

Teaching in Japan

A motivational approach

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In 2008 I had the chance to move to Japan to live and work there. This article contains a description of my teaching assignments and presents the teaching methodology I used as well as the pathway along which it evolved. I was honored to be appointed as a lecturer in several Universities in Nagoya with course subjects centered on the topics German and English language acquisition, communications classes, current German Affairs as well as International Marketing. Through my experience in teaching in European educational institutions as well as in teacher education in the context of R&D projects in innovation in teaching I experienced the influence of the course setting and the cultural and professional background of the participants. It was my basis for learning about teaching and learning in Japan.

The teacher profession in Japan is highly valued. This is historically anchored. Sensei 先生 is the Japanese word meaning “master” or “teacher” and the word is used as a title to refer to or address teachers, professors and other professionals. Working as a sensei gives you advance credit in terms of trust and respect from students, parents and society. Based on the experience that formed my very own teaching style and methodology, I was looking forward to live up to those expectations.

Language acquisition was always much more for me than how most people understand this term. I believe that language is the gateway to a nation’s culture. Language is the cornerstone of human communication. It is a way to express your thoughts, interact with members of society and convey meaning in a conversation. Each language is doing this in a different way and therefore it is much too narrow to only learn grammar, sentence structure, vocabulary and punctuation.

To be able to master a foreign language, one needs to understand the culture and the ways of thinking in the region where the language is spoken. Different thinking styles, experiences and perspectives based on each person’s individual background, upbringing and education have to be considered. Why? These factors are integral to forming personal values and social building blocks that impact on social expression, communication streams and people spaces.

To be able to share opinions and ideas a person needs to be able to communicate. I believe that

communication only becomes clearer when understanding the person's cultural background and this is the pillar I base my teaching on. It is crucial to learn about and convey different ways of thinking. I do this by explaining the culture and concepts behind the use of language and create situations where such examples can be experienced and performed.

The following paragraphs document how I implemented this methodology in my language teaching during the four years I taught in several Universities in Japan.

German Department at Nanzan University

My first university engagement was at Nanzan University, a catholic university having a long history in Nagoya and a high reputation for European education with a focus on German Studies. The classes I took over were part of a lecture series in the German Study focus aiming at teaching the German language. Students took up to 6 to 7 classes per week. The lectures included grammar, vocabulary, conversation as well as practice time and was based on the book Modelle Neu 1 to 3 from Sanshusha publications. Lecturers were assigned to classes based on their language knowledge in Japanese and in German. Grammar lessons for example were taught by native Japanese teachers. Communication and practice classes were taught by native German speakers.

The system worked quite well and after four semesters of intensive German language study students reached a good German language level. The really motivated ones opted for an exchange semester or two in Germany or at least tried to do a one month German language course in their semester vacation. From a teacher's perspective the classes followed the Modelle book concept and did not allow much freedom. Every teacher used their unique talents to help students to learn, allowing students to experience very diverse learning styles and methods.

Independently I had one class for beginners for students with other study focuses, ranging from English, to History, Business or Political Science. These students would have only one class per week of German and had a different motivation all together. On top of that the class was the first class on Monday morning. In Japan students invest much time in community activities within the university as well as earning money to fund activities on weekends. In this context Monday morning was a rather difficult time to be going to class.

In this class I had the freedom to teach with whatever materials and in whatever way I decided. The first semester I used the same course materials and books as in the German focus class. Quite fast it became clear that this was not the fun way to learn for those students and that the different motivation demanded a different teaching approach. Another issue was that some students already came with prior German knowledge and for others it was their first contact with the German language. It made me rethink my concept. I introduced roles for the more advanced students to help the newcomers to learn while they themselves also continued to learn. Helping others to learn strengthens your own abilities; at the same

time exercises could be enriched for an advanced learner with more and different kind of vocabulary. The language of communication for explanations in class was English.

In the second two years of my stay I was able to motivate an advanced German student to be my teaching assistant for this class. He was not only able to be the bridge from German to Japanese which was very important and a great help for this class. He could further improve his German language level and develop his own teaching skills as an apprentice teacher. Team teaching is not only more fun for everybody but delivers more than double the value to students with greater facilitation, better personal communication and a better dynamic with learning and teaching. It allows the space and time to really support student's needs in a very individual way while delivering the same content in a more interactive and open way.

We took it a step further: together with my teaching assistant we developed a series of games that helped the students practice their German language skills. They were based on his ideas and concept specifically supporting the Japanese way of learning. Based on my teaching experience we then adapted the idea, tested the games in class and again let this feedback reshape the game exercise. I highly valued the combination of elements they were made of and found them perfectly adapted to the learning environment and class motivation in a Japanese University.

The class became quite popular and despite the early Monday morning almost all students were attending on a regular basis. This was a great reward for our efforts and I enjoyed coming to class. I made sure that we always had time for Q&A. Speaking about the German culture and its visual and physical form in daily life also had its place in class. I announced the upcoming German culture activities as for example the German theater play organized by students and one professor, or the German Speech competition organized by the German Club run by students. It was a real surprise that one of my students from this class decided to participate in the recital competition which was part of the speech competition. She chose a poem called "the Power of language" and won a prize. A great honor for the teacher.

At the same university I taught another course with the name "German Current Affairs". This course is for students with an advanced level of German in which current issues and topics from the German speaking regions are subject of discussion. We used texts from media, literature, film and music. I encouraged students to choose their own topics from culture, art, sport, politics or business to work on throughout one semester. It is always good to have examples of what you are aiming for, so I had a collection of current texts from newspapers, articles from magazines, books or a collection of online resources about Green Technology, Student Mobility, Japanese culture in Western media, contemporary literature and more. Students usually had a very good level of German and many had just returned from an exchange semester or year in Germany. So they already had topics they were eager to speak about. I enjoyed teaching this class very much. It was like a seminar or workshop with the opportunity to share

experiences, discuss different points of view and learn from each other on a very high language level. Spoken language in this class was only German.

Due to the fact that I was asked to take over additional classes in another campus of the university, I had to drop this class after two semesters. I really missed the class because I enjoyed getting to know students talents and favorite topics through discussion and interaction to be able to support them in their process of finding their identity, talent and potential. At the same time this class gave me the opportunity to learn about opinions and reflections about the German speaking world from a Japanese point of view. This class was a place for open discussions without rules other than respecting each others views. The participants gained an understanding for communication in another language from a Meta level and built lasting friendships.

The classes at the Seto campus of Nanzan University were different again. It was attended by students majoring in Political Science and interested in learning German. Their motivation was diverse. In general the attitude and feeling on this campus was not the same as in the main Campus in the city of Nagoya. The campus was newly built and the home of Computer Science and Political Science study focus only, the buildings were modern and new, there was Internet in all class rooms and each student had his or her own laptop. That was important for me because I like to teach using online resources to support in-class teaching as well as offering more possibilities to learn and practice beyond the class. The student's computer skills were an advantage and made it easy for them to get familiar with using the Course I set up in the University's Moodle. Against the common perception Japan is not advanced in terms of computer usage and IT literacy, Even though mobile phones in Japan are used a lot, for surfing on the net, writing messages and looking up information and communicating at any time, their knowledge about how to use a computer and knowledge resources is very limited.

This class had a specific setting. The timetable was such that we had two 90 minute units right after the other. The effect was that after one class of intensive German the students were, understandably, tired and not so much interested in another German class again. Therefore I used the second class for more language practice in the form of games to catch their attention and motivate them to engage with the material we just learnt. The group of students throughout the academic years was half female and half male students. The female students were more active and became an engine for making the class fun. Important note: even though their study efforts were not as it would have been expected, they really used the class time to try to understand the language they were trying to learn. I used the book Modelle Neu 1 to 3 from Sanshusha publications.

In my third year in Japan my initiative to get a TA teaching assistant was successful and I was accompanied by a TA from Germany. He was a student of Japanese and German as a Foreign Language (DAF) which was of course the ideal combination of skills needed in my classes. In the Seto classes

this was another factor making the class more lively and interesting. Political Science students showed their interest in European Politics and the courage to ask questions to their teacher. I enjoyed teaching this class not only for that reason, but also for the different character of the campus, its people and environment. What I will always remember is the news one day that there was a small bear sighted at campus. This did not surprise me because the campus was nested within nature and lots of green hills all around it.

Sugiyama Jogakuen University

School of Cross-Cultural Studies Department of Foreign Studies

After one academic year of teaching at Nanzan University I was asked to take over teaching in other universities. Sugiyama University has its beginnings just over 100 years ago in Nagoya City and is a university focusing on providing a high standard of education specifically for girls and young women. I had the opportunity to teach an advanced German class for 3rd or 4th year students interested in conversation as well as learning about culture and history of German speaking countries. The class was a small group of up to max 6-8 students and the group changed every semester.

I designed exercises introducing dialogs and conversations about topics of everyday life. They were to be created and presented by student pairs. Based on their creations we discussed the content of the respective dialog, the understanding of the audience, possible other ways of expressing the same meaning and explanation for mistakes from grammatical and stylistic view. My aim was to teach them how to play with language to create meaningful conversations in a foreign language. Depending on the actual German language level the class would be evaluated as difficult or demanding but leading to the advancement of the participant's German language skills. I mainly used self-created material but also dialog templates from the book "Und du? Sprechsituationen im Unterricht" from Bertlinde Voegel and Anja Hopf published by Osaka University Press.

Since the group of students was usually small the chance to get to know each one of them and support their learning was bigger than elsewhere. Unfortunately university students in Japan have to start their job hunting process in their 3rd year.

This activity is called Shukatsu 就活 which is the short version for 'Shushoku Katsudo' 就職活動. The job hunting process is complicated and very time consuming. It begins in the fall of the 3rd year of university and lasts until a job is found. Nowadays due to the fear of not finding a job, students already start in the 2nd year. The process includes attending seminars and company presentations, where students get to know the company and the possible job opportunities. After that companies hold an entry exam. Only the people who passed the entry exam are invited to supply their resumes. Several rounds of interviews may follow. The result is that students can not come to class very often due to Shukatsu. As a

teacher this has to be excused without question since it is vital for students and vital for the universities' reputation that their alumni find jobs.

In the last semester I taught this class, we changed the class format completely and turned it into an "ÖSD diploma – Austrian Language Diploma" preparation class. I am referring to this as "we" because the wish to do so came from the students. We made the decision together. This can be described as negotiated learning. The term was coined by George Foreman in his book "The Hundred Languages of Children" Third Edition: The Reggio Emilia Experience in Transformation, edited by Carolyn Edwards, Lella Gandini, and George Foreman. Westport, CT: Praeger ABC-CLIO, 2012. His concept refers to trying to understand the student's opinions, beliefs and assumptions about the way their world works. We formed a community of learners and had a co-created semester agenda. I was quite happy to follow their request, since it is not very often to get requests like this. It was my goal to make them take responsibility for their own learning, be curious, grow their self-confidence and direction in their learning. Their motivation to take this examination stemmed from the university support – the university paid for the examination fees and acknowledged their results.

The German language diploma is divided into four parts: reading comprehension, listening, writing and speaking skills. Routed in the Japanese way of teaching languages, the most difficult parts were listening and speaking. Traditionally language teaching in Japan is focused on grammar and vocabulary. These are the two parts of language teaching that can be assessed in simple ways. Multiple choice test or translation exercises were the main assessment tools and on the daily task list of language students. This produces people who have good reading and writing skills but fail to be able to speak and understand their counterpart in conversations. This fact is known to everybody who has ever lived and worked in Japan. Native language teachers have been trying to change this fact but are not very successful in a very rigid education system.

We used sample exams for practicing and simulated the test conditions by allocating the respective time to each tasks just as in the exam itself. Additionally I explained the basic principles of the test. I believe that students need to understand the motivation of the ÖSD organization and the reasoning behind each of the four test sections to be able to identify their own strategy and goal in how to pass the test. This notion is a very general one for me: I am convinced that people need to understand the why, what and how first to be able to find a way to satisfy the expectations placed on them.

I was very happy when all students passed their ÖSD exams in the respective levels we trained for. All the students who did not go for the exam now have the motivation to do so in the future. They understand the different approach to language teaching and test principles commonly practiced in Western countries. This will help my students on their further pathway after this course and after university.

Nagoya City University, School of Humanities and Social Sciences

Invited by Prof. Masahiko Tsuchiya from the School of Humanities and Social Sciences and himself as the founder and president of the Contemporary German Cultural Studies Association and expert on Austrian Literature I started to teach two German communication classes at the Nagoya City University.

The first class was actually two classes running in parallel with a Monday class and a Wednesday class. The class had about 30 students from Business Sciences, Medicine, British American Studies, Political Science, Literature, International Communication and Cultural Anthropology. They were required to take two semesters of one language and chose German. Monday morning a Japanese lecturer with fluent German skills taught a grammar and sentence structure focused class with the aim to build the German language foundation. The intention was to have explanations from a native Japanese lecturer on Monday and concentrate on the communication part with a native German speaker on Wednesday. In this class format I could focus on listening and speaking skills with the goal to make students feel comfortable with trying to communicate in the German language right from beginner's level. The group was quite large for a beginner's language class and an adjustment of the way of teaching was unavoidable. Based on my prior experiences I decided to work with a lot of group exercises using different kind of media materials to make sure that the class is not boring but interactive and fun. I used video, dialogs and a lot of practical exercises to engage the students with the materials. The atmosphere at the Nagoya City University, a public university, was very vivid and always interesting to see. I accounted this to the diverse fields of study and respectively different motivation students were bringing to class.

I initiated the search for Teaching Assistants from Germany which would allow me to support this large language class much better. Due to the administrative support received it was possible to get a Teaching Assistant within a semester. This allowed us to work with the student groups much more intensively which had a positive effect on the quality of the class. It was also a fun class because students were more talkative than in other universities which lead to funny conversations and discussions.

The second class at Nagoya City University was for students from the Cultural Studies focus only. They wanted to advance their language skills and decided to take another two semesters of German. It was usually a group between 6 to 12 students, which allowed us to work together in a different mode. At this more advanced language level I followed my concept from Sugiyama University and focused on practicing speaking and listening skills using the dialog as the form of practical exercise in class.

At the beginning of the semester I explained the plan to create dialogs for different situations in practical life. We started by choosing a set of topics the students were interested in. A group usually consisted of two people, sometimes three. I invited the German exchange students that were at the University to come to the class so that they could help to make the conversations more natural. We created short 2-5 minute dialogs which the students developed and recorded. Every other week we would then focus on working

with the dialogs from the point of text style, grammatical correctness and conveyed meaning. We used the texts the groups created, discussed them together and improved them in a joint exercise. It was a very high level class but student feedback confirmed that they had fun and at the same time learned practical language knowledge. Throughout the class we collected a number of dialog recordings and made them available on a website.

One semester the student group was very interested in movies and theater and we got to speak about the famous Japanese movie maker Hayao Miyazaki and his movies in the first class at the beginning of the semester. Miyazaki is a film director, animator and manga artist with international acclaim and a career spanning over his entire lifetime. Everybody in Japan knows his movies. They were, among other languages, also translated into German. We found out that the most favored movie of the students and me was the movie “My Neighbor Totoro” とりのトト (Tonari no Totoro). We decided to watch the German version of the movie and then write our own versions of the dialogs. That plan received a huge applause, it felt like the motivation of the students doubled in that instant.

And so we watched a sequence of about 10 Minutes of the movie every second week and then four student groups started working on creating their own dialog versions. First they discussed who would want to re-create which dialog or part of the sequence we watched. The coordination was intended to make sure that we do have different dialogs out of each watched sequence. The work started in class with first summarizing what happened, making sure that the scenes were understood and explaining the vocabulary used. This was usually a quite funny part of our exercise because students knew the Japanese expression used and now heard the German translation of it. If you have ever read a good translation of a book, you know that the translation is usually far away from a literal translation but rather transferring the meaning of a situation. This exercise brought out a lot of cultural insights and the difference between Japanese culture and the culture captured in the German language.

The next steps took place in their groups, they were thinking of a story board, writing a concept for their own dialog versions, some groups started in Japanese and then got into German. I agreed to this to make visible how different the outcome becomes when attempting to translate from one language to another. Instead it would be a better approach to form sentences in the foreign language right from the start. Searching for the required vocabulary and its use in sentences alone made this point very clear to them.

I supported each group with language tips and hints and gave them my feedback on their ideas. The work in their groups continued after class as homework assignment and the following week we would work on the dialogs together. We used the created dialogs and discussed them together in terms of meaning, sentence structure and grammatical correctness. We produced a large number of dialogs in German and all students, without exception, were fully immersed into the class. The class was very successful and I am sure that the students who participated (and me) will always remember this class.

As a general advice for anybody who is interested in Japanese culture and way of life, I strongly recommend you to watch Hayao Miyazaki's movies. Some of them are made more than 20 years ago but the display of creativity and technological vision is just phenomenal and still amazes me.

Kinjo Gakuin University

College of Humanities Department of International Communication

After an introduction to Prof. Shibasaki and Prof. Takeda by my colleague from Nanzan University I was able to start teaching an advanced German communication class at Kinjo University. It is a university for women only and I was told that the university ranking in terms of popularity of their graduate for employment at companies is lower than for other universities in Nagoya.

I was asked to talk about Austria, its culture and traditions and offer an opportunity for students to interact and explore their knowledge and perceptions with a person native from Austria. So I prepared a texts about different topics and planned to use the class format as in Current German Affairs. Since I was not so sure about what kind of German language level students will bring, I had to keep the plans open at first.

Therefore the plan for the first class was set, as it has proven to work well, to start with finding out more about the students and their interests in different topics as well as their German language level. The class was rather small, usually between 5 to 7 students. It turned out to be that each semester there were about one or two students who were very advanced in their German level. When I asked them about their very good German language, one student just decided to study German by herself to reach her personal goal to work in an international company working with Germany or another one interested in becoming a German teacher herself. There were also some students who returned to Kinjo from an exchange year.

Due to the different language levels in the class I used my concept to design tasks and exercises in such a way that it was not too demanding for the students with a lower language level but still stimulate and advance the learning for the more advanced students. With my intention to link class topics to the personal interest of the students, I wanted to make sure that they were motivated to engage and immerse themselves into the topic. The students felt very happy to be allowed to choose topics they wanted to work on, which was the first opportunity to do so for them. After I explained my motivation they became more comfortable and confident to share their own thoughts in class.

All classes in Kinjo University were very interesting and characterized by discussion about topics that were close to the student's hearts and interests. The more advanced students were coaching and teaching the others and through a mix of the languages Japanese and German, we were able to discuss different ways of thinking, traditions, ideas, issues and even personal plans. I used my teacher role to ask questions that made them think and gave examples on how life situations might be handled in another culture. It became a pattern to have home work assignments sharing their own opinion about the topic

discussed in class. We used excerpt of contemporary literature, young adult books as for example Astrid Lindgren, spoke about famous people, or watched a Hayao Miyazaki movie, discussed their content and meaning and then students produced reports, summaries or essays.

Topics were manifold and ideas started flowing, there was always something to discuss. Our class was usually quite intense and since we were a small group, the learning curve of students was quite steep. Students' feedback confirmed that they improved a lot. One student once expressed it like this: "At first I was not able to understand but then I became more comfortable and could understand what we were discussing in class.". Another sign of appreciation I felt when students kept coming to the class again, semester after semester, even when there was no more requirement to come to the class any more.

After some time, I was asked to teach an advanced English class at Kinjo University. I was very happy to do so. The class had about 12 - 15 students. The group was very vivid and also had students who just returned from an exchange semester. The English language levels were not all the same. It seemed to be the case in all universities. Already used to this issue, my approved concept was applied. I used the same book as the former teacher used, Impact Issues 1 from Pearson Longman – this book is made for beginner students to develop conversation and discussion skills. It has 20 units that feature exciting and timely topics and propose activities to express opinions and make short presentations.

At the beginning of the class I spent most of the time with the students to get to know their interests in the topics from the book as well as beyond that. We chose some topics to be used in class and defined the home work assignments for the semester. For the majority of students conversations and discussions in class were new and they did not feel comfortable to speak in English. I divided the class into two groups and asked them to collect all pros in one group and all cons in the other group about the topic at hand. After the collection phase the two groups lead a debate, each of them arguing their opinion while the other group is holding against it. This was more than just an uncomfortable feeling but an unfamiliar terrain all together due to fact that it is not common in Japanese culture to discuss different viewpoints. When such type of issues occurred, I extended the time set for the exercise and explained the possible reasons for their feelings. Addressing concerns and fears openly was definitely the right way and step by step doubts were cleared and a more open discourse with the task at hand could take place.

The students almost all stayed in the class for another semester and since I already knew them, I could move the class requirements another step ahead. The second semester I asked the students to work on a topic they like and then present it to the class. The presentation should also include an exercise related to the topic that we could all do together in class. I brought texts for them to spark their ideas which I selected from current magazines and researched them in online repositories. This was quite a challenge for the students and the first time ever for them to have such an assignment, but they took it and produced a variety of small projects they presented in class. In the project presentations we all learned

about the internationally known game Angry Bird, famous Japanese women entrepreneurs, traveling in England, my dream job, cooking a traditional Japanese dish and many more. The class was very vivid and active and it gave me the opportunity to get to know the individual students. In general I can say that classes at Kinjo University were of a high level and students brought a lot of learning motivation, sometimes exceeding well beyond the classroom limits.

With this my overview of my classes, the motivation that drives me and the teaching goals I set for myself concludes. To further understand student's motivation for learning I wanted to get more feedback. Since I made the experience that asking for personal feedback is best to do in a written format, I decided to use a questionnaire. The questionnaire was part of a project that introduced online learning as a way to complement learning. In the following I give an overview about the questions asked, the findings and how they supported my approach and teaching methodology.

Online learning

The questionnaire was part of a project during the spring semester 2011 (lasting from early in April to end of July) where I introduced online learning to students, using the free online *German* courses from *Deutsche Welle*. My goal was to show students pathways to engage in learning German outside of class in a new way. I wanted to know about the acceptance of online learning from an individual's point of view. I assigned one class unit to introduce students to the course and make them familiar with the user interface and the tasks at hand. As a homework assignment they had to continue working with the online course. They received extra credit for doing online exercises up to a certain level. The questionnaire had to be answered at the end of the project and was part of the assignment, e.g. no credit without filled questionnaire.

Questionnaire learning motivation

The questionnaire was designed to investigate the learning motivation of students with the background information about their individual's international exposure in about 20 questions. It can be found in the appendix of this article.

It started with a set of questions about the study focus, age and international travel experience. The questions were about how much participants enjoy learning, their learning motivation and preferred ways of learning. Referring back to the online learning experience, the questionnaire asked their opinion about it.

The results came from across all my courses with 87 students from four universities. 62 students were female and 25 male. The average age was 19 years. 35 students came from Nagoya City University, 4 from Kinjo University, 7 from Sugiyama University, 20 from Nanzan University Seto Campus and 21 from Nanzan University Nagoya Campus.

The question about foreign language knowledge showed that apart from German 71% of the students also learn English; about 2.5% each list French, Korean and Chinese. 53% of the participants stated that they already visited foreign countries, which in turn means that 47% have never left Japan.

The block of questions inquiring about the learning motivation started with “Do you enjoy learning German?” which was answer with “very much” from 23% and another 64% with “yes”. The following question investigated the reasons for this answer. Based on cultural reasons, the options given were designed in a way that they confirm previous choices. Therefore options were sometimes repeated but worded in a slightly different way and again, in a third version, in a negative context. The possible answered were “yes”, “rather yes”, “rather no” and “no”.

The table below shows an interpretation of the data: for each question I noted the answer choice with the highest percentage in bold and the second highest one. This way it is possible to see the main center of answers provided by the majority of students. To the right I added another table listing the cumulative positive and negative values. This gives another view on the data, especially for the cases where the majority of answers were focused on the two middle answer possibilities. In that particular case my interpretation is that the student group was rather undecided in their answer for the respective question or question part.

	yes	rather yes	rather no	no	Cum yes	Cum no
<i>Do you enjoy learning German?"</i>	23%	64%			87	13

<i>Why did you enjoy learning German?</i>	yes	rather yes	rather no	no	+	-
because learning languages is interesting / exciting	39%	30%			69	31
because I have to learn a foreign language		38%	36%		56	44
even though I do not know why I have to learn a language			32%	53%	15	85
because my study focus requires me to learn a foreign language		41%	37%		54	46
because learning a foreign language is beneficial for me	38%	37%			75	25
even though I do not know if this is really beneficial for me			38%	37%	25	75
because I need to study for the exam		34%	43%		47	53
because it is important to me to learn a language	33%	41%			85	15
because learning languages is fun	41%	32%			74	26
even though I am not sure why			37%	43%	21	79
because I feel good when I learn languages		29%	29%	34%	37	63
because it is interesting	39%	30%			69	31
because I think that I will be able to use languages in my future work	39%	34%			75	25
because I want to use languages in my future work	23%	31%	23%	23%	54	46
even though I do not know if I have to speak foreign languages in my future work			37%	36%	27	73

Table 1: Do you enjoy learning German?

This question block showed that my approach to make learning a fun and interesting thing did work; 87% of students confirmed this question with a positive answer. Looking at the reasons for their answers, it is clear that, even though many still feel that they learn a language because they have to, they find it interesting, worth doing on a personal level and important for their future job.

I find it interesting that almost three quarters are not sure if their future job would require them to speak a foreign language. From personal stories from graduates who started working in industry, monitoring business news and interacting with industry representatives myself, this reflected the fact that many Japanese companies mainly rely on their national market rather than engaging in international business. Even just opening up to the international residents increasingly living and working in Japan as an important customer group, and possible test market for international services, was not common.

<i>How do you learn?</i>	yes	rather yes	rather no	no	Cum yes	Cum no
I try to find out what the tasks asks me to do		28%	48%		47	53
I think about different possibilities how I could solve the task and then chose the best way to do so	10%	43%	43%		53	47
I think about which information I need to solve the task		37%	34%		63	37
I ask myself what is the goal of this task		32%	31%		53	47
I try to write down the parts that I do not understand	30%	41%			71	29
I do not waste any time with thinking about it but start with it right away		22%	46%		34	66
I ask others or the teacher, when I do not understand something	31%	46%			77	23
I try to connect new things with stuff I already know		45%	31%		64	36
Before I start I think about how I want to approach this		51%	29%		66	34
When I finished the task, I compare my solution with others		37%	39%		55	45
I set myself a deadline until I need to have studied or done it		30%	36%		49	51

Table 2: How do you learn?

Several personal discussions on a one-to-one basis about the preferred way to learn with students lead to adding this question block to the questionnaire aiming to get more insight about learning processes from a larger student group. Looking at the table you can see that quite a lot of answers to the different possibilities of learning approaches listed focused on the two middle values. This confirms my observations that students do not have prior knowledge about their own role in the learning process, the possibility to take responsibility for their learning and find their self-confidence and direction in their learning. This confirmed my plans to invest time and effort to cover topics related to this and engage students in discussions motivating them to think about this beyond the classroom.

The fact that students do not really feel that they have the ability to think strategically about their learning confirmed my understanding gained from class observations. Students are not familiar with questioning the aim of a task or thinking about possible different ways to find a solution before starting

to work. This led me to adjust to this fact by including one or two class topics about learning strategies and problem solving in a real world context. I recommend other teachers to include this topic in their teaching. In respect to the answer option about asking others or the teacher when they do not understand something, I assume that the high positive response rate is relating to the “asking others” part of the answer. In my experience asking a teacher was rather rare and not student’s first choice.

The following table 3 for the question “How do you motivate yourself” gives a similar picture focused on the two middle values, except the answer option about the determination to reach a learning goal even if it is boring, which is answered with a no and rather no by 81%. This relates to the feeling I seem to have detected that generally students expect to be taught and “entertained” by the teacher. It partly relates to the above context in that they are not conscious about their own role and responsibility in the learning process and on the other hand to the fact that historically in Japan the teacher is the source of knowledge and the center of attention.

<i>How do you motivate yourself?</i>	yes	rather yes	rather no	no	Cum yes	Cum no
When it becomes boring, I am still able to proceed			52%	29%	19	81
If I really focus, I can also solve difficult tasks		30%	49%		34	66
When I have set myself on a goal, I will not let anything divert me		37%	40%		55	45
When I am finished, I reward myself with something nice.		34%	30%		55	45

Table 3: How do you motivate yourself?

The last part of the questionnaire focused on the topic of online learning introduced in the class project and their experience with it and motivation to do it. The question was threefold:

- the general question about learning online,
- the reference to d-mode (German language course from Deutsche Welle)
- Deutsche Welle in general that offers many other resources to learn German.

For example a podcast series about a young woman from Brazil who came to Germany to study. This so-called telenovela was very popular among the female students in one of my classes who still follow the story. There are also a lot of other resources and materials that can be used by German learners or by German teachers.

	yes	rather yes	rather no	no	Cum yes	Cum no
<i>Do you like to learn online?</i>		52%	40%		56	44
<i>How did you like learning with d-mode?</i>		64%	24%		75	25
<i>How did you like e-learning with Deutsche Welle?</i>		60%	31%		64	36

<i>Why did you study online?</i>	yes	rather yes	rather no	no	Cum yes	Cum no
because it is fun			51%	26%	23	77
because it was part of our class		38%	34%		52	48
even though I am not sure if it is beneficial		25%	38%		38	62
because it is interesting			41%	38%	21	79
because I get many points towards my grade for it		37%	32%		55	45
even though I am not sure if it is beneficial			40%	33%	26	74

Table 4: Do you like to learn online?

The overall feedback about learning online is cautious. The main interpretation for me was that only a minority of students found online learning to be fun and interesting. The majority of students did the task because they had to do it and because they received extra points which helped them to get a better grade. These results confirm the general feeling I got from the reaction of the students. Only a few, of whom I can even remember specific names, were very interested in this form of learning and accelerated their learning efforts beyond the classroom and the assignment.

Summary

It is essential to find ways to get to know the personal interest of students and adjust class topics to their interests to really foster immersion and class engagement. In my advanced level language classes I made it the topic of each first class to introduce all participants to each other, including myself, and speak about personal points of views, topics of interest and motivation to learn. Even for beginners exercises can be designed in such a way that personal interests can become the topic of a simple conversation.

Understanding the preferred way of learning of your participants is vital to design the class in such a way that actual learning can take place. As a native speaker of a language working in a foreign country this is absolutely essential. In turn students should be given the opportunity to understand the background of the teacher and the thinking processes and teaching concepts he or she brings. I found that making learning theory a topic in class can be the bridge to a deeper mutual understanding.

Based on the fact that learning by doing - including trial and error and learning from mistakes - is how most people learn, most of my classes favored hands-on exercises where mistakes are accepted as starting points for learning. Situations to experience and practice conversations were created to build up student's confidence in their abilities. Due to the fact that accepting mistakes as a starting point for learning was unfamiliar to students, it took some time to make these exercises fun. It takes patience and sincere effort from the teacher to create an environment of trust and safety to make learning under those new concepts and principles possible.

The efforts to teach languages based on a constructivist approach, scaffolding student's own access to the

respective language while working with the personal interests of learners to fully engage and motivate them were confirmed by the results of the questionnaire. The results of course evaluations done in some of the universities corresponded to these results, in that problem solving abilities and self advancement in the courses were always rated much higher (15% to 20% higher) than the university average.

My teaching methodology reflects my notion that communication is a combination of language and culture. In my classes I make the cultural background and way of thinking embedded in a language part of class discussion and learning. By linking those topics to the world of the students and their way to communicate, share thoughts and convey meaning in a conversation, language acquisition becomes a tool for them to connect to other members of society rather than just being the subject of study.

APPENDIX SURVEY RESULTS

Ergebnisse

Anzahl der Datensätze in dieser Abfrage: 87

年齢 Alter

Berechnung	Ergebnis
Anzahl	87
Durchschnitt	18.9

大学 Universität

Antwort	Anzahl	Prozent
名古屋大学 Nagoya City University (1)	35	40.23%
金城学院大学 Kinjo Gakuin University (2)	4	4.60%
南山大学瀬戸キャンパス Nanzan University Seto Campus (3)	20	22.99%
南山大学名古屋キャンパス Nanzan University in Nagoya (4)	21	24.14%
椋山女学園大学 Sugiyama Jogakuen University (5)	7	8.05%
keine Antwort	0	0.00%

外国語 Fremdsprache

Antwort	Anzahl	Prozent
英語 Englisch (SQ001)	62	71.26%
ドイツ語 Deutsch (SQ002)	85	97.70%
フランス語 Französisch (SQ003)	2	2.30%
韓国語 Koreanisch (SQ004)	2	2.30%
中国語 Chinesisch (SQ005)	2	2.30%
Sonstiges	1	1.15%

外国に行ったことがありますか？ **Waren Sie schon einmal im Ausland?**

Antwort	Anzahl	Prozent
Ja (Y)	46	52.87%
Nein (N)	41	47.13%
keine Antwort	0	0.00%

ドイツ語勉強することが好きですか？ **Lernst du gern Deutsch?**

Antwort	Anzahl	Prozent
はい、とても好きです。 sehr gern (A1)	20	22.99%
はい、好きです。 gern (A2)	56	64.37%
いいえ、あまり好きではありません。 nicht so gern (A3)	9	10.34%
いいえ、好きではありません。 nicht gern (A4)	2	2.30%
keine Antwort	0	0.00%

私はドイツ語を勉強することが好きです。なぜならば... **Ich lerne gerne Deutsch, weil...**

Antwort	Anzahl	Prozent
Antwort	67	77.01%
keine Antwort	20	22.99%

なぜ言語を勉強しますか？ **Ich lerne gerne Deutsch, weil Sprachen spannend sind.**

[言語が面白いからです。 **weil Sprachen spannend sind.**]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (A1)	9	10.34%
ちょっと当てはまる trifft eher nicht zu (A2)	18	20.69%
まあまあ当てはまる trifft eher zu (A3)	26	29.89%
とても当てはまる trifft zu (A4)	34	39.08%
keine Antwort	0	0.00%

なぜ言語を勉強しますか？ **Ich lerne gerne Deutsch, weil ich eine Fremdsprache lernen muss.**

[外国語を勉強しなくてはならないからです。 **Weil ich eine Fremdsprache lernen muss.**]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (A1)	7	8.05%
ちょっと当てはまる trifft eher nicht zu (A2)	31	35.63%
まあまあ当てはまる trifft eher zu (A3)	33	37.93%
とても当てはまる trifft zu (A4)	16	18.39%
keine Antwort	0	0.00%

なぜ言語を勉強しますか？ **Ich lerne gerne Deutsch, obwohl ich nicht weiß, warum ich die Sprache lerne.**

[けれどもなぜ勉強をするのか分かりません。 **Obwohl ich nicht weiß, warum ich die Sprache lerne.**]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (A1)	46	52.87%
ちょっと当てはまる trifft eher nicht zu (A2)	28	32.18%
まあまあ当てはまる trifft eher zu (A3)	9	10.34%
とても当てはまる trifft zu (A4)	4	4.60%
keine Antwort	0	0.00%

なぜ言語を勉強しますか？

Ich lerne gerne Deutsch, weil ich aufgrund des Curriculums eine Fremdsprache lernen muss.

[カリキュラムで外国語を勉強しなくてはならないからです。]

Aufgrund des Curriculums muss ich eine Fremdsprache lernen.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (A1)	8	9.20%
ちょっと当てはまる trifft eher nicht zu (A2)	32	36.78%
まあまあ当てはまる trifft eher zu (A3)	36	41.38%
とても当てはまる trifft zu (A4)	11	12.64%
keine Antwort	0	0.00%

なぜ言語を勉強しますか？ **Ich lerne gerne Deutsch, weil mir Sprachen selbst etwas bringen.**

[自分自身のために言語を勉強したいからです。Weil mir Sprachen selbst etwas bringen.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (A1)	3	3.45%
ちょっと当てはまる trifft eher nicht zu (A2)	19	21.84%
まあまあ当てはまる trifft eher zu (A3)	32	36.78%
とても当てはまる trifft zu (A4)	33	37.93%
keine Antwort	0	0.00%

なぜ言語を勉強しますか？ **Ich lerne gerne Deutsch, obwohl ich nicht weiß, ob sich das lohnt.**

[けれどもその勉強がためになるのか分かりません。Obwohl ich nicht weiß, ob sich das lohnt.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (A1)	32	36.78%
ちょっと当てはまる trifft eher nicht zu (A2)	33	37.93%
まあまあ当てはまる trifft eher zu (A3)	13	14.94%
とても当てはまる trifft zu (A4)	9	10.34%
keine Antwort	0	0.00%

なぜ言語を勉強しますか？ **Ich lerne gerne Deutsch, weil ich es für die Prüfung lernen muss.**

[試験のために言語を勉強しなくてはならないからです。Weil ich es für die Prüfung lernen muss.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (A1)	9	10.34%
ちょっと当てはまる trifft eher nicht zu (A2)	37	42.53%
まあまあ当てはまる trifft eher zu (A3)	30	34.48%
とても当てはまる trifft zu (A4)	11	12.64%
keine Antwort	0	0.00%

なぜ言語を勉強しますか？ **Ich lerne gerne Deutsch, weil es mir wichtig ist, eine Sprache zu lernen.**

[言語を勉強することは自分にとって大切だからです。Weil es mir wichtig ist, eine Sprache zu lernen.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (A1)	8	9.20%
ちょっと当てはまる trifft eher nicht zu (A2)	14	16.09%
まあまあ当てはまる trifft eher zu (A3)	36	41.38%
とても当てはまる trifft zu (A4)	29	33.33%
keine Antwort	0	0.00%

なぜ言語を勉強しますか？ **Ich lerne gerne Deutsch, weil Sprachen lernen Spaß macht.**

[言語を勉強することは面白いからです。 **Weil Sprachen lernen Spaß macht.**]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (A1)	10	11.49%
ちょっと当てはまる trifft eher nicht zu (A2)	13	14.94%
まあまあ当てはまる trifft eher zu (A3)	28	32.18%
とても当てはまる trifft zu (A4)	36	41.38%
keine Antwort	0	0.00%

なぜ言語を勉強しますか？ **Ich lerne gerne Deutsch, obwohl ich mir nicht sicher bin, was das soll.**

[けれども勉強する目的は何かわかりません。 **Obwohl ich mir nicht sicher bin, was das soll.**]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (A1)	37	42.53%
ちょっと当てはまる trifft eher nicht zu (A2)	32	36.78%
まあまあ当てはまる trifft eher zu (A3)	12	13.79%
とても当てはまる trifft zu (A4)	6	6.90%
keine Antwort	0	0.00%

なぜ言語を勉強しますか？ **Ich lerne gerne Deutsch, weil ich mich gut fühle, wenn ich Sprachen lerne.**

[言語を勉強すると気持ち良くなるからです。 **Weil ich mich gut fühle, wenn ich Sprachen lerne.**]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (A1)	30	34.48%
ちょっと当てはまる trifft eher nicht zu (A2)	25	28.74%
まあまあ当てはまる trifft eher zu (A3)	25	28.74%
とても当てはまる trifft zu (A4)	7	8.05%
keine Antwort	0	0.00%

なぜ言語を勉強しますか？ **Ich lerne gerne Deutsch, weil es interessant ist.**

[言語に興味があるからです。 **Weil es interessant ist.**]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (A1)	8	9.20%
ちょっと当てはまる trifft eher nicht zu (A2)	19	21.84%
まあまあ当てはまる trifft eher zu (A3)	26	29.89%
とても当てはまる trifft zu (A4)	34	39.08%
keine Antwort	0	0.00%

なぜ言語を勉強しますか？

Ich lerne gerne Deutsch, weil ich denke, dass ich Sprache in meinen zukünftigen Beruf brauchen kann.

[将来、仕事で外国語は必要だと思うからです。]

Weil ich denke, dass ich Sprache in meinen zukünftigen Beruf brauchen kann.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (A1)	3	3.45%
ちょっと当てはまる trifft eher nicht zu (A2)	20	22.99%
まあまあ当てはまる trifft eher zu (A3)	30	34.48%
とても当てはまる trifft zu (A4)	34	39.08%
keine Antwort	0	0.00%

なぜ言語を勉強しますか？ **Ich lerne gerne Deutsch, weil ich Fremdsprachen in meinem Beruf sprechen möchte.**

[外国語を使って仕事をしたいからです。]

Weil ich Fremdsprachen in meinem Beruf sprechen möchte.】

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (A1)	20	22.99%
ちょっと当てはまる trifft eher nicht zu (A2)	20	22.99%
まあまあ当てはまる trifft eher zu (A3)	27	31.03%
とても当てはまる trifft zu (A4)	20	22.99%
keine Antwort	0	0.00%

なぜ言語を勉強しますか？

Ich lerne gerne Deutsch, obwohl ich nicht weiß, ob ich im Beruf Fremdsprachen sprechen muss.

[けれども仕事で外国語を使わなくてはならないのかどうか分かりません。]

Obwohl ich nicht weiß, ob ich im Beruf Fremdsprachen sprechen muss.】

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (A1)	31	35.63%
ちょっと当てはまる trifft eher nicht zu (A2)	32	36.78%
まあまあ当てはまる trifft eher zu (A3)	16	18.39%
とても当てはまる trifft zu (A4)	8	9.20%
keine Antwort	0	0.00%

どうやって勉強していますか？ **Wie gehst Du beim Lernen vor? (1)**

[問題がなにを求めているか考えます。 **Ich versuche herauszufinden, was die Aufgabe von mir verlangt.】**

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	4	4.60%
ちょっと当てはまる trifft eher nicht zu (2)	42	48.28%
まあまあ当てはまる trifft eher zu (3)	24	27.59%
とても当てはまる trifft zu (4)	17	19.54%
keine Antwort	0	0.00%

どうやって勉強していますか？ **Wie gehst Du beim Lernen vor? (2)**

[様々な解決方法を考えて、一番適切な解決を選びます。]

Ich denke an verschiedene Möglichkeiten, wie ich die Aufgaben machen kann und nehme das Beste davon.】

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	4	4.60%
ちょっと当てはまる trifft eher nicht zu (2)	37	42.53%
まあまあ当てはまる trifft eher zu (3)	37	42.53%
とても当てはまる trifft zu (4)	9	10.34%
keine Antwort	0	0.00%

どうやって勉強していますか？ **Wie gehst Du beim Lernen vor? (3)**

[問題を解決するためにどのような情報が必要なのか考えます。]

Ich denke darüber nach, welche Information ich brauche, um die Aufgabe zu lösen.】

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	1	1.15%
ちょっと当てはまる trifft eher nicht zu (2)	30	34.48%
まあまあ当てはまる trifft eher zu (3)	32	36.78%
とても当てはまる trifft zu (4)	24	27.59%
keine Antwort	0	0.00%

どうやって勉強していますか? **Wie gehst Du beim Lernen vor? (4)**

[質問の目的について考えます。Ich frage mich, was das Ziel dieser Aufgabe ist.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	14	16.09%
ちょっと当てはまる trifft eher nicht zu (2)	27	31.03%
まあまあ当てはまる trifft eher zu (3)	28	32.18%
とても当てはまる trifft zu (4)	18	20.69%
keine Antwort	0	0.00%

どうやって勉強していますか? **Wie gehst Du beim Lernen vor? (5)**

[分からない箇所をメモします。Ich versuche die Dinge, die ich nicht verstehe, herauszuschreiben.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	2	2.30%
ちょっと当てはまる trifft eher nicht zu (2)	23	26.44%
まあまあ当てはまる trifft eher zu (3)	36	41.38%
とても当てはまる trifft zu (4)	26	29.89%
keine Antwort	0	0.00%

どうやって勉強していますか? **Wie gehst Du beim Lernen vor? (6)**

[解決方法を考えずに、まず問題を解きます。]

Ich verliere keine Zeit mit Überlegen und fange direkt mit der Aufgabe an.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	18	20.69%
ちょっと当てはまる trifft eher nicht zu (2)	40	45.98%
まあまあ当てはまる trifft eher zu (3)	19	21.84%
とても当てはまる trifft zu (4)	10	11.49%
keine Antwort	0	0.00%

どうやって勉強していますか? **Wie gehst Du beim Lernen vor? (7)**

[分からないことがあったら先生や他の人に聞きます。]

Ich frage andere oder den Lehrer, wenn ich etwas nicht verstehe.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	1	1.15%
ちょっと当てはまる trifft eher nicht zu (2)	19	21.84%
まあまあ当てはまる trifft eher zu (3)	40	45.98%
とても当てはまる trifft zu (4)	27	31.03%
keine Antwort	0	0.00%

どうやって勉強していますか? **Wie gehst Du beim Lernen vor? (8)**

[新しく勉強したことを既に勉強したことに関連付けます。]

Ich versuche Neues in Verbindung mit bereits Gelerntem zu bringen.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	4	4.60%
ちょっと当てはまる trifft eher nicht zu (2)	27	31.03%
まあまあ当てはまる trifft eher zu (3)	39	44.83%
とても当てはまる trifft zu (4)	17	19.54%
keine Antwort	0	0.00%

どうやって勉強していますか？ **Wie gehst Du beim Lernen vor? (9)**

[問題を解く前にどうやって解決するか考えます。]

Ich überlege mir, bevor ich anfangen mit der Aufgabe, wie ich vorgehen will.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	5	5.75%
ちょっと当てはまる trifft eher nicht zu (2)	25	28.74%
まあまあ当てはまる trifft eher zu (3)	44	50.57%
とても当てはまる trifft zu (4)	13	14.94%
keine Antwort	0	0.00%

どうやって勉強していますか？ **Wie gehst Du beim Lernen vor? (10)**

[問題を解き終わったら、答えを他の学生と見合わせてみます。]

Wenn ich die Aufgabe fertig habe, dann vergleiche ich mein Ergebnis mit einem Mitschüler.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	5	5.75%
ちょっと当てはまる trifft eher nicht zu (2)	34	39.08%
まあまあ当てはまる trifft eher zu (3)	32	36.78%
とても当てはまる trifft zu (4)	16	18.39%
keine Antwort	0	0.00%

どうやって勉強していますか？ **Wie gehst Du beim Lernen vor? (11)**

[いつまでに勉強を終わらせるか、計画を立てます。]

Ich setze mir eine Frist, bis wann ich was gelernt haben will.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	13	14.94%
ちょっと当てはまる trifft eher nicht zu (2)	31	35.63%
まあまあ当てはまる trifft eher zu (3)	26	29.89%
とても当てはまる trifft zu (4)	17	19.54%
keine Antwort	0	0.00%

どうやって動機付けますか？ **Wie motivieren Sie sich? (1)**

[問題を解くのにあきてしまっても、解きつづけます。]

Wenn es langweilig wird, schaffe ich es trotzdem, weiter zu machen.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	25	28.74%
ちょっと当てはまる trifft eher nicht zu (2)	45	51.72%
まあまあ当てはまる trifft eher zu (3)	14	16.09%
とても当てはまる trifft zu (4)	3	3.45%
keine Antwort	0	0.00%

どうやって動機付けますか？ **Wie motivieren Sie sich? (2)**

[難しい問題を解けるように自分自身を奮い立たせます。]

Wenn ich mich richtig anstrenge, dann kann ich auch eine schwierige Aufgabe lösen.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	14	16.09%
ちょっと当てはまる trifft eher nicht zu (2)	43	49.43%
まあまあ当てはまる trifft eher zu (3)	26	29.89%
とても当てはまる trifft zu (4)	4	4.60%
keine Antwort	0	0.00%

どうやって動機付けますか？ **Wie motivieren Sie sich? (3)**

[目標を立てて、やる気を起こさせます。]

Wenn ich mir ein Ziel gesetzt habe, dann lasse ich mich auch nicht davon abbringen.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	4	4.60%
ちょっと当てはまる trifft eher nicht zu (2)	35	40.23%
まあまあ当てはまる trifft eher zu (3)	32	36.78%
とても当てはまる trifft zu (4)	16	18.39%
keine Antwort	0	0.00%

どうやって動機付けますか？ **Wie motivieren Sie sich? (4)**

[問題を解決できたら、自分自身にご褒美を与えます。]

Wenn ich eine Aufgabe fertig habe, dann belohne ich mich anschließend mit etwas Schönerem.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	13	14.94%
ちょっと当てはまる trifft eher nicht zu (2)	26	29.89%
まあまあ当てはまる trifft eher zu (3)	30	34.48%
とても当てはまる trifft zu (4)	18	20.69%
keine Antwort	0	0.00%

[オンラインで勉強することが好きですか？ **Lernst du gern online?]**

Antwort	Anzahl	Prozent
はい、とても好きです。 sehr gern (1)	4	4.60%
はい、好きです。 gern (2)	45	51.72%
いいえ、あまり好きではありません。 nicht so gern (3)	35	40.23%
いいえ、好きではありません。 nicht gern (4)	3	3.45%
keine Antwort	0	0.00%

ディモは勉強するのに便利ですか？ **Wie hat dir das Onlinelernen mit d-Mode gefallen?**

Antwort	Anzahl	Prozent
はい、とても便利です。 sehr gut (1)	9	10.34%
はい、便利です。 gut (2)	56	64.37%
いいえ、あまり便利ではありません。 nicht so gut (3)	21	24.14%
いいえ、便利ではありません。 nicht gut (4)	1	1.15%
keine Antwort	0	0.00%

Deutsche Welleのeラーニングが好きですか？ **Wie findest Du das E-Learning von der Deutschen Welle**

Antwort	Anzahl	Prozent
はい、とても好きです。 sehr gut (1)	4	4.60%
はい、好きです。 gut (2)	52	59.77%
いいえ、あまり好きではない。 nicht so gut (3)	27	31.03%
いいえ、好きではない。 nicht gut (4)	4	4.60%
keine Antwort	0	0.00%

なぜオンラインで勉強しますか？ **Warum ? (1)**

[オンラインで勉強することが面白いからです。 **Weil es mir Spaß macht.**]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	23	26.44%
ちょっと当てはまる trifft eher nicht zu (2)	44	50.57%
まあまあ当てはまる trifft eher zu (3)	18	20.69%
とても当てはまる trifft zu (4)	2	2.30%
keine Antwort	0	0.00%

なぜオンラインで勉強しますか？ Warum ? (2)

[講義でe-ラーニングをしなくてはならないから。Weil es im Unterricht von mir verlangt wird.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	12	13.79%
ちょっと当てはまる trifft eher nicht zu (2)	30	34.48%
まあまあ当てはまる trifft eher zu (3)	33	37.93%
とても当てはまる trifft zu (4)	12	13.79%
keine Antwort	0	0.00%

なぜオンラインで勉強しますか？ Warum ? (3)

[けれどもなぜオンラインで勉強をするのか分かりません。Obwohl ich nicht weiß, was das bringen soll.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	21	24.14%
ちょっと当てはまる trifft eher nicht zu (2)	33	37.93%
まあまあ当てはまる trifft eher zu (3)	22	25.29%
とても当てはまる trifft zu (4)	11	12.64%
keine Antwort	0	0.00%

なぜオンラインで勉強しますか？ Warum ? (4)

[e-ラーニングに興味があるからです。Weil es interessant ist.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	33	37.93%
ちょっと当てはまる trifft eher nicht zu (2)	36	41.38%
まあまあ当てはまる trifft eher zu (3)	17	19.54%
とても当てはまる trifft zu (4)	1	1.15%
keine Antwort	0	0.00%

なぜオンラインで勉強しますか？ Warum ? (5)

[成績をもっと上げたいからです。Weil ich dafür viele Punkte erhalte.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	11	12.64%
ちょっと当てはまる trifft eher nicht zu (2)	28	32.18%
まあまあ当てはまる trifft eher zu (3)	32	36.78%
とても当てはまる trifft zu (4)	16	18.39%
keine Antwort	0	0.00%

なぜオンラインで勉強しますか？ Warum ? (6)

[e-ラーニングで勉強しますが、e-ラーニングで学ぶ目的が分かりません。

Obwohl ich nicht weiß, ob sich das lohnt.]

Antwort	Anzahl	Prozent
全く当てはまらない trifft nicht zu (1)	29	33.33%
ちょっと当てはまる trifft eher nicht zu (2)	35	40.23%
まあまあ当てはまる trifft eher zu (3)	18	20.69%
とても当てはまる trifft zu (4)	5	5.75%
keine Antwort	0	0.00%