirais tout simplement que donc que l'approche par compétence qui veut que nous formons des apprenants aptes à faire quelque chose par rapport aux connaissances qu'ils ont reçu et donc cette aptitude conforte de façon pas direct mais de façon indirecte également la notion d'interdisciplinarité et donc pour pouvoir faire quelque chose l'apprenant doit non seulement avoir des connaissances sur la discipline X mais également sur la discipline Y. C'est la combinaison des connaissances qu'il reçoit de toutes ces disciplines-là qui peut faire de lui un élève compétent un élève à s'intégrer dans la vie socio-économique. Un élève prêt à s'intégrer au monde de l'emploi donc l'interdisciplinarité et l'approche par compétence vont de pair. On ne peut pas parler de l'un sans parler de l'autre. Donc je vous remercie infiniment.

Q11 : Avez-vous un commentaire à ajouter sur l'interdisciplinarité dans le cours d'Allemand ?

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TP5

Q1 : Qu'est-ce que l'interdisciplinarité d'après vous ?

En fait, moi, interdisciplinarité, c'est une sorte d'inter connectivité entre différentes disciplines. Donc on parle aussi de l'interdisciplinarité lorsque on fait appel à des compétences, à des connaissances, des programmes de différentes disciplines. Maintenant, est-ce que les programmes, dans le moment sont interdisciplinaires ? Je dirais dans une certaine certaine mesures, ils sont, même s'ils ne sont pas assez.

Q2 : Pensez-vous que le programme d'Allemand est interdisciplinaire ? Si oui, pourquoi ? Si non, pourquoi ?

Ils le sont dans la mesure où ils font appel à, comme je l'ai dit plus haut, des connaissances et compétences d'autres disciplines, notamment l'histoire, la géographie, la sociologie. Parce qu'on voit des textes sur la ville au quotidien, au, en Afrique, le quotidien d'Allemagne, je pense que ça, c'est de la sociologie. Et aussi il y a des éléments culturels et historiques aussi dans cette mesure, les programmes sont en partie disciplinés, mais je pense qu'ils ne sont pas assez parce qu'on pourrait faire cours à davantage de discipline et davantage de discipline que ça. Maintenant, les matières avec lesquelles je pense qu'on puisse associer l'enseignement de l'Allemand, je pense avec toutes les matières, parce que ça dépend vraiment de ce qu'on veut faire. Si on part du postulat sur lequel on veut rendre l'enseignement de l'Allemand plus connecté au contexte camerounais, plus adapté à cet objectif qui est de former des Camerounais capables de s'adapter au contexte camerounais, de résoudre des problèmes concrets de la vie. Alors on devrait être capable de faire recours à toutes les disciplines dans le cours d'Allemand.

Q3 : Quelles sont les matières avec lesquelles vous pensez qu'on peut associer l'enseignement de l'Allemand au Cameroun ?

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Q4 : Menez-vous ou avez-vous déjà mener des activités pratiques avec vos élèves ? Si oui, donnez un exemple et dites quelle autre (s) discipline (s) intervenai(en)t dans cette activité.

Oui, je mène des activités pratiques avec mes élèves. J'ai déjà eu à mener la fabrication du menthol, la fabrication des bougies, des campagnes de sensibilisation et aussi le reboisement là il s'agit de quelques-unes. Pour ce qui est du reboisement, on fait appel à des disciplines comme la SVT parce qu'il faut faire une sorte de théorie sur le reboisement au réchauffement climatique et autres sur l'évolution de la plante, comment la planter et ainsi de suite. La fabrication du menthol fait appel à des disciplines comme la chimie, avec les processus de dissolution, de mélanger et autre pour ne citer que cela. Il y a d'autres disciplines lorsqu'il faut fabriquer des fleurs, il faut mesurer, couper tout ça. Il y a de la mathématique et autres disciplines.

Q5 : Comment pensez-vous que l'interdisciplinarité peut enrichir l'enseignement de l'Allemand ?

Je pense qu'il peut enrichir le cours d'Allemand en ceci qu'il le connectera davantage au contexte camerounais, parce qu'avec la conjoncture économique actuelle nous sommes dans un contexte où on tend vers des connaissances plus pratiques. Il ne s'agit plus de faire un cours purement linguistique. On devrait faire recours à d'autres disciplines pour rendre le cours d'Allemand plus pratique, pour rendre les apprenants d'Allemand, plus aptes à résoudre des problèmes concrets. Parce que les problèmes ne sont pas seulement d'ordre communicationnel ou linguistique, il y a d'autres problèmes. Ensuite, ça pourrait aussi enrichir beaucoup d'Allemands en ceci que ça le rendrait plus attrayante pour les élèves, particulièrement ceux qui ont plus d'aptitude pratique, ceux qui se sentent plus à l'aise dans des activités pratiques que linguistiques, ils se retrouveront et implicitement, cela les amènera à accroître leur niveau linguistique en ceci qu'ils apprendront du nouveau vocabulaire, les expressions et tout, en faisant ce qu'il sait qui leur plaît effectivement.

Q6 : Avez-vous déjà travaillé avec des enseignants d'autres matières pour intégrer des concepts ou des thèmes interdisciplinaires dans votre enseignement de l'Allemand ? Si oui, pouvez-vous donner un exemple de collaboration réussie ?

Oui, surtout en ce qui concerne la théorie. Pour la fourniture de certains matériaux pour les activités pratiques, notamment les plans pour les fleurs.

Q7 : Comment pouvez-vous encourager les élèves à faire des liens entre l'Allemand et d'autres matières ?

En les sensibilisant, en faisant comprendre aux élèves qu'on peut apprendre l'Allemand en y intégrant d'autres disciplines, en pratiquant même avec eux ? Parce que c'est vrai, il faut sensibiliser, mais il faut le faire aussi à travers des activités pratiques. Qu'eux même ils touchent du doigt ces réalités, comprennent davantage, comprennent en faisant, en pratiquant qu'on peut associer l'Allemand à d'autres métiers.

Q8 : Dans votre expérience, quelles sont les difficultés rencontrées lors de la mise en œuvre de l'interdisciplinarité dans l'enseignement de l'allemand ?

D'abord, il faut une sorte de recyclage du professeur d'Allemand qui ne devrait plus rester dans sa zone de confort. Il faut juste transmettre des notions d'ordre linguistique. Il faudra donc sortir de cette zone-là, apprendre, soi-même ces compétences pour pouvoir les transmettre, parce qu'on ne peut pas transmettre ce que l'on n'a pas. On transmet ce que l'on a. Aussi, on est buté à ceci que le programme est vaste et il n'intègre pas vraiment ses compétences, ses activités pratiques. Là, il n'intègre pas toujours en fait assez d'interdisciplinarité. Du coup, intégrer l'interdisciplinarité suppose prendre plus de temps que prévoit le programme pour certains aspects du programme et courir le risque de ne pas atteindre la couverture du programme recommandé par l'administration. Du coup, il faut parfois courir après le programme, ce qui implique moins d'activités pratiques, moins de recours à d'autres disciplines, aussi un manque de matériel dans les établissements secondaires. Parce que pour les activités pratiques, on a besoin de matériel interdisciplinaire. Il faut aussi la bonne collaboration des collègues d'autres disciplines. Il faut la documentation qui va avec.

Q9 : Quelles sont les ressources pédagogiques (livres, sites web, vidéos, etc.) que vous utilisez pour intégrer l'interdisciplinarité dans l'enseignement de l'allemand ?

Des livres, des sites web surtout des vidéos, des tutorats. Comment faire çà et ça ? Il faut des vidéos, des images avec lesquelles on peut documenter et présenter aux apprenants, et ainsi de suite.

Q10 : Quel lien faites-vous entre l'interdisciplinarité et l'approche par compétence ?

Pour moi, l'approche par compétences ne saurait se faire sans interdisciplinarité, parce que dit compétences dit différentes aptitudes. Les compétences, très souvent, nécessitent différentes aptitudes, différentes connaissances qui proviennent de différentes disciplines. Du coup, l'approche par compétences nécessite forcément une sorte d'interdisciplinarité.

Q11 : Avez-vous un commentaire à ajouter sur l'interdisciplinarité dans le cours d'allemand ?

Je pense que cela est indispensable, cela devient de plus en plus indispensable de nos jours, non seulement avec l'approche par compétences, mais aussi avec la digitalisation des enseignements. Par exemple, on est obligés d'aller vers d'autres disciplines pour être assez ressource et pouvoir transmettre, développer chez nos apprenants les connaissances tel que le veut l'approche par compétences et préparer aussi nos cours à l'aide de la digitalisation des enseignements dans notre contexte.

4 Exploring data of curriculum evaluation: generalisation, paraphrase, reduction

Table a: Summary of the answers to question 1: Is the 4th year German curriculum based on clear objectives? Justify your answer!

TP1, TP2, TP3, TP4, TP5, TP6 are codes that refer to Teacher Participants 1, 2, 3, 4, 5 and 6.

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	TP1 agrees because the curriculum objectives refer to what is set out in Cameroon's Education Orientation Law number ninety-eight bar zero zero four of fourteen April nineteen hundred and ninety-eight, as well as in the Common European Framework of Reference for Languages.	TP1 agreement on clear objectives statement for the German curriculum.	clear objective statement.
TP2	TP2 agrees because when we look at the programme, it's easy to work out what skills students need to acquire at the end of each module and on what basis they should try to acquire these skills.	TP2 agreement on clear objectives statement for the German curriculum.	clear objective statement.
TP3	TP3 agrees because there are general and specific objectives in the curriculum.	TP3 agreement on clear objectives statement for the German curriculum.	clear objective statement.
TP4	TP4 agrees without any justification.	TP4 agreement on clear objectives statement for the German curriculum.	clear objective statement.
TP5	TP5 agrees because right from the start we are told the objectives and the profile students should have at the end of the 4e class. It is also given information on the objectives to be achieved in writing, speaking and listening.	TP5 agreement on clear objectives statement for the German curriculum.	clear objective statement.

Table b: Summary of the answers to question 2: Is the curriculum up-to-date? Justify your answer!

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	TP1 agrees because the most recent version was made available at the beginning of this school year.	TP1 agreement on the up to date nature of the curriculum	Updated curriculum
TP2	TP2 agrees because a few years ago the curriculum had five-module, and now we have six modules.	TP2 agreement on the up to date nature of the curriculum	Updated curriculum
TP3	TP3 agrees because the latest version of the German curriculum was published by the Ministry in June 2022 and one module has been added compared with the last version.	TP3 agreement on the up to date nature of the curriculum	Updated curriculum
TP4	TP4 agrees without any justification.	TP4 agreement on the up to date nature of the curriculum	Updated curriculum
TP5	TP5 agrees because if you take a look at the curriculum, you'll see that the themes it deals with are the themes we encounter on a day-to-day basis.	TP5 agreement on the up to date nature of the curriculum	Updated curriculum

Table c: Summary of the answers to question 3 and 7: 3- Is the curriculum adapted to students' current lives and environment? Justify your answer! 7- Is the curriculum organized according to the age of the learners? Justify your answer!

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	TP1 agrees because, according to Cameroon's political vision, the fundamental aim is to train citizens who are rooted in their cultures and open to the world. The level of students is set out in the Common Framework of Reference for Languages.	TP1 Teacher agreement on the contextual nature of the curriculum	contextualized curriculum
TP2	TP2 agrees because the themes developed in each module are for the most part central themes of the everyday life and current life of students.	TP2 Teacher agreement on the contextual nature of the curriculum	contextualized curriculum
TP3	TP3 agrees because there are six modules. When we look at these modules, we can already see that there's a certain amount of adaptation to current life, to everyday life. It is clearly stated in the curriculum that it's aimed at pupils in the fourth year.	TP3 Teacher agreement on the contextual nature of the curriculum	contextualized curriculum
	TP3 disagree because students' environments are very different. Student who study in the village are very limited because there's no Internet network and there's no electricity even in the school itself, the module on media and communication with digitalization is not adapted to their environment	TP1 Teacher disagreement on the contextual nature of the curriculum	Limited contextualized curriculum
TP4	TP4 agrees because the 06 modules help to integrate learners into their environment.	TP4 agreement up to date nature of the curriculum	contextualized curriculum
TP5	TP5 agrees because there are topics such as the highway code, shopping in a market that learners are already exposed to and they focus in some way on the students.	TP5 agreement on the contextual nature of the curriculum	contextualized curriculum

Table d: Summary of the answers to question 4: Does the curriculum promote a successful social and economic future? Justify your answer!

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	TP1 agrees because the German programme has already laid the foundations for a prosperous social and economic future.	TP1 agreement on the promotion of successful social and economic future for students.	Successful social and economic future.
TP2	TP2 agrees because the themes studied are linked to the environment, to life in society, to the media and communication, to economic life.	TP2 agreement on the promotion of successful social and economic future for students.	Successful social and economic future.
TP3	TP3 agrees and precise that the written curriculum promote a good social and economic future but the implemented curriculum doesn't.	TP3 agreement on the promotion of successful social and economic future for students.	Successful social and economic future.

TP4	TP4 find it difficult to assess.	TP3 uncertain about the promotion of successful social and economic future for students.	No successful social and economic future.
TP5	TP5 is doubtful because but only the notions they acquire won't enable them to have a prosperous social and economic future.	TP5 doubt promotion of successful social and economic future for students.	No successful social and economic future.

Table e: Summary of the answers to question 5: Is the curriculum equitable and inclusive? Justify your answer!

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	TP1 agrees because the different areas of language learning also encourage and take into account the different types of learner, there are some who can write well, and some who can do better in oral expression, in mediation, in reading and so on.	TP1 agreement on curriculum equity and inclusion.	Equity and inclusion
TP2	TP2 agrees because especially the module dealing with citizenship, combat these different issues linked to social discrimination or any other type of discrimination.	TP2 agreement on curriculum equity and inclusion.	Equity and inclusion.
TP3	TP3 disagrees because the marginalized groups are mainly the students who live in the village. They do not have the same learning opportunities as other pupils at this level, they are at a disadvantage in the curriculum because what is recommended in the use of information and communication technologies cannot be adapted to their context.	TP3 disagreement on curriculum equity and inclusion.	No inclusion.
TP4	TP4 half agrees because the curriculum integrates the equity and inclusion in theory but need practice.	TP3 half agreement on curriculum equity and inclusion.	Theoretical equity and inclusion
TP5	TP5 disagrees because in the curriculum in the 4th year German programme we also don't see any content that raises awareness of prejudice	TP5 disagreement on curriculum equity and inclusion.	No equity and inclusion.

Table f: Summary of the answers to question 6: Is the curriculum student-centred and adapted to student needs? Justify your answer!

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	TP1 agrees because the curriculum is been developed using the new competency-based teaching approach, which places the learner at the centre of the learning process.	TP1 agreement on student-centered curriculum.	Student-centered curriculum
TP2	/	/	/
TP3	TP3 agrees because the prescribe curriculum is student-centred if we see the competency-based approach as it's stated and in the activities there are examples of student-centred situations .	TP3 agreement on student-centered curriculum.	Student-centered curriculum

TP4	TP4 agree its objectives are announced and the related content is themed.	TP4 agreement on student-centered curriculum	Student-centered curriculum
TP5	TP5 agrees because the themes proposed in this programme are adapted to the learner's everyday life and the learner identifies with these issues.	TP4 agreement on student-centered curriculum	Student-centered curriculum

Table g: Summary of the answers to question 7: Does the curriculum contribute to personal development and the acquisition of key competences? Justify your answer!

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	TP1 agrees because Yes, because the German curriculum aims to develop communicative skills in self-knowledge and knowledge of others, socio-political, economic and even cultural interaction, as well as openness to others, to cultures and to the world.	TP1 agreement on curriculum promotion of personal development and acquisition of key competences.	Personal development and acquisition of key competences.
TP2	TP2 agrees because In Cameroon's official programmes, particular emphasis is placed not only on knowledge and know-how, but also on how to be. So, based on the content of the programme, based on the situations, families, situations, examples and situations mentioned in the treatise, particular emphasis is placed on personal development, which takes place in the context of what we will call knowing how to be and know-how.	TP2 agreement on curriculum promotion of personal development and acquisition of key competences.	Personal development and acquisition of key competences.
TP3	TP3 agrees because throughout the year, there are examples of situations, skills and know-how that the curriculum recommends. Content, for example respect, solidarity in everyday life, discernment, tolerance and conviviality.	TP3 agreement on curriculum promotion of personal development and acquisition of key competences.	Personal development and acquisition of key competences.
TP4	TP4 agrees with no explanation	TP4 agreement on curriculum promotion of personal development and acquisition of key competences.	Personal development and acquisition of key competences.
TP5	TP5 agrees because there are concepts from different disciplines that are taught and that allows them to make the link between what they've learnt in French and in German	TP5 agreement on curriculum promotion of personal development and acquisition of key competences.	Personal development and acquisition of key competences.

Table h: Summary of the answers to question 8: Is the curriculum open and flexible? Justify your answer!

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	TP1 agrees because it can be adjusted.	TP1 agreement on the openness and flexibility of the curriculum.	Openness and flexibility

TP2	TP2 disagree because the framework is already so defined.	TP2 disagreement on the openness of the curriculum.	Limited openness
TP3	TP3 agree because the curriculum is dense, there are 4 or 5 examples of situations in each module with a lot of knowledge to pass on. The teacher has the choice of selecting what is best adapted to the learners' environment, depending on the context and relevance.	TP3 agreement on the openness and flexibility of the curriculum.	Openness and flexibility
TP4	TP4 agree with no explanation	TP4 agreement on the openness and flexibility of the curriculum.	Openness and flexibility
TP5	TP5 agrees because in each module there are minimum four examples of situations which are proposed. The teacher choose which must be taught day to day according to the interest of leraners.	TP4 agreement on the openness and flexibility of the curriculum.	Openness and flexibility

Table i: Summary of the answers to question 9: Is the curriculum coherent between the different stages/classes/sections and the different areas/subjects of study? Justify your answer!

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	TP1 agrees because that the titles of the modules are the same from the fourth year up to the final year, and the content varies according to the level, from the simplest to the most complex.	TP1 agreement on the coherence of the curriculum.	Coherence
TP2	TP2 agrees because the 4th year curriculum is almost identical to the 3rd year programme with a few differences. There's always a thematic aspect that's added, a much more complex aspect that's added. We start by studying everyday life, by focusing on aspects such as self-presentation, the family tree, life at school and then move on to other topic such as family life, health and well-being, economic life, citizenship, media and communication..	TP2 agreement on the coherence of the curriculum.	Coherence
TP3	TP3 agrees because it covers all areas of life and at this level. There is coherence in leaving daily life behind. Taking family life and social life to think about health, the environment, health, well-being, economic life, citizenship, media and communications.	TP3 agreement on the coherence of the curriculum.	Coherence
TP4	TP4 agrees with no explanation.	TP4 agreement on the coherence of the curriculum.	Coherence
TP5	TP5 agree with no explanation.	TP5 agreement on curriculum promotion of personal development and acquisition of key competences.	Coherence

Table j: Summary of the answers to question 10: Do you have any criticisms of the 4th year curriculum? Justify your answer!

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	-TP1 criticizes the low number of hours allow to teach compared to the density of the content. -TP1 state that some grammatical structures don't really correspond to the beginner level.	-The number of teaching hours is low. -No correspondence between the grammatical structures and the level of the learners.	-Low number of teaching hours. -No matching of grammar to the students 'level.
TP2	TP2 criticized the organization of the module. An important topic such as economic life that interest the most the students is taught as the last lesson of the curriculum and sometimes the school ends and teachers have no time more to introduce this module on economic life.	Wrong organization of the different teaching modules.	Wrong organization of the content.
TP3	TP3 criticizes that the curriculum doesn't take much account of the practical dimension of language learning and teacher are used to concentrate on the theoretical aspect of teaching	Little emphasis on practical activities and focus on theory.	Little emphasis on practical activities
TP4	TP4 criticized that the listening competence is not integrated in the curriculum.	No integration of the acquisition of the listening competence.	No integration of the listening competence
TP5	TP5 criticized the fact that many text reference are missing in the curriculum and for topics like citizenship it is very difficult to find contextualized text.	Lack of texts adapted to the lesson to be taught	Lack of suitable texts.

5 Exploring data of interdisciplinarity in the German curriculum an teaching: generalisation, paraphrase, reduction

Table a: Summary of the answers to question 1: What do you think interdisciplinarity is?

TP1, TP2, TP3, TP4, TP5, TP6 are codes that refer to Teacher Participants 1, 2, 3, 4, 5 and 6.

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	Interdisciplinarity involves using knowledge from other subjects to enhance learning. This can be achieved through a teacher's knowledge, students' existing knowledge, or the involvement of a teacher from another discipline to provide further education.	Using knowledge from other subjects to enhance learning.	Using knowledge from other subject.
TP2	Interdisciplinarity refers to the interaction between two or more disciplines through methodological approaches, techniques, concepts, and other means.	Interaction between two or more disciplines through methodological approaches	Interaction between two or more disciplines
TP3	Interdisciplinary teaching involves integrating aspects of other subjects into a primary subject, such as teaching German through the incorporation of mathematics or biology.	Using knowledge from other subjects to enhance learning.	Using knowledge from other subject.

TP4	Interdisciplinarity means interconnectivity between various disciplines, including using skills, knowledge, and programs from different areas.	Interconnectivity between various disciplines by using s knowledge from different areas.	Interconnectivity between various disciplines.
TP5	Interdisciplinarity involves integrating content from various disciplines into a primary or flagship discipline.	Using knowledge from other subjects to enhance learning	Using knowledge from other subject.

Table b: Summary of the answers to question 2: Do you think the German programme is interdisciplinary? If yes, why? If not, why not?

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	The German curriculum integrate contents from other subject that students have already learned such as national emblems from citizenship and body parts and diseases from science.	Integration of contents from various subjects that students already learned.	Integration of contents from various subject.
TP2	The German program is theme-based and interdisciplinary, incorporating knowledge and methods from various subjects, including geography, history, sociology, economics, mathematics, medicine, chemistry, culinary arts, drawing, computing, and others.	Integration of contents and methods from various subjects in literature and science.	Integration of contents and methods from various subject.
TP3	The German curriculum is interdisciplinary, covering different areas of life and requiring the development of various skills in subjects such as sociology, economics, and biology.	Covering the different areas of life and requiring specific skills in the different areas.	Covering the different areas of life and requiring specific skills.
TP4	The German programs draw on knowledge and skills from history and sociology, with texts on city life in Africa and Germany. The programs include cultural and historical elements, but they could be more interdisciplinary by teaching more disciplines associated with all subjects, depending on the desired outcome of teaching German in the Cameroonian context, which is to train Cameroonians capable of solving real-life problems and adapting to the context.	-Integration of knowledge and skills from history and sociology. - A request to integrate more disciplines into the programme.	-Integration of contents from various subject. - More discipline to be integrated into the programme.
TP5	The German curriculum is interdisciplinary as it includes content on social issues, economics, information and communication technologies, and civic education, which are all integrated into the German program. These subjects, including sociology, economics, computer science, and civic and moral education, are disciplines in their own right, and all of them are included in the German curriculum.	Integration of contents from various subjects in literature and science.	-Integration of contents from various subject.

Table c: Summary of the answers to question 3: What subjects do you think German can be combined with in Cameroon?

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	ESF courses on social and family economics could be combined with the social and family life module. Elementary mathematics could be combined with the economic life module. The environment, health, and well-being module could be complemented with courses on SVT and environmental geography. The ECM course could be combined with the citizenship module.	Combining ESF with social and family life module, mathematic with economic life, biology and environmental geography with environment, health and well-being, ECM with citizenship.	ESF, mathematic, biology, ECM
TP2	Social sciences: - Geography - History - Sociology - Economics Natural sciences: - Mathematics - Medicine - Chemistry Applied sciences: - Culinary Arts - Computer Science	Social sciences Natural sciences Applied sciences	
TP3	Natural sciences: - Mathematics - Physics - Chemistry - Biology Social sciences: - History - Geography	Natural sciences Social sciences	
TP4	German should be included in all subjects, not only in general education but also in technical education, because Germany is an emerging country that offers many study grants.	German should be included in both general and technical education to ensure that learners have equal opportunities.	Inclusion of all subjects in the German curriculum.
TP5	All subjects, including those taught in technical education, should include German as a language of instruction because Germany is an emerging country that offers many study grants, and learning German provides learners with opportunities to benefit from these programs.	German should be included in both general and technical education to ensure that learners have equal opportunities.	Inclusion of all subjects in the German curriculum.

Table d: Summary of the answers to question 4: Do you carry out or have you ever carried out practical activities with your pupils? If so, give an example and say which other subject(s) were involved in this activity.

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	TP1 mentions an example of a school garden where learners had to use their knowledge of biology to take care of plants. In doing so, they learned how to water the plants, get rid of weeds and understand the role that these plants play not only for humans but for the environment as a whole.	TP1 mentions an example of a school garden where learners had to use their knowledge of biology to take care of plants.	A school garden where learners had to use biology knowledge to take care of plants.
TP2	TP2 says that he has already conducted some activities. The activities included drawing, garden maintenance and tree plans, but the speaker chose to focus on drawing. They divided the story into a dialogue and then moved on to the illustration phase. The learners were required to produce a comic strip based on the story they had read, and drawing was the related subject that was most involved in this activity.	The activities included garden maintenance tree plans and drawing, with the aim of producing a comic strip.	Garden maintenance tree plans and drawing.
TP3	TP3 states that he has already carried out practical activities with her students, and gives an example of making origami cubes. In the social and family life module, the learners made a cube that could be used as a flower pot. The activity involved the discipline of mathematics, as the learners had to measure the dimensions of a square, and art, as it had to be beautiful and pretty. TP2 suggests that technology could also be added as a discipline, and cavalier perspective could be explored in this context.	In the social and family life module, the learners made an origami cube that could be used as a flower pot. The activity involved the discipline of mathematics, art and technology.	Origami cube to be used as a flower pot involving mathematics, art and technology.
TP4	TP4 mentions that she carries out practical activities with her students, including making menthol, making candles, awareness campaigns, and reforestation. For reforestation, they call on subjects like life and science studies to teach the theory of reforestation in the context of global warming and to discuss the evolution of plants and how to plant them. Making menthol involves disciplines like chemistry, such as the processes of dissolving and mixing. Making flowers involves other disciplines such as measuring and cutting, including mathematics and other disciplines.	Making menthol that involved chemistry, making candles, making awareness campaigns, reforestation that was linked with life and science studies and making flowers with papers that involved mathematic.	Making menthol involving chemistry, reforestation involving life and science studies, making paper flowers involving mathematic, making awareness campaigns and making candles.

Table e: Summary of the answers to question 5: How do you think interdisciplinarity can enrich the teaching of German?

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	TP1 suggests that cross-curricular activities can enrich the teaching of German, especially if they are practical and student-oriented. For example, if learners can cook good African food, make flower pots, or grow small crops, the teaching of German will be enriched.	Cross-curricular activities can enrich the teaching of German, especially if they are practical and student-oriented.	Practical and student-oriented activities.
TP2	TP2 explains that teaching German is not just about teaching the language but also about targeting specific skills based on a topic. Topics can be in the fields of geography, history, chemistry, or computing. When discussing topics such as geography or history in German class, learners may need to identify capitals and position different cities on a map. This involves integrating content from other disciplines into the German lesson.	Teaching German is not just about teaching the language but also about targeting specific skills based on a topic in the fields of geography, history, chemistry, or computing. When discussing topics such as geography or history in German class, learners may need to identify capitals and position different cities on a map. This involves integrating content from other disciplines into the German lesson.	-Integration of content from various disciplines into the German lesson. -Targeting specific skills based on a topics.
TP3	TP3 says that by integrating interdisciplinarity into the teaching of German, learners are exposed to different situations, which helps them develop their vocabulary and speaking skills.	By integrating interdisciplinarity into the teaching of German, learners are exposed to different situations, which helps them develop their vocabulary and speaking skills.	Exposing learners to different situations that develop their vocabulary and speaking skills while learning German.
TP4	TP4 believes that incorporating other disciplines into the German course can enrich it by connecting it more to the Cameroonian context. With the current economic situation, practical knowledge is becoming more important, and it is no longer enough to focus solely on language learning. By using other disciplines to make the German course more practical, learners can become more capable of solving concrete problems that are not just communicational or linguistic. Additionally, incorporating practical activities can make the German course more attractive to students who have more practical aptitude and feel more comfortable in practical activities than linguistic ones. This can lead them to increase their linguistic level as they learn new vocabulary and expressions while doing activities they enjoy.	Incorporating other disciplines into the German course can enrich it by connecting it more to the Cameroonian context. practical knowledge is becoming more important as we see the current economic situation and it is no longer enough to focus only on language learning. By using other disciplines to make the German course more practical, learners can become competent to solve concrete problems and this can lead them to increase their linguistic level as they learn new vocabulary and expressions while doing activities they enjoy.	-Connecting it more to the Cameroonian context. -Using other disciplines to make the lesson more practical.
TP5	TP5 believes that interdisciplinarity is essential to enrich the teaching of German because it teaches learners concepts that can be applied to all areas, expanding their horizons and enabling them to communicate effectively regardless of the language barrier. By teaching interdisciplinary content, learners can learn technical terms in German and understand other subjects such as life and health studies, linking what they	Interdisciplinarity teaches learners concepts that can be applied to all areas, expanding their horizons and enabling them to communicate effectively regardless of the language barrier. Learners can learn technical terms in German and understand other subjects such as life and health studies, linking what	-Teaching concepts that can be applied to all areas.

	learn in German with lessons they receive in French.	they learn in German with lessons they receive in French.	
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Table f: Summary of the answers to question 6:

Have you ever worked with teachers of other subjects to integrate interdisciplinary concepts or themes into your teaching of German? If so, can you give an example of a successful collaboration?

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	TP1 admits that she has not yet worked with teachers of other subjects to integrate concepts related to interdisciplinarity. She has relied on her own limited knowledge in the field and the knowledge that her students already possess.	No collaboration with teachers of other fields to integrate concepts related to interdisciplinarity.	No collaboration with teachers of other fields.
TP2	TP2 states that he has not yet integrated interdisciplinarity in a practical and precise way. However, he has sometimes tried to understand certain concepts better, particularly in history, to incorporate them into his lesson. TP2 suggests that a more open collaboration would involve subject teachers coming into the classroom to provide a better explanation of certain concepts.	No collaboration with teachers of other fields to integrate concepts related to interdisciplinarity.	No collaboration with teachers of other fields.
TP3	TP3 explains that she has not yet worked with other teachers when organizing projects in her class. However, she has already made inquiries when she wanted to carry out a project that requires knowledge outside of her own expertise. She has reached out to teachers in physics and chemistry to collaborate on a project on soap-making that involves chemistry. She has also asked chemistry teachers for information on saponification.	Distance collaboration with teachers of chemistry to carry out a project that requires knowledge outside of her own expertise. Reaching out to teachers in chemistry to collaborate on a project on soap-making that involves chemistry to ask some information.	Distance collaboration with teachers of other fields.
TP4	TP4 had a theoretical collaboration with other teachers on the provision of some materials for practical activities, such as plans for flowers.	Theoretical collaboration with other teachers on the provision of some materials for practical activities.	Theoretical collaboration with other teachers
TP5	TP5 explains that, in the majority of cases, his collaboration with other teachers does not take place during the teaching-learning sequence but before it. He exchanges ideas with other teachers and gets their input on the content proposed by the German programme. He organizes his lesson by focusing on the ideas he gets from other teachers. If the lesson is about health and well-being, he relies on conversations with science teachers (SVT) to get clearer information. The information obtained from other teachers is then used in	Passive collaboration with other teachers through the sharing of ideas about a specific topic.	Passive collaboration with other teachers.

	his lesson preparation and given in class. Therefore, the speaker considers this to be collaboration, even if the teachers do not intervene directly in class but contribute passively through the ideas they give.		
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Table g: Summary of the answers to question 7: How can you encourage students to make links between German and other subjects?

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	TP1 suggests that to incorporate interdisciplinarity into the teaching of German, teachers need to draw learners' attention to any links with other subjects and make it clear that if they already have a grounding in those subjects, it will be easier for them to incorporate that knowledge into German. Additionally, the practical side of things should not be forgotten, as learners can retain concepts better when they are applied in a practical context.	Teachers need to draw learners' attention to any links with other subjects and make it clear that if they already have a grounding in those subjects, it will be easier for them to incorporate that knowledge into German. Students must learn by doing as they retain concepts better when they are applied in a practical context.	-Drawing learners' attention to any links with other subjects. -Learning by doing
TP2	TP2 argues that although learners might already be making links between German and other subjects it is important that the teacher makes references in the classroom, and encourages learners to produce and reflect during the activation phase of the German course. This can involve activating learners' prior knowledge on certain questions and prompting them to recall related knowledge from other subjects on their previous knowledge and structure their German lessons better.	It is important that the teacher makes references in the classroom, and encourages learners to produce and reflect during the activation phase of the German course. This can involve activating learners' prior knowledge on some questions and prompting them to recall related knowledge from other subjects on their previous knowledge.	- Making references to other subjects. - Encouraging learners to make links and shortcuts between subjects in the activation phase of the lesson.
TP3	TP3 suggests that to encourage learners to make connections between German and other subjects, they need to be actively engaged in activities. Theoretical explanations alone might not be sufficient for learners to understand how the links with other subjects work in practice. Therefore, the speaker recommends organizing activities where learners can experiment and be actively involved to see how the links with other subjects work in practice.	Learner need to be actively engage in practical activities as theoretical explanations alone might not be sufficient for learners to understand how the links with other subjects work in practice.	Active engagement in practical activities.
TP4	TP4 argues that raising learners' awareness of how German can be integrated with other subjects can be achieved through practical activities. By engaging in practical activities, learners can understand how German is associated with other professions and gain a deeper understanding of these realities. She emphasizes the importance of learners understanding by doing and	By engaging in practical activities, learners can understand how German is associated with other professions and gain a deeper understanding of these realities.	Engaging learners in practical activities.

	practicing, as well as raising their awareness of how German can be learned and applied in conjunction with other subjects.		
TP5	TP5 explains that he actively encourages learners to improve their language skills in German and other subjects by informing them about various scholarships for Germany. He informs learners about the importance of German at the secondary level and how certain scholarships require a minimum knowledge of German. By doing this, learners are encouraged to work hard not only in German but also in other subjects, particularly in the target subject they want to pursue in Germany. This encourages them to work towards improving their language skills in both German and the target subject, which can increase their chances of receiving a scholarship.	By informing the students about various scholarships for Germany. This encourages them to work towards improving their language skills in both German and the target subject, which can increase their chances of receiving a scholarship.	By informing the students about various scholarships for Germany.

Table h: Summary of the answers to question 8:

In your experience, what difficulties have you encountered when implementing interdisciplinary teaching in German?

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	TP1 identifies that some learners find it challenging to integrate knowledge from other subjects into German, particularly due to language barriers. Learners may struggle with the idea that German is a difficult language, which can impede their progress. Additionally, he suggests that there may be a lack of collaboration with teachers of other subjects and a shortage of materials during practical activities, which can further hinder learners' ability to integrate knowledge from other subjects into their German studies.	It is challenging to integrate knowledge from other subjects into German, particularly due to language barriers. There is a lack of collaboration with teachers of other subjects and a shortage of materials during practical activities, which can further hinder learners' ability to integrate knowledge from other subjects into their German studies.	-Language barriers - Lack of collaboration with teachers of other subjects. - Lack of material for practical activities.
TP2	TP2 says that it should not be difficult to integrate interdisciplinarity in German lessons. The speaker considers interdisciplinarity to be a fundamental aspect of the course content, and therefore, it should not pose any difficulties in implementation. However, TP5 acknowledges that there is a need to structure interdisciplinarity in a more practical way and there may be some challenges.	There is a need to structure interdisciplinarity in German lessons in a more practical way.	- Theoretical presence of interdisciplinarity.
TP3	TP3 explains that the primary difficulty in implementing cross-curricular teaching is collaborating with other teachers. It may not always be possible to work with other teachers at lesson time, as they may have other lessons scheduled at the same time. Additionally, there may be a lack of	It is difficult to collaborate with other teachers as they have classes at the same time. There is a lack of appropriate equipment for practical activities, as schools do not allocate a budget for;	- Time synchronisation problems with other teachers. - Lack of appropriate equipment for practical activities.

	appropriate equipment for practical activities, as schools do not allocate a budget for these activities, and teachers may have to pay for them out of their own salary. Furthermore, teachers may lack the necessary skills to integrate interdisciplinary projects, as interdisciplinary training is not typically included in their initial training. As a result, teachers may need to develop these skills on their own to implement cross-curricular teaching effectively.	Teachers do not have the necessary skills to integrate interdisciplinary project.	-Lack of necessary skills to integrate interdisciplinary project.
TP4	TP4 states that to implement cross-curricular teaching, German teachers must be retrained to learn the necessary skills and move out of their comfort zone. The program may not incorporate enough interdisciplinarity, which can result in a lack of practical activities and materials in secondary schools. Integrating interdisciplinarity may also require more time than the program allows, which can result in not achieving the recommended coverage of the program by the administration. In addition, effective implementation of cross-curricular teaching requires good cooperation with colleagues from other disciplines and access to interdisciplinary materials and documentation.	German teachers must be retrained to learn the necessary skills and move out of their comfort zone. Integrating interdisciplinarity may also require more time than the programme allows. A good cooperation with colleagues from other disciplines and access to interdisciplinary materials and documentation is required.	- Lack of retraining for German teachers to acquire the necessary skills. - Requirement for more time than allowed the programme. - Lack of effective collaboration with colleagues from other discipline. - No access to interdisciplinary material and documentation.
TP5	TP5 identifies that the main problem with integrating cross-curricular teaching is finding appropriate texts that match the content being taught. It can be challenging to find a text in German that talks about specific cultural or traditional events or festivals that are relevant to learners' contexts, such as a Cameroonian festival. TP5 gives an example of having to adapt and didacticize an audio text on barrier measures and vaccination against COVID-19 from Vienna to fit the Cameroonian context since there were no suitable texts available. However, if there are suggested texts available, teachers can adapt the material to fit their particular context.	The main problem with integrating cross-curricular teaching is finding appropriate texts that match the content being taught.	Lack of appropriate text.

Table i: Summary of the answers to question 9:

What teaching resources (books, websites, videos, etc.) do you use to integrate interdisciplinarity into the teaching of German?

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	TP1 has been specifically referring to the learners' notebooks, as they often bring their notebooks to class and the teacher uses whatever material is available.	TP1 has been specifically referring to the learners' notebooks.	-Using learners' notebook.

TP2	TP2 uses YouTube as it is the largest database of teaching videos. No matter the subject, content, or approach, there are many videos available on YouTube that provide a general idea and enable further research to get a better grasp of certain aspects. YouTube is accessible to everyone, it is free, and there is a vast variety of content available.	YouTube is a good teaching resource as it is the largest database of teaching videos. No matter the subject, content, or approach, there are many videos available on YouTube that provide a general idea and enable further research to get a better grasp of certain aspects.	-Using YouTube.
TP3	TP3 explains that when it comes to integrating cross-curricular teaching into German lessons, there are various resources available, including books and websites. However, the speaker personally uses the internet a lot and considers YouTube videos as their primary resource for integrating cross-curricular teaching into their lessons.	There are various resources available, including books and websites. However, the speaker personally uses the internet a lot and considers YouTube videos as their primary resource.	-Using Internet websites and YouTube videos.
TP4	TP4 suggests that to effectively integrate cross-curricular teaching into lessons, it is essential to have various resources such as videos, images, and other materials to document and present to learners. These materials can help learners better understand the content and connect it to other subjects.	It is essential to have various resources such as videos, images, and other materials.	-Using Videos and images.
TP5	TP5 explains that to integrate interdisciplinarity into German lessons he uses magazines and the Goethe-Calendar. He also uses websites and audio-visual content, as some topics such as media and communication, citizenship, and illnesses require this type of content to effectively integrate interdisciplinarity into the lessons.	TP5 uses magazines and the Goethe-Calendar. He also uses websites and audio-visual content	- Using magazines, Goethe-Calendar, websites and audio-visual content.

Table j: Summary of the answers to question 10:

What link do you make between interdisciplinarity and the competency-based approach?

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	TP1 believes that interdisciplinarity and the competency-based approach are closely related concepts. According to him, interdisciplinarity should promote the development of practical competences in students. If interdisciplinarity remains too theoretical, students may lose interest in the subject. Therefore, the speaker emphasizes the importance of integrating practical skills into interdisciplinarity to make it more interesting and engaging for students.	Interdisciplinarity should promote the development of practical competences in students because If interdisciplinarity remains too theoretical, students may lose interest in the subject.	Interdisciplinarity promote the development of practical competences.
TP2	TP2 emphasizes that interdisciplinarity is essential in the current era of competency-based approaches as it can help learners establish stronger connections with their competencies. He further explains that interdisciplinary knowledge can be regarded as a competency that learners already	Interdisciplinarity can help learners establish stronger connections with their competencies. Interdisciplinary knowledge can be regarded as a competency that learners already possess, which can facilitate the attainment of	-Interdisciplinarity can help learners establish stronger connections with their competencies

	possess, which can facilitate the attainment of additional competencies and targeted objectives. Therefore, he suggests that interdisciplinarity and competency-based approaches are directly linked, and integrating interdisciplinarity can make it easier for learners to acquire competencies and achieve objectives.	additional competencies and targeted objectives.	
TP3	TP3 highlights that interdisciplinarity and the competency-based approach are interconnected, as they require learners to combine various types of knowledge to perform an action successfully. She provides an example of creating an origami cube, which requires knowledge of measurement, drawing, and folding techniques. Similarly, making soap requires chemistry skills to understand the chemical reaction involved. She stresses that interdisciplinary knowledge and skills are essential in performing such activities. TP3 further gives an example of an interdisciplinary skill of knowing the correct order of adding soda and water in soap making, which is crucial for the success of the activity.	Interdisciplinarity and the competency-based approach are interconnected, as they require learners to combine various types of knowledge to perform an action successfully.	Interdisciplinarity requires learners to combine various types of knowledge to perform an action successfully.
TP4	TP4 argues that competency-based approach is not possible without interdisciplinarity, as competencies require various skills and knowledge from different disciplines therefore, the competency-based approach inherently requires interdisciplinarity.	Competencies require various skills and knowledge from different disciplines.	Competencies require various skills and knowledge.
TP5	TP5 emphasizes that interdisciplinarity and the competency-based approach are closely linked concepts. Interdisciplinarity should promote the development of practical skills in learners to keep them interested in the subject matter. He further explains that the competency-based approach means training learners to use the knowledge they have received to do something. This approach indirectly supports the notion of interdisciplinarity since learners need to have knowledge of multiple disciplines to do something successfully. Therefore, the combination of knowledge acquired from different disciplines makes interdisciplinarity possible and prepares learners for socio-economic life and the workforce.	Interdisciplinarity should promote the development of practical competences in learners to keep them interested in the subject matter. The combination of knowledge acquired from different disciplines makes interdisciplinarity possible and prepares learners for socio-economic life and the workforce.	Interdisciplinarity promote the development of learners' practical competences.

Table k: Summary of the answers to question 11: Do you have any comments on interdisciplinarity in German lessons?

Transcripts of Teachers Participants	Paraphrase	Generalisation	Reduction
TP1	TP1 opines that the teacher of German should not function as a free electron, as the language extends into different subject areas and daily lives of students. Therefore, it is essential for German teachers to collaborate closely with teachers of other subjects to promote interdisciplinarity practically. She suggests that teachers should draw students' attention to any links with other subjects, as this can help consolidate their knowledge of German and connected subjects. TP1 highlights the need to popularize interdisciplinarity and create awareness among teachers who teach this content unconsciously. To achieve this, the speaker suggests that everyone should be aware of interdisciplinarity to better integrate the concept.	Teacher of German should not function as a free electron. It is essential for German teachers to collaborate closely with teachers of other subjects to promote interdisciplinarity practically. teachers should draw students' attention to any links with other subjects, as this can help consolidate their knowledge of German and connected subjects. Interdisciplinarity should be popularized and awareness among teachers who teach this content unconsciously should be created.	-Teacher are not free electron. -Collaboration with other teachers. -Drawing of students' attention on interdisciplinarity. -Popularization and awareness of interdisciplinarity among teachers.
TP2	TP2 believes that interdisciplinarity is a fundamental aspect of the German course as it includes content from various disciplines. The primary objective of the German course is to acquire linguistic skills, but it is no longer limited to speaking, writing, listening, or reading. The course also involves practical and procedural skills that are essential for learners. Therefore, TP2 emphasizes the need to prioritize interdisciplinarity in all aspects of German language learning to ensure learners acquire a comprehensive set of skills.	TP2 emphasizes the need to prioritize interdisciplinarity in all aspects of German language learning to ensure learners acquire a comprehensive set of skills.	Prioritizing interdisciplinarity in all aspects of German language learning.
TP3	TP3 suggests that the German course can be more interesting if the interdisciplinary dimension is integrated and the project-based approach is adopted. The speaker believes that these two approaches go hand in hand and can be highly effective in promoting interdisciplinarity in German language learning.	The German course can be more interesting if the interdisciplinary dimension is integrated and the project-based approach is adopted.	-Integration of interdisciplinary dimension in teaching habits -Adoption of a project-based approach.
TP4	TP4 emphasizes that interdisciplinarity is becoming increasingly essential in modern times, not only due to the skills-based approach but also due to the digitalization of teaching. She suggests that teachers need to explore other disciplines to recharge their batteries and develop their learners' knowledge, as required by the competency-based approach. The TP5 further adds that teachers should prepare their lessons using digital teaching methods, which require knowledge and skills from different disciplines. Therefore, the speaker stresses the importance of interdisciplinarity in modern teaching practices.	Interdisciplinarity is becoming increasingly essential in modern times. Teachers need to explore other disciplines to recharge their batteries and develop their learners' knowledge, as required by the competency-based approach. The TP5 further adds that teachers should prepare their lessons using digital teaching methods, which require knowledge and skills from different disciplines.	-Exploring other discipline to recharge batteries and develop learners' knowledge. -Preparing lesson using digital teaching methods.

6 Table 9

Developing a category system and coding

MAIN CATEGORY	DEFINITION OF THE MAIN CATEGORY	SUBCATEGORY	CODES	ANCHOR EXAMPLES
Curriculum Objectives	-Statements related to the clarity and definition of objectives in the German curriculum -Statements related to the expected learning outcomes in the German curriculum -Statements related to the objectives based on equity and inclusivity	-Clear statement of objectives -Expected Learning Outcomes -Equity and inclusivity	OBJ-CLEAR (+) OBJ- LO-EXPECTED OBJ-EQ-INCL (+)	Q1; TP1: "Yes, the German programme is based on clear objectives, which are set out in the Cameroon Education Orientation Law number ninety-eight barre zero zero four of the fourteenth of April nineteen hundred and ninety-eight, and also in the Common European Framework of Reference for Languages." Q1; TP2: "the German programme is based on objectives that are more or less clear because, at least if you look at the programme, it's easy to determine what skills the students should acquire at the end of each module and on what basis they should try to acquire these skills." Q1; TP3: "So it's really based on clear objectives, and in the fourth year curriculum, there's a well-organised table for each module of the module, one in module six we have competences which are competences that the pupil must acquire in each module?" Q1; TP4: "Yes, the objectives are clearly defined and the content is specified" Q1; TP5: "the German curriculum is based on clear objectives, because right from the start we are told the objectives and the profile we should have after the 4th year." Q1; TP3: "An example of a general objective is mastering the language to communicate orally and in writing, freely and spontaneously." Q1; TP5: "we're also given information on the objectives to be achieved in writing, speaking and listening, so all these objectives are clearly defined and we're also given the time slot we need to complete these objectives."

				Q5; TP1: "the vision of training citizens who are open to the world and rooted in their culture makes no distinction of gender, race, religion or origin"
Curriculum Structure	-Statements related to the structure and organization of the German curriculum - Criticisms related to the organization and sequencing of the curriculum, including module progression and thematic coherence	-Module-based structure - Progression of Modules, Time Allocation	CURR-MODULE (+) CURR-CRIT-PROG (-) CURR-CRIT-TIME (-)	Q1; TP2: "it's easy to determine what skills the students should acquire at the end of each module and on what basis they should try to acquire these skills." Q1; TP3: "in the fourth year curriculum, there's a well-organised table for each module of the module, one in module six we have competences which are competences that the pupil must acquire in each module?" Q2; TP2: "we had to divide one module in two, and now we have six modules, or six skills units." Q2; TP3: "one module has been added compared with the last version, which was made up of five modules. Now we have six modules, so the curriculum has been reworked and modified, so it's up to date." Q10; TP2:" As far as the classes are concerned, we can also say that there is a certain, there's a certain progression because the 4th year syllabus is almost identical to the 3rd year syllabus with a few differences and there's always a thematic aspect that's added, a much more complex aspect that's added and so on, and the same thing with grammar, ...they're not there independently...it's quite impossible to think that the aspects dealt with...could be put in last place...we've realised that it's the module that sometimes interests the learners the most"; Q10; TP1: "the new module we've introduced, daily life, should be continued at the other levels to make it more coherent"
Curriculum Update	Statements related to the currentness of the German curriculum	Recent update	CURR-UPDATE (+)	Q2; TP1: "the most recent version was made available at the beginning of this school year." Q2; TP3: "the latest version

				of the German curriculum was published by the Ministry in June 2022." Q2; TP2: "we had to divide one module in two, and now we have six modules, or six skills units." Q2; TP3: "one module has been added compared with the last version, which was made up of five modules. Now we have six modules, so the curriculum has been reworked and modified, so it's up to date."
Teaching Methods	Statements related to the teaching methods used in the German curriculum	Competency-based approach	METHODOLOGY-SKILLS (+)	Q2; TP4: "although the Competency-based approach is not new, it does provide a current basis on which to build teaching and learning." Q4; TP1: "skills targeted in each module"
Curriculum Content	-Statements related to the relevance of the content included in the German curriculum - Criticism about the content of the curriculum	-Relevance of themes -Development of social and economic skills - Density of Content, Level of Difficulty, Grammar, Texts	CURR-RELEVANT (+) CURR-DEV-SKILLS (+) CURR-CRIT-DEN (-) CURR-CRIT-GRAM (-) CURR-CRIT-TEXT (-)	Q2; TP5: "if you take a look at the curriculum, you'll see that the themes it deals with are the themes we encounter on a day-to-day basis." Q4; TP2: "it's not just a question of teaching German, but more or less teaching a certain number of much more social skills" Q4; TP2: "we develop themes that are linked to the environment, to life in society, to the media and communication, to economic life." Q10; TP1:"I find that the number of hours compared to the density of the content is very low. And I also find that sometimes certain grammatical structures don't really correspond to the beginner level, because we're already dealing with structures that we have to teach at a slightly more advanced level and that's a bit complex for children in fourth grade." Q10; TP2:"does the annual time quota allow learners and teachers to teach, or does it allow everyone to cover all 6 modules? Is it possible to cover all 6 modules in 108 hours?" Q10; TP5:" " if you look at the curriculum you realise that there are no proposals for texts to be studied, All these examples of situations in 4e class, for example, would require texts adapted to their level of German...there is no

				text, whether oral or written, that the teacher can work with to be able to teach his pupils these notions, which are more than essential."
Curriculum Context	-Statements related to the adaptation of the German curriculum to students' current lives and environment	Relevance of themes	CURR-CONTEXT (+)	Q3; TP2: "the themes developed in each module are for the most part, at least for the ideas of 4e, central themes of their everyday life and current life" Q3; TP3: "the titles of the modules such as life and daily life, social and family life, environment, health and well-being, media and communication, citizenship. So when you look at these modules, you can already see that there's a certain amount of adaptation to current life, to everyday life." Q3; TP5: "there are themes such as the youth festival. Themes such as the highway code, themes such as shopping in a market. All these themes are ones that learners are already exposed to and they are themes that focus in some way on the students and the learner, so by simply seeing these themes and simply announcing them, the learner is how would I say motivated to do these themes and work with the teacher on this subject because the subject concerns him personally."
Curriculum Implementation	Statements related to the implementation of the German curriculum -Statements related to the challenges in promoting a successful social and economic future through the German curriculum -Statements related to the challenges in	-Rural vs Urban students - Lack of depth in social and economic issues -Gap between written and implemented curriculum -Unequal access to learning opportunities	CURR-CHALL-STUD (-) CURR-INCL-LACK (-) CURR-IMPLEMENTATION-GAP (-)	Q3; TP3: "With experience, students who live in the village have a lot of difficulty adapting and developing the same skills as those who live in the city." Q3; TP3: "for students in rural areas, it's not adapted to their environment, we can't say that's what would have been desirable. It's about having alternatives, for example. In other words, in a module, we have alt, we integrate alternatives for learners who don't have the same technical equipment in the schools as the pupils who do." Q4; TP3: "There is still a gap between what is written and what is implemented. when you go on for years and years, teaching the German language and you see the convergence of students, their level, their grades, their German language

	promoting equity and inclusivity through the German curriculum			skills and their general behaviour, a prosperous economic future, that's doubtful." Q4; TP5: "given that this introduction isn't developed in depth with the students, it could still be a step towards developing these skills, but only the notions they acquire won't enable them to have a prosperous social and economic future." Q5; TP3: "Students who live in the village...do not have the same learning opportunities as other pupils at this level" Q5; TP3: "there is a certain inequity and exclusion in any case". Q5; TP5: "we don't see any content on these different themes missing in the German programme which is why I would say that the inclusiveness of the programme needs to be reviewed."
Student-Centered Curriculum	Curriculum that places the learner at the center of the learning process	Student-centredness	CURR-STUD-CENT (+)	Q6; TP1: "The German programme is student-centred, because the citizen to be trained is the student. In addition, it has been developed using the new competency-based teaching approach, which places the learner at the centre of the learning process."
Equitable and inclusive Curriculum	Curriculum that is fair and inclusive of the diversity of learners	Limited Access to Learning Opportunities	CURR-EQUI-INCL-LIMITED (-)	Q6; TP3 "Students who live in the city and those who live in the village...are at a disadvantage in the curriculum because what is recommended in the use of information and communication technologies cannot be adapted to their context." Q6; TP5: "Nowhere in the themes addressed do we see themes that really touch on the problem of marginalized groups...in the German programme...we also don't see any content that raises awareness of prejudice."
Personal Development	Curriculum that promotes the growth and development of the learner's	Intellectual Training, Ethical Values, Universal Values, Protection	PERS-DEV (+)	Q7; TP1: "the German study programme also aims to develop communicative skills in self-knowledge and knowledge of others, socio-political, economic and even cultural interaction, as well as openness to others, to cultures and to

	personality and character	of the Environment, Preservation of Cultural Heritage, Respect for National Symbols		the world." Q7; TP2: "promotes personal development, the development of essential skills...in the form of intellectual training...aim of predicting or resolving social or family conflicts" Q7; TP5: "acquisition of essential skills is so important"
Acquisition of Essential Skills	Curriculum that helps learners acquire necessary skills for successful functioning in society	Linguistic Skills, Pragmatic Skills, Social Skills, Environmental Awareness, Citizenship	AQ-SKILL-SOCI (+)	Q7; TP2:"knowing how to be, as well as know-how, skills that are much more pragmatic, linked to the use of the language to carry out speech acts"; Q7; TP3: "respects, solidarity in everyday life, discernment, tolerance and conviviality. So there you have, for example, the number of essential skills needed to live in society"; Q7; TP5: "learner in this programme has the ability to...knowledge in the field of citizenship, so knowledge in the field of health and the environment" Q10; TP3:" Well, the criticism I would make of the curriculum is that, it doesn't take much account of the practical dimension of language learning. The curriculum should be able to offer a certain number of concrete life activities... learners need to be in different contexts where they can use the language...the criticism I'm making is that I shouldn't be so theoretical in the classroom, but that the pupils should be able to go outside the classroom and carry out practical projects" ;
Curriculum Openness and Flexibility	Curriculum that allows for changes and adaptations based on context and relevance	Density of Curriculum, Examples of Situations, Teacher's Choice, Teaching Resources, Student Projects	CURR-OP-FLEX (+)	Q8; TP1: "German programme is open-ended, and that it can be adjusted" Q8; TP3: "flexible in that the teacher has the choice of selecting what is best adapted to the learners' environment" Q8; TP4:"the teacher can change it if necessary" Q8; TP3:"the teacher can also navigate according to the students' interests" Q8; TP5: "the 5 proposed allows the teacher to see compared to the group which it has compared to the level of the learners which it must teach day to day to take the topic"

Curriculum Coherence	Curriculum that maintains a logical progression and connection between different stages	Titles of Modules, Progression in Areas of Study, Thematic Aspects, Grammar, Types/Forms of Texts	CURR-CONS-COHR (+)	Q9; TP1: "German programme is coherent in that the titles of the modules, for example, are the same from the fourth year up to the final year, and the content varies according to the level, from the simplest to the most complex"; Q9; TP2:"there's a certain successivity or a certain progression...set of subject of study shows a certain number of progression with at the level at the level of the field of study and the subject of study" Q9; TP3: "the curriculum is coherent between the different stages, sections and areas of life" Q9; TP4: "yes"
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7 Table 11

Developing a category system and coding

Area	MAIN CATEGORY	DEFINITION OF THE MAIN CATEGORY	SUBCATEGORY	CODES	QUOTATIONS
Defining interdisciplinarity	Transfer of knowledge	Statements related to using knowledge from other subjects to enhance one's own subject	-	TRANS-KNOW	Q1; TP1: "For me, interdisciplinarity means drawing on the content of other subjects or disciplines in order to transfer knowledge to your own subject."
	Interaction between disciplines	Statements related to the collaboration and interaction between different disciplines	Methodological approaches, Techniques, Concepts, Programmes, Skills, knowledge	INTER-DISC	Q1; TP2: "interdisciplinarity boils down to the interaction to the effective interactions between two or more disciplines." Q1; TP4: "interdisciplinarity is a kind of interconnectivity between different disciplines"
	Integration of various content	Statements related to teaching a subject by integrating aspects of other subjects	Integration of content from different disciplines	INTER-CONT	Q1; TP3: "Interdisciplinarity means teaching a subject by combining aspects of other subjects." Q1; TP5: "interdisciplinarity simply means integrating the content of different disciplines into the key discipline"
in the German Curriculum	Integration of knowledge	Statements related to incorporating knowledge from other subjects into German	National emblems, Diseases, Citizenship Science, Themes	INTER-KNOW	Q2; TP1: I think that the German programme is interdisciplinary in that there is content that needs to be taught in German but that the pupils already know because they have learnt it in other subjects. For example, when we talk about national emblems in the citizenship module, it refers to the ECM course. When we talk about parts of the body, diseases such as malaria and HIV, for example, we are again dealing with science, so the German curriculum is interdisciplinary.
	Mixture of subjects	Statements related to the use of knowledge and	Modules, Skills, Methods	MIX-SUBJ	Q2; TP2: "we would say that the German programme is fundamentally interdisciplinary"

		methods from related subjects in German programme			
Interdisciplinarity	Development of competences	Statements related to the development of competences from different areas of life in German programme	Family and social life, Environment, Health and Wellbeing, Economics, Sociology	DEV-COMP	Q2; TP3: "the German curriculum is interdisciplinary, because when you look at the different modules - family and social life, environment, health, good and media, communication, citizenship"
	Draw knowledge on and skills	Statements related to drawing on knowledge and skills from other disciplines in German programme	History, Sociology, Cultural and historical elements, All disciplines	DRAW-KNOW	Q2; TP4: "the programmes are partly disciplined, but I don't think they're disciplined enough because we could teach more disciplines and more disciplines than that"
Subject linked to German	Integration of related Subjects	Statements about the inclusion of related subjects into German programme	Social and family economics, Elementary mathematics, SVT courses, Environmental geography, History, Sociology, Economics, Medicine, Chemistry, Culinary arts, Computer science	INTER-REL-SUBJ	Q3; TP1: "For the social and family life module, we could combine ESF courses on social and family economics. For the economic life module, we could even combine elementary mathematics, elementary mathematical calculations, for the environment, health and well-being module, we could combine "SVT" courses and even environmental geography for the civic life module, we could combine the "ECM" course." Q3; TP2: "Geography, history, sociology, economics, mathematics, medicine, chemistry, culinary arts, computer science"
TPs' experience	Organized project	Statements related to the description of the type of practical activities carried out by teachers	School garden, Story reconstruction and illustration, Making cubes, Making menthol, Making candles, Awareness	ORGA-PROJECT	Q4; TP1: "Well, a school garden, for example..." Q4; TP2: "There have been activities on garden maintenance and tree plans, so I'm going to focus on drawing..." Q4; TP3: "So I've already carried out several practical activities and I'm going to take an example of an activity which is making cubes..." Q4; TP4: "Yes, I carry out practical activities with my students. I've already been involved in making menthol, making candles, awareness campaigns and reforestation..." Q4; TP5: "My

			campaigns, Reforestation		answer to that would be no, because I haven't had the chance to do it yet. Yes, not yet."
	Disciplines involved	Statements related to the identification of disciplines involved in practical activities	Biology, Mathematics, Art, Technology, Chemistry, Life and Science Studies	DISC-INV	Q4; TP1: "they had to use their knowledge of biology" Q4; TP2: "the related subject that was most involved was drawing" Q4; TP3: "the discipline that came into play in this activity, there's maths, for example, with measuring the dimensions of a square. There was also art" Q4; TP4: "Making menthol involves disciplines like chemistry"
Enriching German teaching	Enrichment through practical activities	Statements related to the incorporation of practical activities and real-life situations into German lessons	Cooking, Gardening, Geography, History, Cybercrime, Social networks	PRACT-APPLI	Q5; TP1: "If, for example, the pupils can cook good African food, if they can make flower pots, if they can grow small crops, then I think the teaching of German will be enriched." Q5; TP2: "it's content from other disciplines that is integrated into German, it's families, these are situations that have to be borrowed from other disciplines in order to deal with the German lesson, so basically it's interdisciplinary" Q5; TP4: "We should be using other disciplines to make the German course more practical, to make learners of German more capable of solving concrete problems."
	Development of vocabulary and speaking skills	Development of vocabulary and speaking skills through interdisciplinary teaching	Language development	LANG-DEV	Q5; TP3: "They use the language in different situations and this enables them to develop their vocabulary and speaking skills." Q5; TP5: "it will also enable them to understand life and health studies and to be able to link what the German teacher gives them in German with the lessons they receive in these areas in French."
	Connection to Cameroonian context	Statement concerning Interdisciplinary teaching to connect German to the Cameroonian context	Practical knowledge	CMR-CONTEXT	Q5; TP4: "it will connect it more to the Cameroonian context, because with the current economic situation we're in a context where we're tending towards more practical knowledge."

	Attractiveness of German	Statement concerning interdisciplinary teaching to make German more attractive to students	Student engagement	ATTRACT-GER	Q5; TP4: "Secondly, it could also enrich a lot of German in that it would make it more attractive to students"
Collaborating with other subject teachers	Practical collaboration	Statement concerning collaborative work with subject teachers in the classroom	Soap-making, Chemistry	PRACT-CO	Q6; TP3: "I've already got in touch with teachers, for example from physics and chemistry, to be able to carry out a project on soap-making, for example, where chemistry is involved."
	Theoretical collaboration	Statement concerning collaborative work with subject teachers for provision of materials for practical activities	Flower plans	THEO-CO	Q6; TP4: "Yes, especially when it comes to theory. For the provision of certain materials for practical activities, in particular plans for flowers."
	Collaboration through dialogue	Statement concerning collaboration through conversations and exchange of ideas with teachers	Health and well-being, SVT	DIAL-CO	Q6; TP5: "In terms of the dialogue and conversations we have, we exchange ideas, so in terms of the content proposed by the German syllabus that I have to teach the students, I try to get their ideas on that content and on what they give as input."
	Lack of collaboration	Statement concerning participants' lack of experience with working with teachers of other subjects to integrate interdisciplinary concepts or themes into their teaching of German	No collaboration	NO CO (-)	Q6; TP1: "I really haven't yet worked with teachers of other subjects to integrate concepts relating to interdisciplinarity." Q6; TP2: "So far I've just always relied on the little knowledge I have in the field and the knowledge that the students themselves already have."
Encouragi	Making relevant connections	This category is about encouraging learners to make relevant connections between knowledge from the	Activation phase, Practical activities	REL-CONNEC T	Q7; TP2: "It's very important that links can be made, i.e. a child should be able to call on a certain amount of knowledge that can be read in the classroom...always encouraging the students to produce and reflect, and this can happen during the activation phase of the German course." Q7; TP1: "First of all, you have

		German course and knowledge from related disciplines			to draw their attention to any links with other subjects and make it clear to them that if they already have a grounding in that subject, it will be very easy for them to incorporate that knowledge into German as well. And above all, you mustn't forget the practical side of things, because that's where they can retain the concepts better."
	Organizing practical activities	This category is about organizing practical activities to demonstrate links between German and other subjects	Active and experimenting Awareness raising	PRACT-ACT	Q7; TP3: "You need to organize activities where they are active and experimenting." Q7; TP4: "By raising their awareness, by making them understand that they can learn German by integrating other subjects, even by practicing with them. Because it's true that you have to raise awareness, but you also have to do it through practical activities."
	Scholarship opportunities	This category is about encouraging students by informing them of scholarship opportunities that require knowledge of German and other subjects	Scholarships	SCHOL-OPPO	Q7; TP5: "We take the opportunity to inform them that there are various scholarships for Germany and which scholarships require them to have a minimum knowledge of German and by doing this we also actively encourage them not only to work hard to improve their language skills in German but also in other subjects."
	Language barriers	This category is about difficulties in integrating knowledge from other subjects into German		LANG-BARR (-)	Q8; TP1: "For some students, the difficulty is often the language, because it's one thing to know how to understand a lesson in French or English, but it's quite another to be able to integrate this knowledge into German."
Difficulties	Time synchronization challenge	This category is about difficulties in collaborating with other subject teachers for interdisciplinary teaching	Availability, Time	TIME-CHALL (-)	Q8; TP3: "The difficulty you encounter when you want to implement cross-curricular teaching is already the fact of working in collaboration with other teachers. For example, teachers won't always be available at lesson time."

Lack of interdisciplinary skills	This category is about difficulties in developing the necessary interdisciplinary skills for teaching German	Teacher training, Curriculum	INTER-SKILLS (-)	Q8; TP3: "And then there are the skills, because we don't train teachers to be interdisciplinary in their initial training. So teachers have to develop additional skills on their own to be able to integrate interdisciplinary projects." Q8; TP4: "Firstly, the German teacher needs to be retrained in some way, so that he or she no longer remains in his or her comfort zone."
Large curriculum	This category is about difficulties in covering the entire curriculum while also implementing interdisciplinary teaching	Time, Resources	LA-CURR (-)	Q8; TP4: "The programme is vast and doesn't really incorporate these skills, these practical activities. It doesn't always incorporate enough interdisciplinarity. As a result, integrating interdisciplinarity means taking more time than the programme allows for certain aspects of the programme and running the risk of not achieving the coverage of the programme recommended by the administration."
Lack of appropriate materials	This category is about difficulties in finding appropriate materials for interdisciplinary teaching	Texts, Documentation	APP-MAT (-)	Q8; TP3: It may be that we want to work with a teacher who has another lesson in his or her classroom at the same time as we do. And then there's also the appropriate equipment because, since the school doesn't give a budget for practical activities with the pupils, the teacher has to take it out of his salary and if he can't take it out of his salary to finance practical activities, the teacher will So that's another difficulty." TP1: "There's also perhaps a lack of serious collaboration with the teachers of these subjects and sometimes a lack of materials during the practical phases when you want to do a practical activity." TP5: "The main problem with integrating cross-curricular teaching lies in the texts, because if you have to teach the pupils about carnival, for example, or how a traditional Cameroonian festival is celebrated, it's really difficult, not to say impossible, to find a text in German that talks about this content."

Used teaching resources	Written resources	Statement related to the use of written resources to include interdisciplinarity into German lessons	Student notebooks, Goethe-Calendar Books,	WRIT-RES	Q9; TP1: "So far I've been referring to the lessons in these other subjects, and more specifically to the students' notebooks, even though they often come with their notebooks." TP3: "When it comes to integrating cross-curricular teaching into German lessons, there are books, of course"
	Digital Resources	About the use of digital resources to include interdisciplinarity	YouTube	DIGI-RES	Q9; TP2: "There are so many resources for doing this and the first piece of advice I'd give is that the social network YouTube is the biggest database of teaching videos.
			Websites		Q9; TP3: "When it comes to integrating cross-curricular teaching into German lessons... There are websites. I use the Internet a lot."
	Audio-visual content	About the use of audio-visual content for integrating interdisciplinarity into German lessons	Videos, Images	AUDIO-VIS-CONT	Q9; TP4: "You need videos, images with which to document and present to learners, and so on." TP5: "There are also websites that I use, but above all audio-visual content because certain themes such as media and communication, sometimes citizenship, and also illnesses, require us to use audio-visual content."
Competence-based approach	Promotion of practical skills	Statement related to the development of practical skills the competency-based approach	-	PROM-PRACT-SKILL	Q10; TP1: "For me, interdisciplinarity and the skills-based approach are closely linked concepts. Interdisciplinarity should be able to promote the development of practical skills in students." Q10; TP5: "Interdisciplinarity should be able to promote the development of practical skills in pupils because if it's still too theoretical I think pupils can lose interest in it."
	Facilitation of acquiring competencies	About Interdisciplinarity facilitating the acquisition of competencies in the competency-based approach	-	ACQ-COMP	Q10; TP2: "Interdisciplinarity makes things much easier and enables pupils to create more links with their competencies."
Int	Combination of knowledge from	About combining knowledge from	-	COMB-KNOW	Q10; TP3: "To be able to do something, the learner must not only have knowledge of discipline X but also of discipline Y. It

	different disciplines	different disciplines to develop competencies			is the combination of the knowledge that the learner has acquired and the knowledge that the learner has acquired that makes interdisciplinarity possible."
	Interdisciplinary as basis to develop competencies	Interdisciplinary skills are necessary to develop competencies in the competency-based approach	-	INTER-BASE-COMP	Q10; TP3: "Knowing that you put the soda in the water and not the water in the soda is an interdisciplinary skill." Q10; TP4: "In my view, the competency-based approach cannot be achieved without interdisciplinarity." Q10; TP5: "Interdisciplinarity and the skills-based approach go hand in hand. You can't talk about one without talking about the other."
Additional comments	Collaboration with teachers of other subjects	About working in close collaboration with teachers of other subjects to promote interdisciplinarity in German lessons		TEACH-COLL	Q11; TP1: "It would be a good idea for every teacher of German to work in close collaboration with teachers of other subjects in order to promote interdisciplinarity in a practical way."
	Interdisciplinarity as a fundamental aspect of German course	About emphasizing the importance of interdisciplinarity in German courses		INTER-FUND-ASPECT	Q11; TP2: "I think I would stress that interdisciplinarity is a fundamental aspect of the German course."
	Integration of project-based approach	About integrating the project-based approach with the interdisciplinary dimension in German courses		INT-PROJECT	Q11; TP3: "So I think that the German course will be very interesting if the interdisciplinary dimension is really integrated, if we also really take into account integrating the project-based approach because the two go together."
	Essential for competence-based approach and digitalisation of teaching	About emphasizing the importance of interdisciplinarity in the context of the competence-based approach and digitalisation of teaching		COM-DIGI	Q11; TP4: "I think it's essential, it's becoming more and more essential these days, not only with the competence-based approach, but also with the digitalisation of teaching."

8 Description of the modules from the German curriculum

PROGRAMME D'ÉTUDES DE L'ALLEMAND, LANGUE VIVANTE II – CLASSE DE QUATRIÈME - AKOA AMBASSA -ABOON T-MBOUOMBOUO E.

MODULE I : VIE QUOTIDIENNE

– **PRÉSENTATION DU MODULE** : Le module I, qui parle de la présentation de soi, d'autrui et de la vie quotidienne, traite aussi de l'arbre généalogique, de la vie à l'école et de l'entretien des relations de bon voisinage. Ce module permettra aux élèves de parler de soi, de se présenter, de décrire leur vie quotidienne, de parler de la vie à l'école et d'interagir en vue d'entretenir de bonnes relations avec autrui au jour le jour.

MODULE 1 : VIE QUOTIDIENNE						
ACTIVITÉS D'ENSEIGNEMENT/APPRENTISSAGE						
COMPÉTENCES	FAMILLE DE SITUATIONS	EXEMPLES DE SITUATIONS	RESSOURCES			
			SAVOIRS	SAVOIR-FAIRE	SAVOIR-ÊTRE	AUTRES RESSOURCES
CB1 : Écoute et production orale CB2 : Lecture et production orale / écrite CB3 : Médiation (Traduction et interprétation)	Utilisation de l'écoute, de l'expression orale, de la lecture, de l'écriture et des représentations iconographiques pour se présenter, présenter autrui, parler de son arbre généalogique, parler de la vie quotidienne d'un élève à l'école et de l'entretien des relations de bon voisinage.	1-Cours introductifs, actes de parole ; 2-Les présentations de soi, et autrui ; 3-Mon arbre généalogique 4- La vie à l'école ; 5- L'entretien des relations de bon voisinage.	Lexique lié : À la présentation de soi, d'autrui et de la vie dans une famille Lexique lié : à l'arbre généalogique Lexique lié : aux métiers en général ; Lexique lié : à la vie à l'école / au village Lexique lié : à l'entretien des relations de bon voisinage Grammaire : -Les pronoms personnels et les formes du verbe au présent de l'Indicatif : (sein, haben, heißen, kommen, wohnen, etc...) ; -La place du verbe dans la phrase (déclarative et interrogative) ; -Les verbes forts au présent de l'indicatif ; -Verbes à particules séparables ; -Les nombres cardinaux de 0 à 40. -Les articles définis et indéfinis ; -L'adj. possessif au singulier ; -La forme de politesse.	-Parler de soi, d'autrui ; -Se présenter, présenter autrui ; -Présenter /dresser un arbre généalogique ; -Parler de sa vie de tous les jours et à l'école. -Entretenir des relations de bon voisinage ; - Lire et rédiger des courts textes /Steckbrief	Le respect ; La réceptivité ; La solidarité ; La responsabilité ; La conciliation ; Le discernement ; La tolérance ; La convivialité ; Le vivre ensemble.	1-Ressources humaines 2- Ressources documentaires 3- Ressources audio-visuelles. 4- Activités suggérées : -Parler de soi, de l'autre et se présenter ou un tiers ; -Présenter/dresser, décrire, commenter et expliquer un arbre généalogique - Parler /décrire, présenter la vie à l'école ; -Savoir entretenir de bonnes relations avec le voisinage. -Dessiner son école, -Commenter une image ; -Faire des jeux de rôles ; -Compléter des dialogues ; - écouter et compléter un texte à trous ; -Remplir un formulaire ; -Lire un texte relatif au milieu scolaire ; -Rédiger un Steckbrief. (courts textes narratifs et informatifs simples)

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PROGRAMME D'ÉTUDES DE L'ALLEMAND, LANGUE VIVANTE II – CLASSE DE QUATRIÈME - AKOA AMBASSA -ABOON T-MBOUOMBOUO E.

ACTIVITÉS D'INTÉGRATION		
SAVOIRS PRIORITAIRES	INTÉGRATION DES SAVOIR-FAIRE ET SAVOIR-ÊTRE	SITUATIONS D'INTÉGRATION (À prendre en compte)
Traduction de courts passages relatifs aux métiers, à la vie au village, à son habitat (maison/chambre) et les activités menées pendant son temps-libre.	-Traduire des phrases simples et des expressions idiomatiques ; -Former à l'oral et à l'écrit des phrases au présent, bien utiliser les verbes forts/irréguliers au présent de l'indicatif, les verbes à particules séparables, les nombres cardinaux, les articles définis et indéfinis, l'adjectif possessif au pluriel, les verbes de modalité ainsi que la forme de politesse ; -Rédiger de courts textes narratifs et/ou informatifs (lettres et emails) simples (Steckbrief).	CB1, CB2 et CB3 : Productions orale, écrite et médiation, relatives aux contenus thématiques du module en favorisant le travail individuel et de groupe.
N.B. : BIEN VOULOIR PROPOSER DES EXERCICES D'INTÉGRATION QUI DÉBOUCHENT TOUS SUR LA PRODUCTION D'ÉCRITS (COMPÉTENCE VISÉE) EN TENANT COMPTE DE LA RÈGLE DES 2/3 OU 3/4. FAMILIARISER LES APPRENANTS À LA PRATIQUE DE L'INTÉGRATION.		
ACTIVITÉS D'ÉVALUATION, DE CORRECTION ET DE REMÉDIATION		
Informer les élèves de la date, du barème et des critères d'évaluation, proposer un sujet d'évaluation, produire une grille de correction, remédier sur la base des statistiques obtenues en mettant l'accent sur le travail collectif ou de groupe, afin d'améliorer le processus enseignement/apprentissage. Exploiter les statistiques obtenues pour les rencontres de Département d'allemand.		

MODULE II : VIE FAMILIALE ET SOCIOCULTURELLE.

– **PRÉSENTATION DU MODULE** : Le module II, présente et traite des métiers et/ou du travail en général, décrit la vie au village, dans une maison familiale et dans une chambre. Il présente également l'apprenant dans son milieu, ses loisirs et ses activités pendant son temps-libre. Ce module permettra aux élèves de parler des métiers, de présenter et de décrire leur village, leur maison et leur chambre à coucher et surtout de parler de leur temps-libre.

MODULE 2 : VIE FAMILIALE ET SOCIALE						
ACTIVITÉS D'ENSEIGNEMENT/APPRENTISSAGE						
COMPÉTENCES	FAMILLE DE SITUATIONS	EXEMPLES DE SITUATIONS	RESSOURCES			
			SAVOIRS	SAVOIR-FAIRE	SAVOIR-ÊTRE	AUTRES RESSOURCES
CB1 : Écoute et production orale CB2 : Lecture et production orale / écrite CB3 : Médiation (Traduction et interprétation)	Utilisation de l'écoute, de l'expression orale, de la lecture, de l'écriture et des représentations iconographiques pour se parler des métiers, parler de la vie au sein d'une famille en ville, décrire son habitat, sa chambre, parler de son temps libre et de ses loisirs.	1-Les métiers en général ; 2-La vie au village (activités ludiques, soir au village, autour du feu, l'arbre à palabre) 3-Ma maison, ses parties et les types de maisons ; 4-Ma chambre ; 5-Mon temps libre, mes hobbies/ loisirs	Lexique lié : Aux différents métiers en général et aux stages /apprentissages ; Lexique lié : A La vie au village (aux activités ludiques, soir au village, autour du feu) ; Lexique lié : A l'habitation, les parties d'une maison et aux types de maisons et à la description de sa chambre ; Lexique lié : -Aux hobbies et loisirs. Grammaire : -Les verbes forts au présent de l'indicatif ; -Verbes à particule séparable ; -Les nombres cardinaux de 100 à 2.000.000 ; -La négation (nicht/kein) ; -Les articles définis et indéfinis ; -L'adj. Possessif 3e pers. du sing. ; -Le pluriel des noms ; -Conjugaison : - werden/wollen + métiers -Les verbes de modalité (können, wollen, möchten)	-Parler des métiers en général ; -Parler de son travail, des métiers et de la situation de l'apprenti ; -Décrire son intérieur, sa chambre/ sa maison. -Parler de son temps libre, hobbies et loisirs ; - Lire et rédiger des courts textes /Steckbrief	Le respect ; La réceptivité ; La solidarité ; La responsabilité ; La conciliation ; Le discernement ; La tolérance ; La convivialité ; Le vivre ensemble.	1-Ressources humaines 2- Ressources documentaires 3- Ressources audio-visuelles. 4- Activités suggérées : - Parler des métiers en général ; - Décrire son village et des activités de ses habitants. (les comparer si possible) - Parler/décrire, présenter la vie au village ; - Savoir entretenir de bonnes relations avec le voisinage. - Dessiner son village - Commenter une image. - Lire un Steckbrief ; - Jeu de rôle ; - Dessiner sa chambre, sa maison ; - Écouter et compléter un dialogue ; - Rédiger des courts textes, une lettre, un mail (courts textes narratifs et informatifs simples).

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ACTIVITÉS D'INTÉGRATION		
SAVOIRS PRIORITAIRES	INTÉGRATION DES SAVOIR-FAIRE ET SAVOIR-ÊTRE	SITUATIONS D'INTÉGRATION (À prendre en compte)
Traduction de courts passages relatifs aux métiers, à la vie au village, à son habitat (maison/chambre) et les activités menées pendant son temps-libre.	-Traduire des phrases simples et des expressions idiomatiques ; -Former à l'oral et à l'écrit des phrases au présent, bien utiliser les verbes forts/irréguliers au présent de l'indicatif, les verbes à particules séparables, les nombres cardinaux, les articles définis et indéfinis, l'adjectif possessif au pluriel, les verbes de modalité ainsi que la forme de politesse ; -Rédiger de courts textes narratifs et/ou informatifs (lettres et emails) simples (Steckbrief).	CB1, CB2 et CB3 : Productions orale, écrite et médiation, relatives aux contenus thématiques du module en favorisant le travail individuel et de groupe.
N.B. BIEN VOULOIR PROPOSER DES EXERCICES D'INTÉGRATION QUI DÉBOUCHENT TOUS SUR LA PRODUCTION D'ÉCRITS (COMPÉTENCE VISÉE) EN TENANT COMPTE DE LA RÈGLE DES 2/3 OU 3/4. FAMILIARISER LES APPRENANTS À LA PRATIQUE DE L'INTÉGRATION.		
ACTIVITÉS D'ÉVALUATION, DE CORRECTION ET DE REMÉDIATION		
Informer les élèves de la date, du barème et des critères d'évaluation, proposer un sujet d'évaluation, produire une grille de correction, remédier sur la base des statistiques obtenues en mettant l'accent sur le travail collectif ou de groupe, afin d'améliorer le processus enseignement/apprentissage. Exploiter les statistiques obtenues pour les rencontres de Département d'allemand.		

MODULE III : ENVIRONNEMENT, SANTÉ ET BIEN-ÊTRE.

– **PRÉSENTATION DU MODULE** : Le module III, qui parle des habitudes alimentaires africaines, de certaines maladies endémiques et de leurs modes de prévention, des mesures barrières et de la vaccination, traite aussi de l'hygiène et de la salubrité, du climat, des saisons et de la météorologie. Ce module permettra aux élèves de parler des habitudes alimentaires, de leurs problèmes de santé, de la prévention puis de parler du climat.

MODULE 3 : ENVIRONNEMENT, SANTÉ ET BIEN-ÊTRE						
ACTIVITÉS D'ENSEIGNEMENT/APPRENTISSAGE						
COMPÉTENCES	FAMILLE DE SITUATIONS	EXEMPLES DE SITUATIONS	RESSOURCES			
			SAVOIRS	SAVOIR-FAIRE	SAVOIR-ÊTRE	AUTRES RESSOURCES
CB1 : Écoute et production orale CB2 : Lecture et production orale / écrite CB3 : Médiation (Traduction et interprétation)	Utilisation de l'écoute, de l'expression orale, de la lecture, de l'écriture et des représentations iconographiques pour parler des repas, des maladies endémiques, des moyens de prévention, des mesures barrières et de la vaccination, de l'hygiène et de la salubrité à la maison et dans la /chambre et enfin de parler du climat et de la météo.	1-Les aliments/vivres et les repas en Afrique 2-Le corps humain, les maladies et leurs préventions : (grippe, cholera, le paludisme) ; 3-Les mesures barrières et la vaccination ; 4-L'hygiène et la salubrité (maison /chambre) ; 5-Le climat et la météorologie.	Lexique lié : -Aux habitudes alimentaires en Afrique, Lexique lié : -Aux maladies et aux moyens de prévention ; Lexique lié : -Aux mesures barrières et à la vaccination ; Lexique lié : -A l'hygiène et la salubrité (maison /chambre) ; Lexique lié : -Au climat, aux saisons et au temps (la météo). Grammaire : -Les verbes de modalité (<i>müssen, sollen, mögen</i>) ; -Les conjonctions de coordination. (<i>und, aber, denn</i>) -L'accusatif : (verbes et prépositions) -L'adjectif possessif au pluriel ; -La déclinaison de l'article défini (<i>N/A/D</i>) ; -Les verbes pronominaux ; -L'impératif	-Parler des aliments/vivres et des repas en Afrique; -Parler des maladies et des moyens de les prévenir; -Parler des mesures barrières et de la vaccination; -Parler de l'hygiène et de la salubrité au niveau de la maison et de la chambre; -Parler du climat, des saisons et de la météorologie. -Remplir un formulaire et cocher les symptômes d'une maladie; -Lire/rédiger un texte relatif aux repas, aux maladies et aux climats/ à la météorologie .	La propreté La culture; L'information ; La prudence; La responsabilité ; La prévention; L'entretien de son milieu;	1-Ressources humaines 2-Ressources documentaires 3-Ressources audio-visuelles. 4- Activités suggérées : -Parler des habitudes alimentaires (en Afrique) poids, quantité et unités de mesure, -Parler des maladies de la prévention; - Parler des mesures barrières et de la vaccination; - Parler de l'hygiène et de la salubrité à l'école, à la maison et dans sa chambre à coucher; -Dessiner sa maison, sa chambre; -Commenter des images de malades; -Décrire un repas équilibré; -Remplir un formulaire et cocher les symptômes d'une maladie; -Parler du climat et du temps (la météorologie); -Représenter les maladies endémiques sur une carte; -Comparer les avantages et inconvénients de la vaccination contre Covid-19; -Initier des projets pour la prévention et la protection contre Covid 19; -Remplir un formulaire -Rédiger de courts textes narratifs et informatifs simples.

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ACTIVITÉS D'INTÉGRATION		
SAVOIRS PRIORITAIRES	INTÉGRATION DES SAVOIR-FAIRE ET SAVOIR-ÊTRE	SITUATIONS D'INTÉGRATION (À prendre en compte)
Traduction de courts passages relatifs à la présentation de soi, de l'autre, de la famille, de l'arbre généalogique, à la vie à l'école et/ou au village, aux métiers en général et enfin aux relations de bon voisinage.	-Traduire des phrases simples et des expressions idiomatiques ; -Former à l'oral et à l'écrit des phrases au présent, bien utiliser les verbes forts/irréguliers au présent de l'indicatif, les verbes à particules séparables, les nombres cardinaux, les articles définis et indéfinis, l'adjectif possessif au singulier ainsi que la forme de politesse ; -Rédiger de courts textes narratifs et/ou informatifs simples.	CB1, CB2 et CB3 : Productions orale, écrite et médiation, relatives aux contenus thématiques du module en favorisant le travail individuel et de groupe.
N.B: BIEN VOULOIR PROPOSER DES EXERCICES D'INTÉGRATION QUI DÉBOUCHENT TOUS SUR LA PRODUCTION D'ÉCRITS (COMPÉTENCE VISÉE) EN TENANT COMPTE DE LA RÈGLE DES 2/3 OU 3/4. FAMILIARISER LES APPRENANTS À LA PRATIQUE DE L'INTÉGRATION.		
ACTIVITÉS D'ÉVALUATION, DE CORRECTION ET DE REMÉDIATION		
Informer les élèves de la date, du barème et des critères d'évaluation, proposer un sujet d'évaluation, produire une grille de correction, remédier sur la base des statistiques obtenues en mettant l'accent sur le travail collectif ou de groupe, afin d'améliorer le processus enseignement/apprentissage. Exploiter les statistiques obtenues pour les rencontres de Département d'allemand.		

MODULE IV : MÉDIA ET COMMUNICATION

– **PRÉSENTATION DU MODULE** : Le module IV, qui parle des formes de communication telles que la communication non-verbale, la mimique et la gestuelle, des types de médias et de leurs rôles au quotidien et dans la société, traite aussi de l'utilisation des TIC en milieu scolaire et des métiers de l'informatique. Ce module permettra aux élèves de parler des types de médias et communication, de leurs rôles dans la société, de leur utilisation et des métiers de l'information.

MODULE 4 : MÉDIA ET COMMUNICATION						
ACTIVITÉS D'ENSEIGNEMENT/APPRENTISSAGE						
COMPÉTENCES	FAMILLE DE SITUATIONS	EXEMPLES DE SITUATIONS	RESSOURCES			
			SAVOIRS	SAVOIR-FAIRE	SAVOIR-ÊTRE	AUTRES RESSOURCES
CB1 : Écoute et production orale CB2 : Lecture et production orale / écrite CB3 : Médiation (Traduction et interprétation)	Utilisation de l'écoute, de l'expression orale, de la lecture, de l'écriture et des représentations iconographiques pour parler des formes de communication telles que la communication non-verbale, la mimique et la gestuelle, des types de médias et de leurs rôles dans la société, de l'utilisation des TIC dans la société et en milieu scolaire et des métiers de l'information.	1-Les formes de communication (non-verbale, mimique et gestuelle) 2-Types de médias (traditionnels et modernes) et leurs rôles 3-Utilisation des TIC en société et en milieu scolaire 4-Les métiers de l'information	Lexique lié : aux formes de communication (non-verbale, mimique et gestuelle) Lexique lié : Aux types de médias (traditionnels et modernes) et leurs rôles Lexique lié : A l'utilisation des TIC en société et en milieu scolaire Lexique lié : Aux métiers de l'informatique (production d'images). Grammaire : -Le datif : (verbes „helfen, danken, gratulieren, folgen, antworten, glauben“ et prépositions) -Le pronom interrogatif (<i>wer, wen, wem</i>) ; -Wann? Zeitangaben, la date et l'heure ; -La proposition subordonnée conjonctive : <i>dass, weil</i> ; -La déclinaison de l'article indéfini (N/A/D) -les nombres ordinaux de 1 à 100 ; -Les prépositions mixtes : (sens et emploi)	-Parler des formes de communication ; -Parler des types de médias ; - Parler de l'utilisation des TIC en société et en milieu scolaire ; -Parler des métiers de l'informatique ; -Rédiger une lettre, un courriel, un email	La communication ; Le patriotisme ; La citoyenneté ; La responsabilité ; L'insertion sociale ; La courtoisie ;	1-Ressources humaines 2- Ressources documentaires 3- Ressources audio-visuelles. 4- Activités suggérées : -Parler des formes de communication ; - Parler des types de médias ; - Parler de de l'utilisation des TIC en société et en milieu scolaire ; - Parler des métiers de l'informatique ; -Discussion : le téléphone en classe (pour/contre) -Comment rédiger une lettre et ses parties ; -écrire une lettre, un mail, une carte postale, un SMS ; Vidéo sur son médium préféré

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ACTIVITÉS D'INTÉGRATION		
SAVOIRS PRIORITAIRES	INTÉGRATION DES SAVOIR-FAIRE ET SAVOIR-ÊTRE	SITUATIONS D'INTÉGRATION (À prendre en compte)
Traduction de courts passages relatifs aux métiers, à la vie au village, à son habitat (maison/chambre) et les activités menées pendant son temps-libre.	-Traduire des phrases simples et des expressions idiomatiques ; -Former à l'oral et à l'écrit des phrases au présent, bien utiliser les verbes forts/irréguliers au présent de l'indicatif, les verbes à particules séparables, les nombres cardinaux, les articles définis et indéfinis, l'adjectif possessif au pluriel, les verbes de modalité ainsi que la forme de politesse ; -Rédiger de courts textes narratifs et/ou informatifs (lettres et emails) simples (Steckbrief).	CB1, CB2 et CB3 : Productions orale, écrite et médiation, relatives aux contenus thématiques du module en favorisant le travail individuel et de groupe.
N.B. : BIEN VOULOIR PROPOSER DES EXERCICES D'INTÉGRATION QUI DÉBOUCHENT TOUS SUR LA PRODUCTION D'ÉCRITS (COMPÉTENCE VISÉE) EN TENANT COMPTE DE LA RÈGLE DES 2/3 OU 3/4. FAMILIARISER LES APPRENANTS À LA PRATIQUE DE L'INTÉGRATION.		
ACTIVITÉS D'ÉVALUATION, DE CORRECTION ET DE REMÉDIATION		
Informer les élèves de la date, du barème et des critères d'évaluation, proposer un sujet d'évaluation, produire une grille de correction, remédier sur la base des statistiques obtenues en mettant l'accent sur le travail collectif ou de groupe, afin d'améliorer le processus enseignement/apprentissage. Exploiter les statistiques obtenues pour les rencontres de Département d'allemand.		

MODULE V : CITOYENNETÉ

– **PRÉSENTATION DU MODULE** : Le module V, qui parle du respect de soi et d'autrui, du respect des emblèmes, des armoiries, du patrimoine et des biens publics, de la participation aux événements sociaux tels que la fête de la jeunesse, la fête nationale, etc..., traite aussi des droits et obligations des jeunes camerounais et allemands. Ce module permettra aux élèves de parler du respect de soi et du respect dû à autrui, aux emblèmes, aux armoiries, du patrimoine et des biens publics et de quelques droits des jeunes camerounais et allemands.

MODULE 5 : CITOYENNETÉ						
ACTIVITÉS D'ENSEIGNEMENT/APPRENTISSAGE						
COMPÉTENCES	FAMILLE DE SITUATIONS	EXEMPLES DE SITUATIONS	RESSOURCES			
			SAVOIRS	SAVOIR-FAIRE	SAVOIR-ÊTRE	AUTRES RESSOURCES
CB1 : Écoute et production orale CB2 : Lecture et production orale / écrite CB3 : Médiation (Traduction et interprétation)	Utilisation de l'écoute, de l'expression orale, de la lecture, de l'écriture et des représentations iconographiques pour parler du respect de soi et d'autrui, du respect des emblèmes, des armoiries, du patrimoine et des biens publics, de la participation aux événements sociaux (fête de la jeunesse, fête nationale, etc...) ; de la connaissance des figures historiques et de quelques droits et obligations des jeunes camerounais et allemands.	1- Le respect des emblèmes, des armoiries, du patrimoine et des biens publics ; 2- Le code de la route et le respect des feux de signalisation. 3-La participation aux événements sociaux (fête de la jeunesse, fête nationale etc...) ; 4-Grandes figures de l'histoire (chefs traditionnels et gouverneurs allemands) ; 5-Quelques droits et obligations des jeunes camerounais et allemands.	Lexique lié : au respect des emblèmes, des armoiries, du patrimoine et des biens publics ; Lexique lié : Le code de la route et le respect des feux de signalisation ; Lexique lié : à la participation aux événements sociaux (fête de la jeunesse, fête nationale, etc...) ; Lexique lié : Aux grandes figures de l'histoire (chefs traditionnels et gouverneurs allemands) ; Lexique lié : Aux droits et obligations des jeunes camerounais et allemands. Grammaire : -L'interrogation indirecte ob ; -Les verbes de modalité <i>dürfen, müssen</i> et <i>sollen</i> (sens et emploi) ; -Les degrés de comparaison : (comparatif et superlatif) ; -Le passé composé des verbes réguliers ou faibles ;	-Parler du respect de soi et d'autrui. -Parler du respect des emblèmes, des armoiries, du patrimoine et des biens publics ; - Parler de la participation aux événements sociaux (fête de la jeunesse, fête nationale, etc...) ; -Parler des figures historiques allemandes et camerounaises ; -Parler de quelques droits et obligations des jeunes camerounais et allemands.	Le respect ; Le patriotisme ; La citoyenneté ; La responsabilité ; La solidarité ; La courtoisie ;	1-Ressources humaines 2- Ressources documentaires 3- Ressources audio-visuelles. 4- Activités suggérées : -Parler du respect de soi et d'autrui ; - Parler du respect des emblèmes, des armoiries, du patrimoine et des biens publics ; - Parler de la participation aux événements sociaux (fête de la jeunesse, fête nationale, etc...) ; - Parler de quelques droits et obligations des jeunes camerounais et allemands ; -Exposé sur les chefs historiques -Commentaires d'images -Situation des héros nationaux sur une carte du Cameroun ; -Causerie sur la conscience nationale.

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ACTIVITÉS D'INTÉGRATION		
SAVOIRS PRIORITAIRES	INTÉGRATION DES SAVOIR-FAIRE ET SAVOIR-ÊTRE	SITUATIONS D'INTÉGRATION (À prendre en compte)
Traduction de courts passages relatifs aux aliments/vivres et des repas en Afrique, les poids et mesures de quantité, aux maladies telles que la grippe, le choléra, le covid-19, le paludisme, etc... et aux moyens de prévention, aux mesures barrières et à la vaccination, à l'hygiène et à la salubrité à la maison et dans la chambre et enfin au climat et à la météorologie.	Traduire des phrases simples et des expressions idiomatiques ; Former à l'oral et à l'écrit des phrases avec les verbes de modalité (<i>müssen, sollen, mögen</i>), les conjonctions de coordination. (<i>und, aber, denn</i>), l'accusatif : (verbes et prépositions), l'adjectif possessif au pluriel, la déclinaison de l'article défini (N/A/D), les verbes pronominaux et l'impératif. Rédiger de courts textes narratifs et/ou informatifs simples.	CB1, CB2 et CB3 : Productions orale, écrite et médiation, relatives aux contenus thématiques du module en favorisant le travail individuel et de groupe.
N.B. BIEN VOULOIR PROPOSER DES EXERCICES D'INTÉGRATION QUI DÉBOUCHENT TOUS SUR LA PRODUCTION D'ÉCRITS (COMPÉTENCE VISÉE) EN TENANT COMPTE DE LA RÈGLE DES 2/3 OU 3/4. FAMILIARISER LES APPRENANTS À LA PRATIQUE DE L'INTÉGRATION.		
ACTIVITÉS D'ÉVALUATION, DE CORRECTION ET DE REMÉDIATION		
Informer les élèves de la date, du barème et des critères d'évaluation, proposer un sujet d'évaluation, produire une grille de correction, remédier sur la base des statistiques obtenues en mettant l'accent sur le travail collectif ou de groupe, afin d'améliorer le processus enseignement/apprentissage. Exploiter les statistiques obtenues pour les rencontres de Département d'allemand.		

MODULE VI : VIE ÉCONOMIQUE

– **PRÉSENTATION DU MODULE** : Le module VI, qui parle des négociations lors des achats dans un supermarché, dans une boutique ou dans un kiosque, de la gestion de son argent de poche et de la petite épargne, des anniversaires et des cadeaux d'anniversaire, traite aussi de la fréquentation des restaurants. Ce module permettra aux élèves de parler des comportements à adopter pendant les achats dans un supermarché, dans une boutique ou dans un kiosque, de la gestion de leurs argent de poche et des petites épargnes qu'ils peuvent réaliser, des anniversaires et des commandes dans un restaurant.

MODULE 6 : VIE ÉCONOMIQUE						
ACTIVITÉS D'ENSEIGNEMENT/APPRENTISSAGE						
COMPÉTENCES	FAMILLE DE SITUATIONS	EXEMPLES DE SITUATIONS	RESSOURCES			
			SAVOIRS	SAVOIR-FAIRE	SAVOIR-ÊTRE	AUTRES RESSOURCES
CB1 : Écoute et production orale CB2 : Lecture et production orale / écrite CB3 : Médiation (Traduction et interprétation)	Utilisation de l'écoute, de l'expression orale, de la lecture, de l'écriture et des représentations iconographiques pour parler des négociations lors des achats (dans un supermarché, dans une boutique, etc...), de la gestion de son argent de poche et de la petite épargne, des anniversaires, du restaurant ainsi que du transport et de l'orientation.	1–Les achats dans un supermarché, dans une boutique ou dans un kiosque. (Négociations) 2- La gestion de l'argent de poche et la petite épargne ; 3- Les anniversaires et offrir/achat d'un cadeau/carte d'anniversaire ; 4-Au restaurant ; 5-Les transports et l'orientation (indiquer son chemin).	Lexique lié : aux achats dans un supermarché, dans une boutique ou dans un kiosque Lexique lié : à la gestion de son argent de poche et petite épargne); Lexique lié : aux anniversaires et aux cadeaux d'anniversaire; A la fréquentation des restaurants (commandes et repas) ; Lexique lié : Les transports et l'orientation (indiquer son chemin). Grammaire : -Wann? Zeitangaben, la date et l'heure ; -les nombres ordinaux de 1 à 100 ; -L'adjectif qualificatif épithète précédé de l'article indéfini(N/A/D); -Le passé composé de <i>sein et haben</i> ; -Le passé composé des verbes irréguliers /forts -Le prétérit de quelques verbes réguliers,irréguliers.	-Parler des achats dans un supermarché, dans une boutique ou dans un kiosque. -Parler de la gestion de son argent de poche et petite épargne; - Parler des anniversaires et des cadeaux d'anniversaire. -Parler de la fréquentation des restaurants.	La culture; L'information ; La prudence; La prévision; La responsabilité ; La solidarité; L'entraide ;	1-Ressources humaines 2- Ressources documentaires 3- Ressources audiovisuelles. 4- Activités suggérées : -Parler des achats (dans un supermarché, dans une boutique ou dans un kiosque); -Parler de la gestion de son argent de poche et de la petite épargne; - Parler des anniversaires et des cadeaux d'anniversaire; - Parler de la fréquentation des restaurants;

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ACTIVITÉS D'INTÉGRATION		
SAVOIRS PRIORITAIRES	INTÉGRATION DES SAVOIR-FAIRE ET SAVOIR-ÊTRE	SITUATIONS D'INTÉGRATION (À prendre en compte)
Traduction de courts passages relatifs aux différentes formes de communication telles que la communication non-verbale, la mimique et la gestuelle, aux types de médias et à leurs rôles dans la société, à l'utilisation des TIC dans la société et en milieu scolaire et aux métiers de l'informatique.	-Traduire des phrases simples et des expressions idiomatiques ; -Former à l'oral et à l'écrit des phrases avec L'adjectif qualificatif épithète précédé de l'article et indéfini) nominatif et à l'accusatif, le passé composé de <i>sein et haben</i> , le passé composé des verbes irréguliers /forts, le prétérit de quelques verbes irréguliers. -Rédiger de courts textes descriptifs ou informatifs simples.	CB1, CB2 et CB3 : Productions orale, écrite et médiation, relatives aux contenus thématiques du module en favorisant le travail individuel et de groupe.
N.B. : BIEN VOULOIR PROPOSER DES EXERCICES D'INTÉGRATION QUI DÉBOUCHENT TOUS SUR LA PRODUCTION D'ÉCRITS (COMPÉTENCE VISÉE) EN TENANT COMPTE DE LA RÈGLE DES 2/3 OU 3/4. FAMILIARISER LES APPRENANTS À LA PRATIQUE DE L'INTÉGRATION.		
ACTIVITÉS D'ÉVALUATION, DE CORRECTION ET DE REMÉDIATION		
Informer les élèves de la date, du barème et des critères d'évaluation, proposer un sujet d'évaluation, produire une grille de correction, remédier sur la base des statistiques obtenues en mettant l'accent sur le travail collectif ou de groupe, afin d'améliorer le processus enseignement/apprentissage. Exploiter les statistiques obtenues pour les rencontres de Département d'allemand.		