

The effectiveness of *doppeltblicken*/intercultural to teaching of German second language to university students in Zimbabwe

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Abstract: This paper validates the effectiveness of *doppeltblicken*/intercultural teaching of German as second language in Zimbabwe with University of Zimbabwe as the case. Literary texts play a significant role in the learning of a language. Yet students studying German at University of Zimbabwe (UZ) exhibit difficulties when it comes to reading and analyzing texts written in German. This has largely been attributed to the cultural differences between Germany and Zimbabwe. It was hypothesised that an intercultural/*Doppeltblicken*(in German) and "Double look" (in English) to learning a foreign language through literary texts offers a better approach to learners of German as foreign language. This approach added an intercultural communicative skill that enhanced their capability to relate competently with people from different cultural backgrounds. It aimed to enlighten students studying German about the need to create a cultural dialogue between Germany and Zimbabwe through literary texts thereby enhancing their target language proficiency. A comparative case study involving 13 students of German as second language was conducted using repeated measures design to evaluate the effectiveness of *Doppeltblicken* vis-avis the traditional methods used at the university of Zimbabwe. Participants took a pre-test after being taught in a traditional way whose results were compared to the post test that was taken after going through the *Doppeltblicken* pedagogy. Their performance was either recoded as "low", "medium" or "high". In the pretest, only 13.5% participants scored high, 44.3% were rated as medium and 42.3% as low. In the post test, 25.0% were rated high, 71.2% as medium with only 3.8% being low. Participants recorded a higher meanscore on the post-test than the pretest. The significance of difference in means for pre and post test through t-test was $t= 4.0523$, $df=4$, $p= .0016$. It was concluded that intercultural approach was more effective at teaching German as a second language since it added intercultural communicative competence.

Key words: *doppeltblicken*/intercultural approach, teaching, learning, intercultural communicative competence, foreign language

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I. Introduction and Background

In their class by class analysis of use of literature by the students of German at the University of Zimbabwe (UZ), Arich-Gerz and Chikwangura-Gwatorisa (2015) found that learners of German as second language at the UZ exhibited great difficulties in analyzing literary texts written in German. This was because for some students, they had never undertaken literary studies before yet the level of German used in texts such as those by Kafka was too difficult to comprehend. Students' general proficiency in the use of German language for everyday communicative purposes did not seem to translate into the ability to study and critically examine literary texts. It was against this background that this study sought to investigate the current methods used in teaching German Literature in Zimbabwe to learners of German as second language with a view of assessing the effectiveness of teaching methods based on the intercultural approach and its operational concept of double look "*Doppeltblicken*" (Kreutzer 2009).

Current teaching methods traditionally at UZ were teacher-centered and text analysis technique had proven ineffective at equipping learners with the necessary proficiency in German (Arich-Gerz and Chikwangura-Gwatorisa 2015). Third year students of German as a foreign language are taught German literature using short texts and/or poems. In poetry, the focus is on identifying and analyzing rhythm and rhyme schemes, whereas in short stories, the students simply write a summary and comment on the broached themes without necessarily considering figures of speech and other narratological devices and techniques. Due to limited vocabulary and lack of analytical tools in literature, emphasis is inevitably placed solely on text comprehension (Arich-Gerz and Chikwangura-Gwatorisa 2015). By highlighting this disconnect and apparent deficiency, the study attempts to think through these stumbling blocks with the aim of producing and suggesting a pedagogical approach that assists both lecturers and learners of German as they dealt with literary texts. Didactics of literature examine the methodology of teaching literature (teacher perspective) and critically analyzing literary texts (learner perspec-

tive), especially pitching teaching methodology to a specific group according to learning outcomes, level of comprehension and how the learning process could and should be structured (Leubner et. al, 2012).

There are a number of ways of teaching and learning foreign languages that are proposed by scholars like Chomsky (1957), Hymes (1972), Klafki (1975, 2000), Armstrong (1977), Aliakbari et. al. (2013), Umut (2010), Banafshech et. al. (2013), Yeasmin (2011), just to mention a few. These scholars emphasize the need to enhance the four language skills, cultural knowledge of the target language being the additional skill. Kramersch (2003) argues that knowledge of culture is vital when learning a foreign language, culture enables one to “understand why the speakers of two different languages act and react the way they do, whether in fictional texts or in social encounters, and what the consequences of these insights may mean for the learner” (Kramersch 2003, p.32). Klafki in his discussion about constructive didactics emphasizes the need for students to bring their past experiences or experiences of their day to day livelihood in a foreign language class. He argues that teaching culture is different from teaching grammar, students should be able to discuss in class. The teacher also plays a major role, how he/she designs the teaching of culture through different methods in class is important for language learners.

Meyer (2010) carried out a study that the researcher viewed as based on the constructive didactics according to Klafki (2000). The study was about students’ participation in class using target language. The teacher gave the students the task to describe what an ideal teacher is. The topic provoked the students to speak about the ideal teacher without taking note of their challenges when speaking. Although this method of teaching can be commended for making the students speak in the target language, it can also be noted that some students could not speak well because the study was carried out by the people they did not know. It was also noted that it was important to let the students discuss among themselves what they think the ideal teacher is, so that they can exchange ideas and be able to reach a common ground. This enhances the students’ proficiencies and they will be able to learn from each other.

Although collaborative teaching might be commended because of the exposure of learners to different teachers using different approaches (Aliakbari and Nejad, 2013), it has its limitations. For example it requires proper planning from the teachers on how they will conduct the lessons the maximum benefit of the learner. An intercultural approach to teaching a foreign language was also applied to Bangladeshi students (Yeasmin et. al 2011). This approach incorporated the use of literary and non literary texts which had cultural friendly stories, students discussed in class, read stories aloud, retold stories and had presentations among other activities. In as much as the Bangladeshi study can be commended for the thought provoking tasks that were given to the students, its challenge is on the criteria of choosing what to teach and the use of their local texts written in languages of habitual use or local languages. The use of migration literature (Umut 2010), poems (Webber 1990, Biechelle 2013) and short texts (Peters 2003) when teaching foreign languages is important but this paper acknowledges the use of *doppeltblicken*/intercultural approach in the teaching and learning of foreign languages for one to yield better results.

In order to better understand literary works emanating from a different linguistic and cultural background however, it is imperative for one to be able to recognize the literary modes of expression used by the writers of that particular language. It is also of prime importance that one appreciates and is aware of the various figures of speech that can be deployed in literary works, e.g. satire, parody, grotesque, comedy, fantasy etc. (Hofmann 2006). It is through reading literary texts from another language and appreciating the embedded cultural nuances that one is able to know when the character in the literary text is being satirical or comical. Hofmann (2006) therefore highlights the pivotal role played by intercultural literary criticism to the processes of reading and making meaning of the literary texts.

Literature, through an intercultural approach/*doppeltblicken*, enables the reader to assess the situation in a given text, adding extra and para-textual elements or ideas based on the background knowledge of the culture in which they come from or even the experience from a specific culture. In some instances, the reader might be able to link some of the cultural values and beliefs to his/her experiences. Interculturality makes it possible to see new perspectives of his/her own culture. If the learners are engaged in intercultural learning, this would enhance the knowledge and interpretation skills of the students.

What is taught in the intercultural classroom should “demonstrate which are the groundings, abilities and experiences that must be transmitted through the educational process” (Tarusha and Haxhiymeri 2014, p.525). Since two or more cultures were discussed in an intercultural lesson, comparison is necessary. Tarusha and Haxhiymeri (2014) hypothesize that the teacher has to choose the texts carefully and make sure that the students will be able to discuss in the classroom. They argue that comparison of cultures is only possible when the cultures discussed have something in common and it is impossible to those cultures which are totally different. With *doppeltblicken* any culture is comparable to another because by noting the differences between cultures, one is inevitably compelled to notice the differences and be cognizant of the similarities. The themes might be the same but portrayed in a different way.

The intercultural teaching model seeks to ensure a better understanding of German literature through a trans- and intercultural dialogue vis-a-vis by African literature. African students of German literature are thus in a better position to engage more effectively and competently with German literary texts by comparing and contrasting them thematically with African literary texts (Ndong 1993; Kreuzer 2009).

This study has therefore attempted to fill this cavernous gap by explaining how literary texts are chosen to be used within the space of a foreign language classroom. As mentioned above, scholars have given advantages of using literary texts in a foreign language class but did not give suggestions on how one goes about teaching. The study thus generated new knowledge on the didactics of literature and how literary studies can be better used in foreign language acquisition. Such knowledge highlighted the fact that literary studies should not be in anyway detached from the language acquisition. As such, literary (and indeed intercultural competence) should work in tandem with linguistic competence.

The use of intercultural approach is an example of communicative teaching methods. These methods are of particular benefit where students are able to discuss the texts with the help of a teacher who will animate interaction through asking probing questions that enhance both the discussion and the comprehension and critical engagement with the literary text. The teacher is also expected to be fully cognizant of the individual competencies of the learners, the extent to which each and every learner is able to analyze a text and the nature of the linguistic and analytical competences that they have already acquired (Leubner, 2012).

Purpose

The purpose of this study was to establish the effectiveness of *doppelblicken*/intercultural approach to teaching of German as second language to university students in Zimbabwe.

Research Design and Method

A repeated measure comparative case study design was used to test the same group of participants in the pre and post test to collect quantitative data. It was vital to collect original information from the participants in the pre-test before they were exposed to a *doppelblicken* approach. The qualitative data helped to fill gaps in the results from the questionnaires in the pre- and the post test. It helped to explain how one understands how the teaching method influenced the learning of German literature of the participants.

Target Population

Students who were studying German as a foreign language at the University of Zimbabwe aged between 19 and 30 years were the target population. They were a total of 72 students who learnt German (2015 - 2017) when the study was being carried out, from year 1 to year 3.

Sample size

Out of a population of 72, A sample of thirteen (13) students from level 3 (third year of learning German) was purposively sampled to participate in the study. The criteria for inclusion was that one had to have attained level (B1) of language proficiency as stipulated in the Common European Framework of Reference (see attached appendix 1). According to this framework, the assumption was that such a participant was able to read and understand the literary texts of a similar level as the ones they tackled in this study, as well as read the *doppelblicken* approach itself. The 13 students were learning German as a foreign language. They were aged between 19-30. 9 of the participants were female, 1 was 19 years, 5 were aged 20, 3 were 25, 26 and 30 years respectively. 4 of the participants were male, 2 were 19 years and the other 2 were 21 and 22 years respectively. Besides German, they were also studying other subjects in humanities. 5 of them were studying English literature, 2 were studying Theater Arts, 2 were studying Archaeology, 2 were studying Philosophy and the other 2 were studying Religious Studies. The teacher was also the lecturer aged between 30 - 32 years with 5 years of teaching German as a foreign language at university level.

Four raters who are lecturers of German as a foreign language at different universities in Zimbabwe, Kenya, Sudan and Germany rated the answers of the students in phase 1 (pre-test) and 5 raters in phase 3 (post-test) of the study. They also rated the teaching that was done in in phase 2 of the study. All the five raters had a Masters Degree in German Language, Literature and Cultural Studies. They were teaching German as a foreign language and other different areas of German language. One of the raters is a mother tongue speaker of German. Rater 1 is a male teacher from the University of Khartoum, Sudan and had 15 years experience in the subject. Rater 2 is a male married doctoral student at Leipzig University, Germany, he had 8 years experience as a lecturer. Rater 3 is a female lecturer at the University of Zimbabwe and had 2 years teaching experience. Rater 4 is a male teacher from the University of Khartoum, Sudan and currently a PhD candidate at Münster University, Germany. He had 5 years teaching experience. Rater 5 is a female Head of Language Section, Goethe Institute Lagos, Nigeria. She too had 5 years experience as a lecturer.

Instruments

The instruments had Section A and Section B. Section A required the participants to give their Demographic Information. Section B required them to respond to given tasks on the subject matter. The tasks were different, for example in the pre-test students were required to answer 4 open ended questions and in the post-test they were required to answer 5 open ended questions.

Teaching sequence

The teaching sequence in this study is understood as a logical and systematic progression of lectures that the researcher prepared. The sequence demonstrates how the whole language/literature learning was built from separate pieces. Each activity was logically built from what the students previously studied and led to a subsequent activity. The sequence helped to create a pedagogical coherence that was meant to help the students stay on task. The lectures were three hours per week for seven weeks as presented in the appendix 2.

Achievement tests

Two achievement tests with short answer question items were used in pre- and post-test. The questionnaires were designed by the researcher. The researcher made sure that the questions would obtain most complete and accurate information as possible from the respondents. The questionnaire was designed in such a way that it was easy for the respondents to fully understand the questions and were not likely to refuse to answer or to lie to the researcher or try to conceal their attitudes. The questionnaire were organized and worded to encourage respondents to provide complete, accurate and unbiased information. The questionnaire were designed in such a way to make it easy for respondents to give necessary information for the researcher to make sound analysis and interpretation. This is supported by a Cronbach's alpha test of reliability presented below:

In order to determine whether the research design, methodology, data collection instruments and the actual collected data for this study meet the requirement of validity, the Cronbach's alfa was calculated and interpreted.

The Cronbach's coefficient was $\alpha=0.8621$. The study met the requirement of internal and external validity. The design and methodology of the study was objective in measuring the effect of *doppeltblicken/intercultural* approach of teaching and learning German in foreign language classes at the University of Zimbabwe. The choice to use the repeated measures design and methodology with *Pre-test*, the *Intervention stage* and the *Post-test* was therefore successful in measuring how *doppeltblicken/intercultural* approach of teaching and learning German in foreign classes affects attitudes of students and average student achievement.

The achievement tests were in German and the students were expected to respond in German. The questionnaire had Section A and B. Section A targeted demographic information while Section B was in accordance with the specific tasks. The achievement tests served as tools to test the effectiveness of *doppeltblicken* approach.

In pre-test, the participants were required to respond to four items after being taught in the traditional way used at University of Zimbabwe. The aim was to find out if the participants had understood the comprehension texts as presented to them by the everyday teaching method used in University of Zimbabwe. The questions for the pre-test were as follows:

1. Was fällt Ihnen zu den beiden Texten ein? (What are your comments about the two texts).
2. Nennen Sie die Themen in den beiden Texten (Name the themes in both texts?).
3. Gibt es Ihrer Meinung nach Unterschiede und Ähnlichkeiten zwischen den beiden Texten? (Are there any similarities and differences between the two texts?).
4. Sehen Sie Ähnlichkeiten in Unterschieden und umgekehrt? (Do you find any similarities in differences and vice versa?)

Short comprehension texts

An anthology of short stories entitled *House of Hunger* by a Zimbabwean author, Dambudzo Marechera (1978) was read for comprehension. The second was German short-story written by Wolfgang Borchert entitled *Das Brot* (1945). These texts were read in phase 1 (pre-test). *Petals of Blood* (1977) written by a Kenyan author, Ngugi wa Thiong'o and *Der gute Mensch von Sezuan* (1953) written by a German author, Bertolt Brecht were read in the intervention stage (phase 2) which was meant to introduce *doppeltblicken/intercultural* approach. The texts were appropriate for the students according to the Common European Framework of Reference for Languages for B1 level of proficiency. This framework stipulates that students should be able to understand and also produce simple connected texts on topics familiar to students or any other topics of their personal interest as a qualification for B1 level of proficiency. The researcher therefore chose texts that had issues that students could relate to.

The German texts are normally read in class as classic texts by mother tongue speakers of German. They are also read in some universities by students as learners of German as a foreign/second language. The

English texts are read worldwide especially by English literature students. The English novels were acquired from University of Zimbabwe library and the German texts were acquired from University of Nairobi in Kenya, German Section library.

In the post-test, students were asked five questions, which are:

1. *Gibt es Ihrer Meinung nach Unterschiede und Ähnlichkeiten zwischen den beiden Texten?* (Are there any similarities and differences between the two texts?).
2. *Sehen Sie Ähnlichkeiten in Unterschieden und umgekehrt?* (Do you find any similarities in differences and vice versa?).
3. *Hilft Ihnen der interkulturelle Ansatz den deutschen Text besser zu verstehen? Falls ja in wiefern?* (Has the intercultural approach helped you understand the texts better? If yes, how far true is it?).
4. *Fördert der Ansatz einen interkulturellen Dialog?* (Does the approach promote an intercultural dialogue?).
5. *Könnten Sie anhand dieses Ansatzes über Ihr eigenes Leben bzw. über die Gesellschaft in Simbabwe besser reflektieren?* (With the aid of this approach, could you/were you able to reflect on your own life or society in Zimbabwe better?).

Data collection procedure

Data was collected in three phases as follows.

Phase 1: Participants gathered in a class for their German lecture. They were taught using the traditional method used in the University of Zimbabwe. Participants were given Marechera's *House of Hunger* and Borchert's *Das Brot* to read without any influence and prior knowledge of the intercultural approach. They first read Dambudzo Marechera's *House of Hunger* followed by Wolfgang Borchert's *Das Brot*. After reading, as part of instructions, they were told not to write their names and to sit at least 1 meter apart. The test was 35 minutes long.

The researcher wanted to find out if the participants were able to answer the questions with the knowledge they already had.

Phase 2: *Doppeltblicken*/intercultural approach was introduced one week after students had done the pre-test. In the study, the terms *Doppeltblicken* and Intercultural Approach are used interchangeably. The study focuses on these as propagated by Ndong (1993) and Kreutzer (2009) as explained earlier in this study. In this phase, the researcher categorized the teaching in four stages which are: Introduction, Presentation, Interpretation and Production.

(i) In the introduction the instructor explained what the students were supposed to do in the lecture.

(ii) During presentation the instructor read out the texts and in at times read part of the texts with the students in class.

(iii) Interpretation was where the students discussed and exchanged their views, identified themes, historical context, plot and characters.

(iv) Production stage was where the students filled in the questionnaires within the classroom environment and under strict guidelines and timelines.

After *doppeltblicken*/intercultural approach was introduced to the students, they now had the guidelines of how to carry out analysis as per *doppeltblicken*/intercultural approach. They were given two texts to read and analyze entitled *Petals of Blood* (1977) by Ngugi wa Thiong'o and Bertolt Brecht's *Der gute Mensch von Sezuan* (1953). The researcher chose different set of novels which were of the level of the learners so as not to influence the answers the post test.

Phase 3: Participants were given an achievement test in this phase with questions on short stories that they read in the first phase. They were instructed neither to write their names on the answer sheet and sit one meter apart to deny them a chance to discuss their answers. The post test was 40 minutes long.

Data Analysis Procedure

The pre-and post test answer sheets were given to the raters to score the participants against the marking scheme to establish the difference in gains in learning achieved as a result of the two methods of teaching. The rating for the availability of the essential attributes of intercultural understanding namely: *interpretation, cultural understanding, value of beliefs and attitudes and awareness of cultural behaviors and relation to reality* was conducted. A database was created through coding of questions in the Achievement test. The marking scheme in table 1 enabled the transformation of the qualitative answers in the achievement test into quantitative values.

Table 1 : Marking Scheme

| Questions | Expected answer | Rating | Rating clarification |
|---|--|-----------------------------------|--|
| Question 1: What are your comments about the two texts? | ° Students were expected to write general but relevant comments about the two texts, for example: the texts are about hunger (1), war (1), economic difficulties (1), repercussions of war (1), written by different authors for different readers (1), different settings (1), the genre of the two texts (1) and themes not mentioned in similarities and/or differences, for example abuse (1), violence (1), betrayal (1), poverty, prostitution | High (H) Medium (M) Low (L) | Each answer carried 1 mark and if the student scored between 5 out of 5 the marks were rated as High, 3-4 out of 5 were rated Medium and 0-2 were rated Low. The maximum marks of the answers were 5 even when the students wrote more than that. |
| Question 2: Name the themes in both texts. | Students were expected to write common themes like hunger (2), poverty (2), war (2), moral decay (2), family disintegration (2), abuse (2), violence (2), betrayal (2), economic crisis (2) | High (H) Medium (M) Low (L) | Each answer carried two marks and the maximum marks a student could get are 10 even when they mention more than 5 themes. 8-10 out of 10 marks were rated as high, 4-6 out of 10 were rated as medium, 0-2 marks were rated at low |
| Question 3: Are there any differences and similarities between the two texts? | Students were expected to state at least 3 similarities and 3 differences. Similarities: hunger (1), war (1), family disintegration (1), betrayal (1) hypocrisy (1), economic crisis (1) Differences: violence (1), plot (1), time when the texts were written (1), setting (1), genre (1), differences in length of the texts (1) | High (H) Medium (M) Low (L) | Each answer carried 1 mark and if the student scored between 5-6 out of 6 the marks were rated as High, 3-4 out of 6 were rated Medium and 0-2 out of 6 were rated low. The maximum marks of the answers were 6 even when the students wrote more than that. |
| Question 4: Do you find any similarities in differences and vice versa? | Similarities in differences: war (1) hunger (1), hypocrisy (1), aftermath of war (1), betrayal (1), economic crisis (1) Differences in similarities: manifestations of hunger (1), causes of war (1). abuse (1), solutions to problems (1) | High (H) Medium (M) Low (L) | Each answer carried 1 mark and if the student scored between 5-6 out of 6 the marks were rated as High, 3-4 out of 6 were rated Medium and 0-2 out of 6 were rated low. The maximum marks of the answers were 6 even when the students wrote more than that. |

The first stage in the analysis of data involved generation of summary statistics on frequency distributions as well as measures of central tendencies and dispersion in the form means and standard deviations in the quantitative research respectively. The minimum and maximum values for responses were also calculated to the researcher to make inferences about the adequacy and appropriateness of the data before the actual analysis started. The summary statistics also helped form an opinion as to whether the coding of the ordinal data had been done appropriately and that there were no outlier values in the database that could have been entered erroneously.

Inter-rater concordance index was calculated from the rater's questionnaire. The *Scott/Fleiss Kappa* inter-rater reliability was used to determine whether there was agreement among the raters in the *Pre-test* as well as the *Post-test*. A Kappa concordance was also generated to determine consistency of raters across both tests. A one-way Analysis of Variance (ANOVA) for rater was carried out to determine the significance of between-groups and within-groups variation and thus be able to attach any seen significant variation to the intervention of Intercultural Approach. Between-groups t-test was carried out to determine whether the difference in mean at *Post-test* and *Pre-test* was statistically significant.

Performance in the achievement tests are presented in table 2&3 below. There were no outliers that could have emanated from transferring the data from questionnaires into the database as the minimum and maximum values are within the 1, 2, and 3 range representing "Low", "Medium" and "High" respectively.

Table 2: Student Achievement in Pre-test

| Variable | Observations | M | SD | MIN | MAX |
|------------------------|--------------|--------|-------|-----|-----|
| Rater 1 Overall Rating | 13 | 1.5385 | .6602 | 1 | 3 |
| Rater 2 Overall Rating | 13 | 1.4615 | .5189 | 1 | 2 |
| Rater 3 Overall Rating | 13 | 1.8462 | .8006 | 1 | 3 |
| Rater 4 Overall Rating | 13 | 2.0000 | .7071 | 1 | 3 |

Table 3: Student Achievement in Post-test

| Variable | Observations | M | SD | MIN | MAX |
|------------------------|--------------|--------|-------|-----|-----|
| Rater 1 Overall Rating | 13 | 2.5385 | .5189 | 2 | 3 |
| Rater 2 Overall Rating | 13 | 2.0000 | .5774 | 1 | 3 |
| Rater 3 Overall Rating | 13 | 2.2308 | .4385 | 2 | 3 |
| Rater 4 Overall Rating | 13 | 2.0769 | .2774 | 2 | 3 |

The combined Kappa inter-rater for pre-test as presented in table 4 below was $k = -0.0526$, $p = .497$. In the post test inter rater concordance was $k = 0.0323$, $p = 0.762$, implying high agreement among the raters in both tests. The research design and methodology used is thus valid and reliable as it yields consistent results on student achievement.

Table 4: Scott/Fleiss' Kappa for inter rater concordance on pre-and post-test

| Variable | Combined KAPPA | T-statistic | P-value |
|-----------|----------------|-------------|---------|
| Pre-test | -0.0526 | -0.82 | 0.497 |
| Post-test | 0.0323 | 0.35 | 0.762 |

Table 5 below represents Kappa concordance coefficients for pre-test and post-test for each rater. They indicate consistency of the four raters in rating student achievement as either “Low”, “Medium” or “High”. The p-values corresponding to concordance coefficients for raters 1 and 4 are less than the 5% level of significance, implying consistency of each raters scoring pre-test and post-test. The design of using pre-test and post-test to measure student achievement is thus consistent.

Table 5: KAPPA Concordance for Pre-test and Post-test

| Variable | Correlation | P-value | 95% Limits Of Agreement |
|----------|-------------|---------|-------------------------|
| Rater 1 | 0.977 | 0.008 | [-12.852, 12.852] |
| Rater 2 | 0.998 | 0.656 | [-8.543, 8.543] |
| Rater 3 | 0.428 | 0.817 | [-9.800, 9.800] |
| Rater 4 | 0.619 | 0.000 | [-8.543 8.543] |

Ethical considerations

The researcher followed the ethical guidelines of the University of Zimbabwe in conducting this study. Due administrative clearances were given by the Chairperson of the Department of Foreign Languages and Literature and colleagues in the German Section in this university.

II. Results

The effectiveness of intercultural approach is represented by the comparison of participants performance on pre and post test table 6 and 7 below. Student achievement during pre-test is not as good in the post-test. This is because only 13.5% of students were able to achieve “High” achievement after having been instructed in the traditional teaching approach at the University of Zimbabwe. Majority of the participants, 53.8% and 23.1% were only able to attain the “Medium” and “Low” achievements as evidenced by Table 6below.

Table 6: Student Achievement in Pre-test

| Variable | No. of Students | High | Medium | Low |
|----------|-----------------|-------|--------|-------|
| Rater 1 | 13 | 7.7% | 38.5% | 53.8% |
| Rater 2 | 13 | 0% | 46.2% | 53.8% |
| Rater 3 | 13 | 23% | 38.5% | 38.5% |
| Rater 4 | 13 | 23.1% | 53.8% | 23.1% |
| Mean | | 13.5% | 44.3% | 42.3% |

In the *Post-test*, student achievement improved significantly. The majority of the students attain the achievement rank of High and Medium as represented by 25% and 71.2%. It can be noted from Table 7 below that the percentage of students achieving the Low level of achievement reduced from 42.3% during pre-test to 3.8% during post-test. The implication is that *doppelblicken/intercultural* approach of teaching German in foreign classes is better than the traditional approach as it yielded improvement in student performance.

Table 7: Student Achievement in Post-test

| Variable | No. of Students | High | Medium | Low |
|----------|-----------------|-------|--------|-------|
| Rater 1 | 13 | 53.8% | 46.2% | 0% |
| Rater 2 | 13 | 15.4% | 69.2% | 15.4% |
| Rater 3 | 13 | 23.1% | 76.9% | 0% |
| Rater 4 | 13 | 7.7% | 92.3% | 0% |
| Mean | | 25.0% | 71.2% | 3.8% |

One-way analysis of Variance (ANOVA) is carried out to determine whether there is statistically significant difference in mean student achievement at *Pre-test* and *Post-test* by different raters. Results for one-way ANOVA testing significance in mean student achievement as rated by Rater 1 at *Pre-test* and *Post-test*. Since the p-value was greater than the 5% level of significance ($F=1.08$, $df=1$, $p=.3203$), the null hypothesis stated above is not rejected. The implication is that there was no statistically significant difference in mean student achievement as evaluated by lecturer 1 at *Pre-test* and *Post-test*.

Results for one-way ANOVA testing significance in mean student achievement as rated by Rater 2 at *Pre-test* and *Post-test* were $F=4.99$, $df=1$, $p=.1540$. Since the p-value is greater than the 5% level of significance the null hypothesis stated above is not rejected. The implication is that there is a statistically significant difference in mean student achievement as evaluated by Rater 2 at *Pre-test* and *Post-test*.

One-way ANOVA significance testing in mean student achievement as rated by Rater 3 at *Pre-test* and *Post-test* was $F=5.70$, $df=1$, $p=0.0360$. Since the p-value is smaller than the 5% level of significance ($.0360 < .05$), the null hypothesis stated above is rejected. The implication is that there was statistically significant difference in mean student achievement as evaluated by lecturer 3 at *Pre-test* and *Post-test*. As such, there is statistically significant difference in mean student achievement between the Traditional and *doppelblicken/intercultural* approach to learning and teaching German in foreign classes at the University of Zimbabwe.

A one-way ANOVA testing significance in mean student achievement as rated by rater 4 at *Pre-test* and *Post-test* posited $F=0.00$, $df=1$, $p=1.0000$. The implication of these results is that there is a statistically significant difference in mean student achievement as evaluated by lecturer 4 at *Pre-test* and *Post-test*.

The one-way ANOVA results by each rater shows that 3 out of the 4 raters who scored the achievement test posted statistically significant results demonstrating the superiority of *doppelblicken/ Intercultural* approach. The difference in mean student achievement is attributable to the intervention of *doppelblicken/intercultural* approach of teaching and learning German in foreign classes that is introduced in *Phase 2*.

Further analysis was conducted to examine whether the difference in mean achievement of students during pre-test and post-test was statistically significant. A paired t-test was carried and the p-value for t-test was, $t= 4.0523$, $p=.0016$. The results indicate that the difference in mean student performance is statistically significant. The implication was that *doppelblicken/intercultural* approach of teaching and learning German in foreign classes was superior at improving student achievement and thus better than the traditional approach to teaching and learning German in foreign classes at the University of Zimbabwe. The same conclusion is supported by the one-way ANOVA, bar graphs and achievement proportions.

III. Discussion

Due to the failure of students to really appreciate the literary texts, “A more comparative teaching design which actively includes examples from local/indigenous African cultures...” (Arich-Gerz and Chikwangura-Gwaturisa 2015, p.24) was suggested which made it possible for the teachers to equip the learners with interpretation skills; cultural understanding and be aware of different cultural behaviours and value beliefs and attitudes of people from other cultures. Other studies from Klafki (1975), Wolf (2002) and Meyer (2010) try to show how learning of foreign languages can be interculturally enhanced.

There is statistically significant difference in mean student achievement at *Pre-test* and at *Post-test*. Specifically, mean student achievement is higher at *Post-test* than at *Pre-test*. At *Pre-test*, 42.3%, 44.3% and 13.5% of the students had “Low”, “Medium”, and “High” levels of mean student achievement respectively, compared to 3.8%, 71.2%, and 25.0% of student who attained the same levels of achievement at *Post-test*. The improvement in mean student achievement is attributed to *doppeltblicken*/intercultural approach of teaching and learning German in foreign language classes at the University of Zimbabwe. This inference is supported by results from ANOVA that produced a p-value of .0360 meaning there was significant difference in mean achievement between *Pre-test* and *Post-test*. The significance of difference in means for pre and post test through t-test was $t = 4.0523$, $p = .0016$, meaning there was statistically significant difference in mean learner achievement largely attributed to the *doppeltblicken*/intercultural approach-based intervention. This inference is supported by the findings presented in Tables 5,6,7,8,10,11,12, and 13. Figures 1 and 2 also offer support to the inference made about the effectiveness of *doppeltblicken*/intercultural approach in improving student achievement. The findings of this study are in agreement with findings and arguments of previous researchers. Klafki (1975), for instance, had postulated that intercultural approach of learning was constructive in that it helped learners share their past experiences, relate to their current experiences and thus be able to interpret and make sense of their inner and outside world. This enhances the student’s interpretation skills which is also an important aspect in intercultural learning. Wolf (2002) and Meyer (2010), according to the researcher, make similar observations regarding the effectiveness of intercultural approach of teaching and learning foreign languages. Learning through intercultural approach that is participatory in nature and it enables learners develop cognitive, critical thinking, analytical and communicative skills that foster better understanding of texts taught in class and thus be able to replicate them in tests given to them by teachers, whose duties according to Meyer (2010:16) are among others “what the students bring in, i.e. on their biographical background, their educational experience, their learning history, their competences, their interests and expectations concerning the future.” This translates to improved student achievement as suggested by findings of this study. In the study, it is noted that the studies mentioned above, although they equipped students with other language skills, for the students at UZ, it is important to include literary texts from their cultural context and in their mother tongue, in this case, in their language of habitual use. It is also important to be systematic in terms of teaching in class, this is not a priority in the studies mentioned previously in this paper.

IV. Conclusion

From the results presented above, one can deduce that *doppeltblicken*/intercultural approach was effective in the teaching and learning of foreign languages. A systematic sequencing of lectures is also important when teaching. By applying intercultural approach/*doppeltblicken*, the present study affirmed that the intercultural approach was a valid pedagogical method that allowed learners to critically analyze, negotiate and engage with meanings of literary texts. As such, this approach realize the centrality of cultural dialogue in meaning making and meaning negotiation as students grapple with literary narratives that depict a culture and way of living that is at least superficially, diametrically opposed to their own.

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Appendix 1: Common European Reference Framework (German Language)

| A1 Basic Speaker – Breakthrough | B2 Independent Speaker – Vantage |
|--|--|
| Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options |
| A2 Basic Speaker – Waystage | C1 Proficient Speaker – Effective Operational Proficiency |
| Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. |

| B1 Independent Speaker – Threshold | C2 Proficient Speaker – Mastery |
|---|--|
| Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. | Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations. |

Appendix 2: Designed Doppeltblicken-based teaching sequence

Lesson 1

Topic: Introduction to the teaching and learning of German literature using doppeltblicken/intercultural approach in a foreign language class.

Objectives are to: (i) give a summary of the texts they read in German read English literary texts

(ii) summarize their understanding in German report information about the author and the setting of the literary text in German

(iii) compare and contrast the author’s style of writing with the local authors in German

| Time and Main Activity | Students’ activities | Teachers’ activities | Resources |
|--|--|--|---|
| Minute 1 -10 Introduction | Note taking | Introduction of the topic Elaboration on intended learning outcomes | Dictionaries Pens Note books Smart phones Laptops |
| Minute 11-30 Lesson development | Note taking Report on the local texts they read which were written in English (In the actual lecture only picked those who volunteered and they were 3) | Gave students a task to report on literary texts they read from Zimbabwe or Africa | Dictionaries Pens Note books Smart phones Laptops |
| Minute 31 – 45 Lesson development 5 MINUTE BREAK | Note taking Asking questions | Elaboration on doppeltblicken/intercultural approach as propagated by Kreutzer (2009) Introduction of literary texts- Petals of Blood and Der gute mensch von Sezuan | Dictionaries Pens Note books Smart phones Laptops |
| Minute 51 - 86 Presentation | Reading of <i>Petals of Blood</i> Report in German information about the author Discuss and compare with local authors | Put students in groups Gave students tasks to do in German Asked questions in German | Dictionaries Pens Note books Smart phones Laptops |
| Minute 81 - 145 Interpretation 5 MINUTE BREAK IN BETWEEN | Read the text loudly in class Group discussions in German Individual feedback | Gave discussion topics to students Controlled the discussions in terms of time keeping Asked thought provoking questions | Dictionaries Pens Note books Smart phones Laptops |
| Minute 146 -180 Conclusion | Discuss what they have learnt Ask each other questions Ask the teacher questions | Put students into groups for discussions Gave students tasks for the next lecture | Dictionaries Pens Note books Smart phones Laptops |

Lesson 2

Topic: Reading and understanding of literary text

Objectives are to: (i) retell/give a summary of the text excerpts they read in German

read *Petals of Blood* and be able to summarize their understanding in German

report what they understood from *Petals of Blood* in German

compare and contrast the author’s style of writing with the local authors in German

| Time and Main Activity | Students’ activities | Teachers’ activities | Resources |
|------------------------|----------------------|----------------------|-----------|
|------------------------|----------------------|----------------------|-----------|

Lesson 2

Topic: Reading and understanding of literary text

Objectives are to: (i) retell/give a summary of the text excerpts they read in German read *Petals of Blood* and be able to summarize their understanding in German report what they understood from *Petals of Blood* in German compare and contrast the author's style of writing with the local authors in German

| | | | |
|--|--|--|---|
| Minute 1 - 20 Introduction | -Recap of the last lecture through summaries in German Different students report different parts of the text they vividly remember Note taking | Introduction of the topic Elaboration on intended learning outcomes | Dictionaries Pens Note books Smart phones Laptops |
| Minute 21- 60 Lesson development 5 MINUTE BREAK | Reading of <i>Petals of Blood</i> Note taking | time keeper gave time for discussion to students | Dictionaries Pens Note books Smart phones Laptops |
| Minute 66 - 95 Lesson development | Reading of <i>Petals of Blood</i> Note taking Question asking | Engaged the students into discussion for example, asked the students if they related to what they have read in the texts Asked students question pertaining to their understanding of the texts | Dictionaries Pens Note books Smart phones Laptops |
| Minute 96 - 140 Presentation 5 MINUTE BREAK IN BETWEEN | Reading of <i>Petals of Blood</i> Note taking Question asking Look for information in internet, for example the situation of neo colonialism described in the texts | Reading of <i>Petals of Blood</i> Put students in groups Gave students tasks to do in German Asked questions in German Reading of <i>Petals of Blood</i> | Dictionaries Pens Note books Smart phones Laptops |
| Minute 141 - 165 Interpretation 5 MINUTE BREAK | Read the text loudly in class Group discussions in German Individual feedback | Read parts of the text for the students Gave discussion topics to students Controlled the discussions in terms of time keeping Asked thought provoking questions | Dictionaries Pens Note books Smart phones Laptops |
| Minute 166 - 180 Conclusion | Discuss what they have learnt Ask each other questions Ask the teacher questions | Put students into groups for discussions Gave students tasks for the next lecture | Dictionaries Pens Note books Smart phones Laptops |

Lesson 3

Topic: Reading and understanding of literary text

Objectives are to : (i) retell/give a summary of the text excerpts they read in German read *Petals of Blood* and (ii) summarize their understanding in German report what they understood from *Petals of Blood* in German compare and contrast the author's style of writing with the local authors in German

| Time and Main Activity | Students' activities | Teachers' activities | Resources |
|-------------------------------|--|--|---|
| Minute 1 - 20 Introduction | Recap of the last lecture through summaries in German Different students report different parts of <i>Petals of Blood</i> Note taking Look for characteristics of the genre of <i>Petals of Blood</i> | Introduction of the topic Elaboration on intended learning outcomes Guided the students on which information they should look for in the internet. | Dictionaries Pens Note books Smart phones Laptops |

Lesson 3

Topic: Reading and understanding of literary text

Objectives are to : (i) retell/give a summary of the text excerpts they read in German read *Petals of Blood* and (ii) summarize their understanding in German report what they understood from *Petals of Blood* in German compare and contrast the author's style of writing with the local authors in German

| | | | |
|--|--|--|---|
| Minute 21-60 Lesson development 5 MINUTE BREAK | Reading of <i>Petals of Blood</i> Note taking | Time keeper Gave time for discussion to students | Dictionaries Pens Note books Smart phones Laptops |
| Minute 66 - 95 Lesson development | Reading of <i>Petals of Blood</i> Note taking Question asking | Engaged the students into discussion for example, asked the students if they related to what they have read in the texts Asked students question pertaining to their understanding of the texts | Dictionaries Pens Note books Smart phones Laptops |
| Minute 96 - 140 Presentation 5 MINUTE BREAK IN BETWEEN | Reading of <i>Petals of Blood</i> Note taking Question asking Look for information in internet, for example the situation of neo colonialism described in the texts | Reading of <i>Petals of Blood</i> Put students in groups Gave students tasks to do in German Asked questions in German Reading of <i>Petals of Blood</i> | Dictionaries Pens Note books Smart phones Laptops |
| Minute 141 - 165 Interpretation 5 MINUTE BREAK | Read the text loudly in class Group discussions in German Individual feedback | Read parts of the text for the students Gave discussion topics to students Controlled the discussions in terms of time keeping Asked thought provoking questions | Dictionaries Pens Note books Smart phones Laptops |
| Minute 166 - 180 Conclusion | Discuss what they have learnt Ask each other questions Ask the teacher questions | Put students into groups for discussions Gave students tasks for the next lecture | Dictionaries Pens Note books Smart phones Laptops |

Lesson 4

Topic: Literary texts written in German, short plays

Objectives are to: (i) retell/give a summary of the text excerpts they read in German read *Der gute Mensch von Sezuan* (ii) summarize their understanding in German report what they understood from *Der gute Mensch von Sezuan* in German compare and contrast the author's style of writing with the local authors in German

| Time and Main Activity | Students' activities | Teachers' activities | Resources |
|---|---|--|---|
| Minute 1 - 20 Introduction | Recap of the last lecture through summaries in German Different students report different parts of the text they vividly remember Note taking | Introduction of the topic Elaboration on intended learning outcomes | Dictionaries Pens Note books Smart phones Laptops |
| Minute 21-60 Lesson development 5 MINUTE BREAK | Reading of <i>Der gute Mensch von Sezuan</i> Note taking | Reading of <i>Der gute Mensch von Sezuan</i> Time keeper Gave time for discussion to students | Dictionaries Pens Note books Smart phones Laptops |
| Minute 66 - 100 Lesson development 5 MINUTE BREAK | Reading of <i>Der gute Mensch von Sezuan</i> Note taking Question asking | Engaged the students into discussion for example, asked the students if they related to what they have read in the texts Asked students question pertaining to their under- | Dictionaries Pens Note books Smart phones Laptops |

Lesson 4

Topic: Literary texts written in German, short plays

Objectives are to: (i) retell/give a summary of the text excerpts they read in German read *Der gute Mensch von Sezuan*

(ii) summarize their understanding in German report what they understood from *Der gute Mensch von Sezuan* in German compare and contrast the author's style of writing with the local authors in German

| | | | |
|---|--|---|---|
| | | standing of the texts | |
| Minute 106 - 140 Presentation 5 MINUTE BREAK IN BETWEEN | Reading of <i>Der gute Mensch von Sezuan</i> Note taking Question asking | Reading of <i>Der gute Mensch von Sezuan</i> Put students in groups Gave students tasks to do in German Asked questions in German | Dictionaries Pens Note books Smart phones Laptops |
| Minute 146 - 165 Interpretation 5 MINUTE BREAK | Read the text loudly in class Group discussions in German Individual feedback | Read parts of the text for the students Gave discussion topics to students Controlled the discussions in terms of time keeping Asked thought provoking questions | d Dictionaries Pens Note books Smart phones Laptops |
| Minute 166 - 180 Conclusion | Discuss what they have learnt Ask each other questions Ask the teacher questions | Put students into groups for discussions Gave students tasks for the next lecture | Dictionaries Pens Note books Smart phones Laptops |

Lesson 5

Topic: *Der gute Mensch von Sezuan*

Objectives are to: (i) retell/give a summary of the text excerpts they read in German read *Der gute Mensch von Sezuan*

(ii) summarize their understanding in German report what they understood from *Der gute Mensch von Sezuan* in German compare and contrast the author's style of writing with the local authors in German

| Time and Main Activity | Students' activities | Teachers' activities | Resources |
|---|---|--|---|
| Minute 1 - 20 Introduction | Recap of the last lecture through summaries in German Different students report different parts of the text they vividly remember Note taking | Introduction of the topic Elaboration on intended learning outcomes | Dictionaries Pens Note books Smart phones Laptops |
| Minute 21- 60 Lesson development 5 MINUTE BREAK | Reading of <i>Der gute Mensch von Sezuan</i> Note taking | Reading of <i>Der gute Mensch von Sezuan</i> Time keeper Gave time for discussion to students | Dictionaries Pens Note books Smart phones Laptops |
| Minute 66 - 100 Lesson development 5 MINUTE BREAK | Reading of <i>Der gute Mensch von Sezuan</i> Note taking Question asking | Engaged the students into discussion for example, asked the students if they related to what they have read in the texts Asked students question pertaining to their understanding of the texts | Dictionaries Pens Note books Smart phones Laptops |
| Minute 106 - 140 Presentation 5 MINUTE BREAK IN BETWEEN | Reading of <i>Der gute Mensch von Sezuan</i> Note taking Question asking | Reading of <i>Der gute Mensch von Sezuan</i> Put students in groups Gave students tasks to do in German Asked questions in German | Dictionaries Pens Note books Smart phones Laptops |
| Minute 146 - 165 Interpretation | Read the text loudly in class Group discussions in German | Read parts of the text for the students | Dictionaries Pens |

Lesson 5

Topic: Der gute Mensch von Sezuan

Objectives are to: (i) retell/give a summary of the text excerpts they read in German read *Der gute Mensch von Sezuan*

(ii) summarize their understanding in German report what they understood from *Der gute Mensch von Sezuan* in German compare and contrast the author's style of writing with the local authors in German

| | | | |
|-------------------------------|--|--|---|
| | Individual feedback | Gave discussion topics to students Controlled the discussions in terms of time keeping Asked thought provoking questions | Note books Smart phones Laptops |
| Minute 166 -180 Conclusion | Discuss what they have learnt Ask each other questions Ask the teacher questions | Put students into groups for discussions Gave students tasks in class Gave students tasks to go and prepare presentations for the next lecture | Dictionaries Pens Note books Smart phones Laptops |

Lesson 6

Topic: Role plays, *Petals of Blood* and *Der gute Mensch von Sezuan*

Objectives are to: (i) retell the story through short plays in class

(ii) bring out the themes in the two texts through short plays and role plays in class

| Time and Main Activity | Students' activities | Teachers' activities | Resources |
|---|---|--|--------------|
| Minute 1 -5 Introduction | Recap of the last lecture through summaries in German | Introduction of the topic Elaboration on intended learning outcomes | Dictionaries |
| Minute 21- 50 Lesson development | Students got into groups according to the characters they chose from the text Group 1 performed a short play <i>Petals of Blood</i> Imitated characters from the texts | Put students into groups for role plays Time keeper | Dictionaries |
| Minute 56 - 85 Lesson development 5 MINUTE BREAK | Students got into groups according to the characters they chose from the text Group 2 performed a short play <i>Der gute Mensch von Sezuan</i> Imitated characters from the texts | Time keeper | Dictionaries |
| Minute 91 - 120 Presentation 5 MINUTE BREAK | Students got into groups according to the characters they chose from the text Group 1 performed a short play <i>Der gute Mensch von Sezuan</i> Imitated characters from the texts | Time keeper | Dictionaries |
| Minute 126 - 155 Interpretation 5 MINUTE BREAK | Students got into groups according to the characters they chose from the text Group 2 performed a short play <i>Petals of Blood</i> Imitated characters from the texts | Time keeper | Dictionaries |
| Minute 161 -180 Conclusion | Recap of doppelblicken/intercultural approach Discussed what they have learnt through the short plays they performed Corrected each other on how | Recap of doppelblicken intercultural with the students | - |

Lesson 6

Topic: Role plays, *Petals of Blood* and *Der gute Mensch von Sezuan*

Objectives are to: (i) retell the story through short plays in class

(ii) bring out the themes in the two texts through short plays and role plays in class

| | | | |
|--|--|--|--|
| | they performed in the short plays Asked each other questions Asked the teacher questions | | |
|--|--|--|--|

Preset Lesson 7

Topic: Test

Objective is to test the effectiveness of doppelblicken/intercultural approach in the teaching of German literature in a foreign language class

| Time and Main Activity | Students' activities | Teachers' activities | Resources |
|--|--|--|-----------------|
| Minute 1 -5 Organisation of students in class | Find a suitable place to sit, at least 1 meter apart from each other | Ensure that the students have necessary tools for the test Make sure sitting arrangement is suitable for the test | Booklets Pen |
| Minute 6- 46Test | Writing of class test | Time keeper | Booklets Pen |
| Minute 47 - 50 Collection of booklets | Submission of test | Time keeper Collection of scripts from students | |
| Minute 51 | Students leave the class | Teacher leaves | |

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