

琉球大学学術リポジトリ

Going on a Study Trip to Germany-Opinions and Expectations of 108 Ryukyu University Students from a 2001 Survey

メタデータ	言語: 出版者: 琉球大学法文学部 公開日: 2007-04-19 キーワード (Ja): キーワード (En): 作成者: メールアドレス: 所属:
URL	https://doi.org/10.24564/0002000979

琉球大学法文学部 欧米文化論集
第46号別刷 平成14年3月

**Going on a Study Trip to Germany —
Opinions and Expectations of 108
Ryukyu University Students from a 2001 Survey**

Till Weber

Going on a Study Trip to Germany –
Opinions and Expectations of 108
Ryukyu University Students from a 2001 Survey

by Till Weber

The German Department of the University of the Ryukyus is planning to conduct a study trip to Germany in September 2002. In order to better consider the students' expectations--up to 25 of them will eventually be able to take part--we conducted a poll towards the end of the 2001 summer semester. These findings form much of the basis of our planning process; but they may, in part, also be useful in a more general sense for professors and other educators from different subjects planning to take Japanese students on study trips to other countries. That is why it was decided to publish our main findings in the English language.

The survey was conducted among 108 Ryukyu University students studying the German language either as German Studies majors or as students from other subjects as part of their general education obligation. All in all, the survey was conducted in six different German language classes on students from the first, second, and third years.¹

The complete five-page questionnaire in Japanese and German is printed at the end of this paper.

I The Surveyed Students

Out of 108 surveyed students 58 were male and 48 female (no answer: 2). The average age was 19.5 years. Ninety-five answered the question about

their major field of study. We formed six groups :

Group 1 : Languages and Literature : 20 (18.5%)

German : 7 ; English : 7 ; Linguistics : 4 ; Japanese : 2

Group 2 : Human and Social Science Studies : 12 (11.1%)

Humanities : 6 ; Politics and International Relations : 4 ; Geography : 1 ;

Education : 1

Group 3 : Economics and Law : 13 (12.0%)

Economics : 7 ; Law : 6

Group 4 : Agriculture, Engineering, and Architecture : 14 (13%)

Agriculture : 7 ; Engineering : 6 ; Architecture : 1

Group 5 : Sciences and Mathematics : 14 (13%)

Oceanography : 9 ; other Sciences : 3 ; Mathematics : 2

Group 6 : Medicine : 22 (20.4%)

No answer : 13 (12.0%)

108 (100%)

The composition of the surveyed body of students is quite typical for general German classes at this university. Apart from German and English majors, there is a focus on Medicine, Oceanography, Agriculture, and Engineering, as well as the other subjects within the Faculty of Law and Letters. The focus is less on artistic or pedagogical subjects, whose students tend to be more drawn to other languages.

Apart from a very few exemptions no surveyed student had been to Germany before. Two thirds of the students had, at the time of the survey, studied German for just three months ; the vast majority of the rest were second-year students who had been studying German for about 15 months.

It was known to all those polled that the planned study trip is meant to consist of language classes in Germany, a round trip for the purpose of studying the country, as well as some time for individual activities.

II Answers and Interpretations

Knowledge of English

Asked about their knowledge of English 13% of the students indicated they knew English "well" or "sufficiently"; a full 87% considered their English knowledge "modest" or "bad". Apart from the less than flattering light shed on those parts of the Japanese education system which were responsible for teaching these young students English prior to where they were at the time of the survey, it became apparent that English would not be suitable as a major means of communication, especially for passing information through guides and other speakers, during our study trip to Germany. Apart from German (as much as possible), Japanese should be used if all students were to receive the full amount of information offered.

Question 1 :

Answering questions 1, 5, and 7 the students were asked to mark each item on a scale of 0 to 5. Zero meant "completely irrelevant/ I have no interest in this whatsoever", 5 as the highest mark stood for "very important/ I am highly interested in this". With 108 students responding, the theoretical maximum score for any item would be 540.

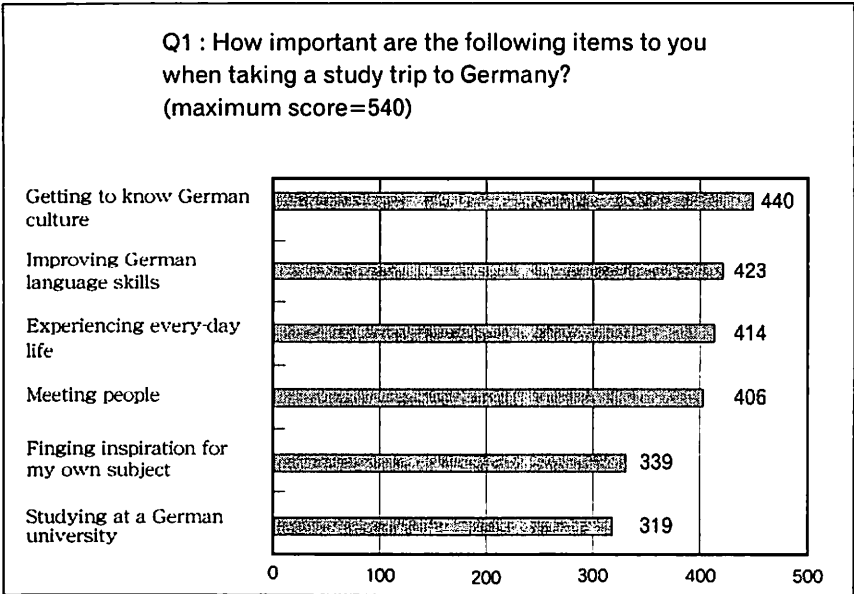


Fig. 1

Looking at the results from fig. 1, there are three pairs of items which are considered important in varying degrees. At the top of the scale are "Getting to know German culture" and "Improving my German language skills". Also scoring above the 400-mark out of 540 are items relating to "Experiencing everyday life" in Germany and "Meeting people". References to the students' own major of study and studying at a German university are considered less important, even though they still reach a positive level. Looking at the individual marks given to the item "Finding inspiration for my own subject", there is an unusually extreme distribution of marks. While there are many marks between 0 and 2, a full 36.1% (39 students) consider this item "very important". This group is clearly dominated by most of the German and English language majors and linguists, agriculture and engineering majors, and a few medical students.

Question 2 :

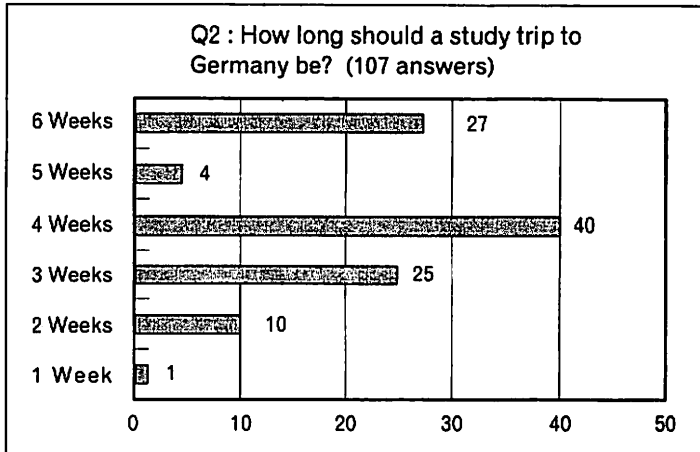


Fig. 2

On average, the students considered a duration of 4.09 weeks ideal for the study trip.

Question 3 : German Language Classes. Would you prefer to be taught in a closed class from Okinawa or in an open, international class?

A total of 85.8% of the students wanted language classes to be taught to them in open, international groups, while only 14.2% advocated staying together with the other students from Okinawa for this purpose. Apparently, it is much more attractive to students to be able to meet people from various countries than to "play it safe" by sticking with their own group. The implications of these findings are that whenever there is an offer of language class exclusively prepared for our students alone, this would be only the second best alternative. The students would definitely prefer to mix with students from other countries while studying a foreign language together.

Question 4: Which form of accommodation would you prefer?

Two thirds (65.2%) of the students favoured a homestay with a host family. Another 25.9% said they would prefer living in a university student dormitory, while 8.9% preferred staying at an inexpensive hotel or at a youth hostel. This result is evidence of the students' curiosity towards a different, new way of everyday life. Of course, staying with a host family provides a larger chance of immersing oneself in the other world than life in dorms, hotels, or hostels since the students get a first-hand glimpse on how German families live. It should also be noted that a family, even a temporary one like a host family, may provide an amount of security and comfort to a young person staying, perhaps for the first time, abroad.

Question 5 :

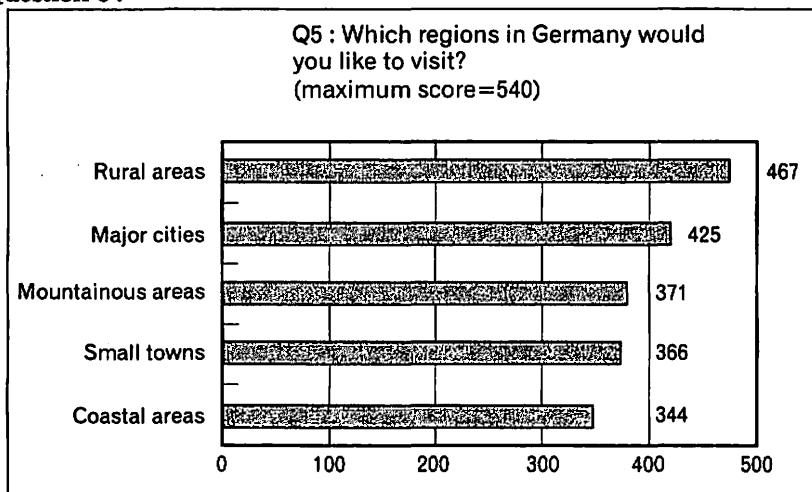


Fig. 3

On a scale with a maximum of 540, even the last-placed suggestions proved to be relatively popular. However, rural areas and major cities were the most popular destinations. These results are probably a manifestation of the students' interest in history in connection with folk life and traditions,

as well as in history in connection with other cultural activities (these interests are widely documented in results from later parts of this survey). It may also be noted that these results mirror Okinawa's structure, where the main island consists of both remote rural areas and a major population centre surrounding the capital, Naha.

Question 6 : See Section III below for Free Answers

Question 7:

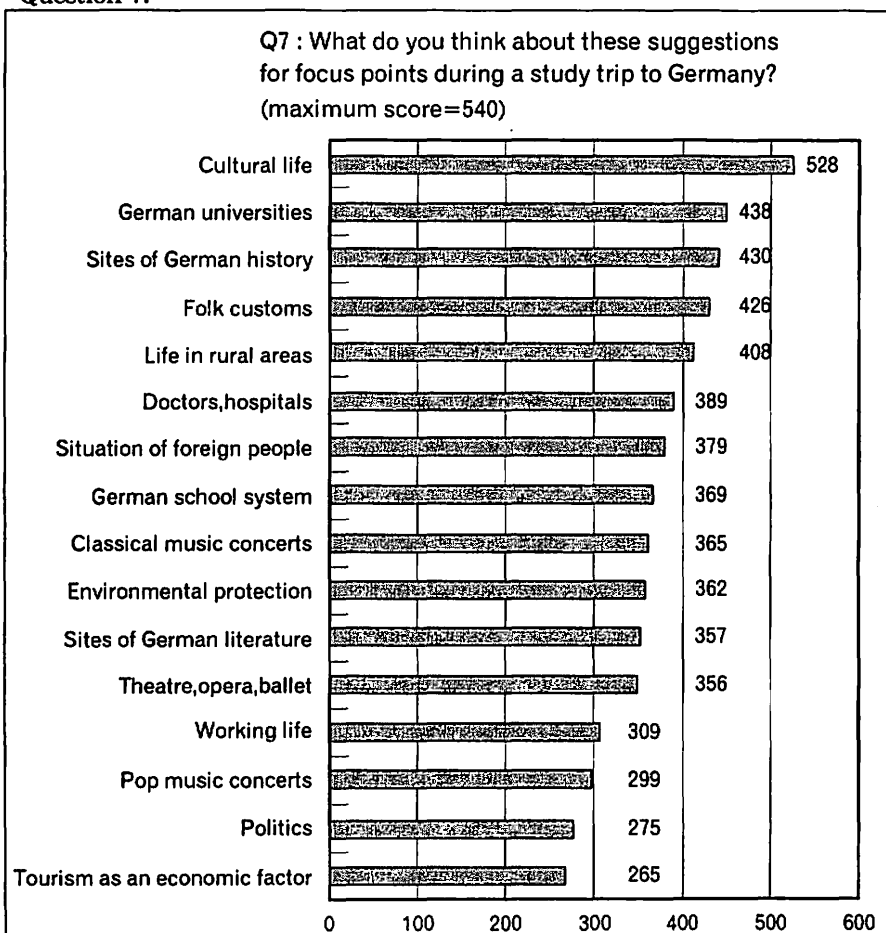


Fig. 4

By a considerable margin, "cultural life" was the most popular suggested content of a study tour to Germany (fig. 4). Less than 10% of those surveyed did not give the maximum five points to this item.

Other leading items scoring over 400 out of 540 possible points were German universities, historical sites, folk customs, and rural life. Viewed together, these items constitute a dominant focus, which can be summed up using the terms "tradition, culture, and history". It is open to debate whether this intensive interest in folk culture is special to Okinawa, where traditions such as Eisa dancing are still very popular with the younger generations.

Although the question was different ("Why did you choose German as a foreign language?"), Matthias Grünewald's recent large survey on 900 students from various Japanese universities yielded interesting results.² Out of eight items, with one being the most positive and five being the most negative possible answer, the students ranked interest in a tour of Germany third (with a score of 2.73), in German culture fourth (2.75), and in German history fifth (3.06). Grünewald's study shows that interest in culture and history generally do play a role in Japanese students' motivation to study German, but they really start to become top items only when connected to a chance to study them first-hand in Germany itself.

Interest in German culture as a factor in choosing German as a second foreign language is also documented in an even larger, ministry-sponsored survey of over 2,800 Japanese students.³ Unfortunately, the wording of the relevant questions in that study does not permit a detailed assessment of what the students could really mean by saying they are interested in "German culture".

What, exactly, do our students mean by "culture"? It is somewhat surprising to see "typically German" cultural items such as classical music, opera, and literature falling only in the middle or towards the end of the popularity scale. Apparently, the young students do not necessarily mean state opera houses, the Berlin Philharmonic, and the Grimm brothers when they state their enthusiasm for German "cultural life." To the students, it seems, culture is more about traditional "popular" culture, historical aspects and folk customs than classical "high" culture, which generally forms such an important part of Germany's image abroad. Modern popular culture, as represented by the item "pop music", however, falls even more towards the end of the scale. Pop music is obviously not closely associated with Germany.

Items related to everyday life and society in Germany mostly placed in the middle of the table. The bottom four items include two related to the economy, even though "tourism as an economic factor" was specifically tailored to Okinawa's situation. It is no surprise that politics, which is an item perhaps even less appealing to Japanese students than to many German students, is ranked close to the bottom.

Question 8:

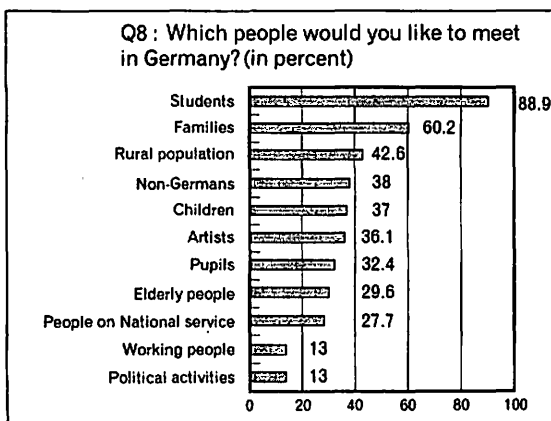


Fig. 5

Asked what groups of people in Germany they would like to meet, the students clearly preferred their own mirror groups, students and families. Their strongly articulated wish to meet with students in Germany is perhaps the main reason why the surveyed students indicated interest in German universities in general (question 7), since the educational offerings from universities are not as much sought-after (question 1). Taking into account the preference for homestay which was expressed in question 4, there is a strong articulation of the students' interest in German everyday life as experienced by families and their peers, the German students. To be able to experience the lives of students and families in a foreign country and compare them to their own experience in Japan is a very attractive prospect for the students. Gardner's classical finding that learners tend to get interested in those aspects of foreign languages and cultures that correspond to their own social and cultural milieu seems to be applicable to human interests as well. ⁴

Again, question 8 shows the students' lack of interest in politics and the economy, items which were once more relegated to the bottom of the table.

Question 9:

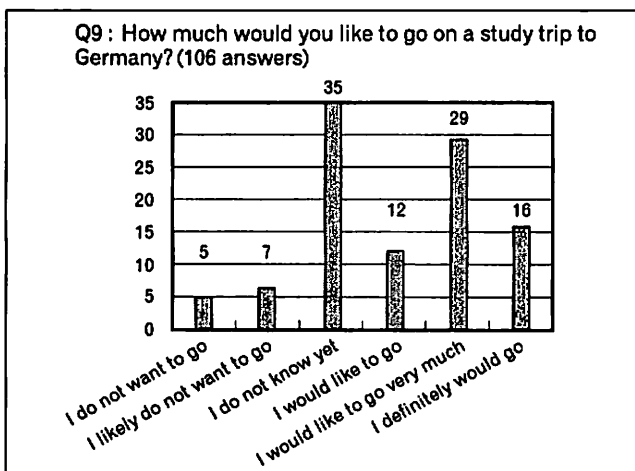


Fig. 6

One of the eye-catching results from question 9 is the large proportion (33%) of students who did not yet know whether they would want to take part in a study trip to Germany. On the other hand, only 12 of the surveyed (11.3%) said that they did "not" or "likely not" want to take part. A massive 55.7% (57 students) said in three varying degrees that they would like to take part.

The last figure is even more remarkable since the majority of the students surveyed belong to faculties not primarily concerned with foreign language and culture; furthermore, the majority of these students are likely to study only one year of German before they will focus more on their major fields of study. A majority also did not think that there is a strong or any connection between their major and Germany (question 1).

Why are these students interested in getting to know Germany first-hand? Apparently, the country is attractive to them outside the narrow bounds of their university majors and professional prospects. This is significantly different from the status of English in Japan. English is the language that Japanese students, particularly Junior and Senior high school students, study for many years. As Loveday noted in 1996, studying English in Japan has a highly instrumental value: by mastering it at entry exams students receive access to top universities and have greater prospects to achieve high professional status with high incomes.⁵ German as a Second Foreign Language does not have the same instrumental value in Japan. So it is chosen as a second foreign language by only a fraction of all students. This survey as well as several other studies⁶ serve to point out that there is a strong desire among students to experience a culture quite different from their own and different from English-speaking countries, which motivates them to study, for instance, German as a SFL. This kind of motivation

is less instrumental than intrinsic. Apart from interest in foreign languages as such or the intellectual challenge of studying another language (which may apply to only a segment of general education class students) interest in foreign cultures is in this survey shown to be the main force of motivation. An actual tour to a foreign country to study its culture is, of course, one of the best ways to focus and foster students' motivation.

Which students are more willing to go to Germany? Using the six groups constituted earlier for the purpose of this study, the average response for each group was:

(The figures represent the average points per respondent within his/her group, 0 being the lowest ("I do not want to go"), and 5 the highest mark ("I definitely would go")).

Group 1 : Language and Literature : 4.3

Group 4 : Agriculture, Engineering and Architecture : 4.1

Group 5 : Sciences and Mathematics : 3.9

Group 3 : Economics and Law : 3.6

Group 2 : Human and Social Science Studies : 3.4

Group 6 : Medicine : 3.2

Apart from the top position assumed by the students of language and culture proper, Germany is obviously more attractive to the students of science- and technology-based subjects than to students of humanities, law, economics, and social studies. Perhaps the interest of science and technology majors can be attributed to past and present German achievements in these fields, but the low ranking for medical students, from a subject with traditionally very strong ties to Germany and German, seems to contradict this assumption.

It is worth further reflecting on the lukewarm response the medical students, except a few individuals, gave to the prospects of going to Germany. On the one hand, their own faculty's curriculum and examination schedule is extremely demanding compared to other faculties. Still, many medical students were, until very recently, forced to enrol in German language classes for two full years. Apparently, forced studies of the German language seem to alienate these students from the country in question. Unpopular routine effectively suffocates the readiness to go abroad and really get involved with a foreign culture. The longer this two-year routine drags on, the less enthusiastic medical students become: the second-year students were even less willing to go than their first year peers.

Another conclusion can be drawn from these data. Many students, notably from the science- and technology-based subjects, were almost as enthusiastic to go as the top-ranking group composed of language and culture specialists. This means that study tours should, if capacities are available, be designed and planned to give students from all faculties the chance to take part.

III. Free Answers

Several questions contained the possibility to write free answers since the responses provided by the surveyors could, obviously, not cover every aspect of the opinions and expectations of 108 students. Because of incongruities between the Japanese and German languages part of the answers to questions 1, 5, and 6 were apparently interpreted by the students as being of almost equal meaning. This is why these results shall be treated together.

From Questions 1, 5, and 6 (Free Answers):

Where in Germany would you like to go and what would you like to do there?

III. 1 Cities/Regions

Berlin 15 mentions, Frankfurt 4, Black Forest 4, Rhine area 4, Bayern 3, Romantische Strasse 4, Bremen 3, Munich 2, Hamburg 2, Heidelberg 2, Leipzig 2, Rothenburg o. d. T. 2, plus another 12 places which were each named once.

III. 2 Sightseeing

Berlin Wall 16, castles 12, war memorials 3, concentration camps/exhibitions related to NS rule 3, Märchen sites 2, old monasteries and churches 2, city walks 2, expressways 2, sites related to Martin Luther, Cologne Dom, Goethe House, Roman Limes Wall, the Alps, environmental agencies, areas with many foreign residents, residences of the Federal President and the Chancellor, zoos, farms, industrial areas, plus another 6 sites with one mention each.

III. 3 Concerts and Museums

Museums 6, opera 3, Berlin Philharmonic 2, Love Parade, theatres, and movie theatres once each.

III. 4 Everyday Life

Beer gardens or breweries 10, schools 5 (cited: elementary school, grammar school, Steiner school), a sausage factory 3, a Christmas market 3, a flea market 2, a wine maker 2, Oktoberfest 2, festivals and folk costumes 2, department stores 2, and train riding, monetary problems related to the

Euro, a normal town, a normal restaurant, a pub, a doctor's clinic, markets, conventions, artisans' workshops, sports, getting to know the Germans' religion, libraries, and comparing German culture with Japanese culture each mentioned once.

III. 5 Other Activities

Watching a Bundesliga football match 17, and hiking through forests and enjoying nature 7.

Looking at the results from III. 1 to III. 5, it becomes apparent that items which are typical for Japanese tourists' interests (and cliches harboured) such as Romantische Straße, Neuschwanstein, Oktoberfest, and Heidelberg are not the dominating issues. Notable is the almost complete absence of another main motif of Japanese commercial tourists: shopping in "exotic" countries.

Instead, the focus of the free answers is again on historical places and sites. High on the lists are Berlin and its infamous Wall, plus several points of interest relating to the Middle Ages (castles, churches etc.). NS history is also represented. East Germany seems to be underrepresented. It is an open question whether this has to do with a presumed risk for travel there or lack of knowledge about East Germany's attractions.

There is also a broad interest in things related to German everyday life, coupled with some individual desires and a certain concentration on foods and drinks which are perceived to be especially delicious in Germany.

Surprisingly the absolute frontrunner with 17 quotes is the desire to go and watch a Bundesliga football match in Germany. In the summer of

2002, Korea and Japan will play hosts to the Football World Cup - this event may already be casting a long shadow ahead.

A significant number of items which were popular with students of the University of the Ryukyus were also favourites among a group of 18 Matsuyama University students who were surveyed by Matthias Grünewald before and after a four-week tour to Germany. ⁷ Among the dominating items in Grünewald's survey are history of the Third Reich, castles, the Berlin Wall and football.

Besides those places and activities that a larger number of students are interested in, there is a host of specialized requests with only one or two students voicing them. Nevertheless, many of them seem to be valid expressions of personal ideas for meaningful study. A study trip should therefore include the opportunity for participants not only to be involved in larger group activities, but to pursue their own study interests as well. A schedule that is too tight would exclude these legitimate interests. If there is a tour in a larger group for a week or longer, this should be supplemented by several days at the disposal of individual or small groups of students, provided they submit a plan to engage in meaningful studies.

Question 10: What would be your expectations and goals when taking part in a study trip to Germany?

(Answers from 84 students, 24 gave no answers)

Number of Citations	Expectation/Goal
43	Getting to know German culture, history, society and language
36	Improving my German language ability
10	Experiencing everyday life in Germany
9	Sharing views with German people ; making new friends
7	Finding out what Germans think about the Japanese these days
6	Self-determined travel
5	Comparing German and Japanese culture
4	Enjoying good food
4	Visiting places of historical interest
3	Collecting information about environmental protection activities
2	Experiencing things not possible when traveling with a "normal" Japanese tourist group
2	Studying German music and literature
2	Studying German medicine
9	Other

Fig. 7

Once more, the students confirmed their great interest in German culture including history, society, and everyday life. Every second student who answered question 10 (51.1%) named this area. In order to realize these goals, even students not majoring in German are ready to improve their language skills, with 36 (42.9%) even expressing such goals spontaneously. This pair of results can also be found in the answers to question 1.

Most of the other expectations/goals that follow could be summed up with a statement from two of the students: "Experiencing things not possible when travelling with a "normal" Japanese tourist group". The desired level of interaction with locals as well as satisfaction of some special interests cannot possibly be realized when on a standard commercial seven-day package tour. Our students' interests are more detailed and varied than those of average Japanese tourists travelling on a pre-arranged schedule. It is clear that the majority of the surveyed students are very well aware

of the differences between a study tour and a tourist tour, and they are asking for a more specialized content. It is encouraging for planners to know that our students have a clear agenda for a study trip they would like to take to Germany.

Question 11 : Space for students' other suggestions and comments
 (Answers from 30, no answers : 78)

Number of Citations	Comment
13	What will be the cost for such a study trip? Will it be affordable for me? Also : Our university should financially support such a trip.
3	When is the tour to take place?
2	I definitely want to take part.
2	I do not want to do the same things Japanese tourists do.
2	I want to stay in Germany for several months.
2	I want to meet many non-Japanese people.
2	Is this trip reserved for students with good German language skills?
2	Let's definitely do home stay.
1	Nice ideal
1	I cannot take part.
1	Who will go with us?
6	Other

Fig. 8

Question 11 demonstrates a certain filter effect even more clearly than question 10. Only 27.7% of the students still had something to add in this final, open question. If compared with other answers from these 30 students (especially question 9 about their motivation to take part) it becomes apparent that these 27.7% form a hard core of those who are exceptionally eager to go. Therefore, these answers carry more weight than the sheer number of just 30 students responding seems to suggest.

The most important point, which was brought forward by 43.3% of those who answered, is the concern about the cost of such a study trip. Travelling to a foreign country from Japan is generally considered expensive (even though many costs such as accommodation, transportation, and food are significantly lower in most countries than in Japan). No doubt the concept of commercial Japanese package tours (e. g. staying only at first-class hotels, flying expensive airlines) has contributed to the notion that travelling abroad is expensive.

Still, financial concerns have to be taken seriously. When cross-checked with results from question 9, it can be seen that almost all students who expressed concerns about costs are from the top two groups who want to go ("I would like to go very much", "I definitely would go"). If the overall cost becomes too high, this would certainly lead to the effective exclusion of students who are very motivated to take part in the study trip. There is a challenge to planners to find creative ways of cutting costs while still reaching educational goals.

IV Instead of a Summary :

14 Conclusions on Planning a Study Trip to Germany

- 1 The majority (55.7%) of students who study German at the University of the Ryukyus would like to take part in a study trip to Germany.
- 2 Most students are interested in topics from the field of German culture. By "culture" they mean history from the Middle Ages up to the 20th century as well as folk culture, customs, and traditions.
- 3 Intensive interaction with people living in Germany (including non-Germans) is desired. Students and families top the list of groups the students want to meet. These interests include the wish to

experience German everyday life.

- 4 Only a minority of students is looking for direct benefits for their uni-versity studies.
- 5 The subjects of economics and politics in Germany are unpopular.
- 6 Additionally, many students have individual special interests. A study trip should give students the chance to pursue their own interests independently in addition to the general group schedule.
- 7 Preferred destinations are, on the one hand, major cities, especially Berlin, and on the other hand rural areas.
- 8 After students of language and culture, students of science- and technology-based subjects are most responsive to the idea of travel in Germany. Medical students constitute the least enthusiastic group.
- 9 Even students from non-language majors are prepared to and interested in improving their German language skills. There is a connection between increasing everyday classroom motivation in the university and providing the students with a chance to take part in a study trip.
- 10 International contacts are highly desired. Therefore, language instruction in Germany should be offered in international groups.
- 11 It does not make much sense to use English as a major means of communication and passing out of information on a study trip in Germany. Instead, German should be used as much as possible, supplemented by Japanese.
- 12 A duration of about 4 weeks is considered to be ideal.
- 13 Two thirds of the students would prefer home stay to other forms of accommodation.
- 14 The costs for taking part should be kept as low as possible in order not to exclude highly motivated students with limited financial resources. It is imperative to talk to institutions within and outside the university and make good use of their offers and programmes.

VI Documentation of the Questionnaires in German and Japanese

Umfrage unter unseren Studenten (1. -3. Studienjahr) im Sommersemester 2001
ドイツ語海外研修に関するアンケート（2001年度1—3年生を対象とする。）

m/w : Alter : Fach : Studienjahr :
性別 年齢 専攻 学年

Wie lange lernen Sie schon Deutsch? _____

ドイツ語を始めてどれくらいになりますか？

Wie schätzen Sie Ihre Englischkenntnisse ein :

自分の英語能力を評価して下さい :

gut es geht mäßig schlecht
よくできる できる まあまあ 悪い

Die Ryukyu-Universität möchte im September 2002 eine längere Studienreise für eine Gruppe von 10 bis 20 Studierenden durchführen. Sich für die Teilnahme bewerben können alle Studierenden, die bis dahin mindestens ein Jahr Deutsch gelernt und am Vorbereitungsprogramm im Sommersemester 2002 teilgenommen haben.

琉球大学では、2002年夏に10—20人を定員とした比較的長期間の「ドイツ語海外研修」を企画したいと考えています。応募資格は、研修までに最低1年間ドイツ語を学んでいること、および2002年の前期の準備コースを履修していることです。

1. Ziel der Studienreise nach Deutschland ドイツ語海外研修の目的

Was ist für Sie wichtig/nicht so wichtig?

あなたにとって重要な/重要ではない事項は何でしょうか？

0 = ganz unwichtig (重要性全く無し), 5 = sehr wichtig (極めて重要) を目安として回答して下さい。

	0	1	2	3	4	5	
○ Deutsche Sprache lernen ドイツ語を学ぶこと	I	----	I	----	I	----	I
○ Deutsche Kultur kennen lernen ドイツの文化を知ること	I	----	I	----	I	----	I
○ Deutsches Alltagsleben kennen lernen ドイツの日常生活を知ること	I	----	I	----	I	----	I
○ Deutsche treffen ドイツ人と会うこと	I	----	I	----	I	----	I
○ An einer deutschen Universität lernen ドイツの大学で学ぶこと	I	----	I	----	I	----	I
○ Anregungen zu meinem Studienfach finden 自分の専門分野のための刺激となること	I	----	I	----	I	----	I
○ Anderes: _____ その他何かあれば付け加えて下さい。 _____	I	----	I	----	I	----	I

2. Dauer der Studienreise (ドイツ語海外研修の期間について)

Wie viele Wochen halten Sie für angemessen, wenn es sowohl Sprachunterricht als auch eine Studienreise in der Gruppe sowie freie Tage geben soll?

語学講習と団体での研修旅行および自由時間を何日か取るとして、全部で何週間程度が期間として適切だと考えますか？

- 1 Woche 1週間 ○ 2 Wochen 2週間 ○ 3 Wochen 3週間
○ 4 Wochen 4週間 ○ 5 Wochen 5週間 ○ 6 Wochen 6週間

3. Deutschunterricht ドイツ語講習について

Wahrscheinlich wird ein Teil der Reise aus Deutschunterricht an einer deutschen Universität bestehen. Würden Sie lieber in der geschlossenen Gruppe aus Okinawa unterrichtet werden oder in einer offenen, internationalen Gruppe?

ドイツ語海外研修の一部は、ドイツの大学でのドイツ語講習となる予定です。クラス編成について、沖縄から参加する人たちのみで構成されるクラスに入ると、他国の学生との混成クラスどちらに入りたいことを希望しますか？

- in der Gruppe aus Okinawa in einer internationalen Gruppe
沖縄のクラス 混成クラス

4. Unterkunft ステイ先について

Welche Form der Unterkunft würden Sie bevorzugen?

どのような滞在方法を希望しますか？

- Homestay mit einer Familie ホスト・ファミリーのもとでホーム・ステイ
 Studentenwohnheim der Universität 大学の学生寮
 preiswertes Hotel oder Jugendherberge 適切な値段のホテルまたはユース・ホステル
 anderes その他： _____

5. Rundreise/Studienreise 研修旅行について

Wir planen, eine Rundreise durch Deutschland mit einem eigenen Bus und mit einem ja-panischsprachigen Reiseleiter zu unternehmen. Welche Regionen würden Sie gern auf der Studienreise besuchen?

この海外研修では、ドイツ語講習の他に、ドイツ国内を日本語ガイド付きの専用バスで旅行する、研修旅行を予定しています。その際どこを見学したいですか？

0 = möchte ich nicht besuchen (希望しない), 5 = möchte ich unbedingt sehen (強く希望する)

	0	1	2	3	4	5
<input type="radio"/> Grose Städte (大都市)	I----	I----	I----	I----	I----	I----
<input type="radio"/> Kleine Städte (小都市)	I----	I----	I----	I----	I----	I----
<input type="radio"/> Ländliche Gebiete (田舎)	I----	I----	I----	I----	I----	I----
<input type="radio"/> Landschaften am Meer (海辺)	I----	I----	I----	I----	I----	I----
<input type="radio"/> Bergige Landschaften (山岳地)	I----	I----	I----	I----	I----	I----
<input type="radio"/> Anderes (その他): _____	I----	I----	I----	I----	I----	I----
_____	I----	I----	I----	I----	I----	I----

6. Bestimmte Orte/Regionen 訪問希望地

Bitte nennen Sie die drei Orte/Regionen/Veraustaltungen in Deutschlands, die Sie am liebsten besuchen möchten!

一番訪れてみたいと思っている場所やイベント、地域を3つ挙げて下さい。

1. _____
2. _____
3. _____

Ist mir eigentlich egal. 特に希望なし

7. Inhalte der Studienreise 研修旅行の内容について

Wie finden Sie die folgenden Vorschläge für einzelne Besuche in Deutschland?

以下のようなポイントで研修旅行の訪問先を選ぶ場合、どのような基準に興味がありますか？ 0から5まで段階をつけて選んで下さい。

0 = ganz uninteressant (全く興味なし), 5 = sehr interessant (非常に興味深い)

	0	1	2	3	4	5
○ Deutsche Schulen ドイツの学校	I	---	I	---	I	---
○ Deutsche Universitäten ドイツの大学	I	---	I	---	I	---
○ Arbeitsleben (Besuche in Firmen) 職業生活 (企業訪問)	I	---	I	---	I	---
○ Landleben (Bauern, Landwirtschaft) 田舎での生活 (農業・酪農家訪問)	I	---	I	---	I	---
○ Tourismus als Wirtschaftsfaktor 経済活動としてのツーリズム	I	---	I	---	I	---
○ Umwelt und Abfallwirtschaft 環境とごみ産業	I	---	I	---	I	---
○ Ärzte, Krankenhauser usw. 医療・病院関係	I	---	I	---	I	---
○ Volksbrauchtum 民俗的なこと	I	---	I	---	I	---
○ Kulturelles Leben 文化的なこと	I	---	I	---	I	---
○ Kennenlernen der Lage von Ausländern in Deutschland ドイツにおける外国人についての見識を深める	I	---	I	---	I	---
○ Stätten der deutschen Geschichte ドイツの歴史上重要な名所	I	---	I	---	I	---
○ Stätten der deutschen Literatur ドイツ文学上重要な名所	I	---	I	---	I	---
○ Politik 政治	I	---	I	---	I	---
○ Theater, Oper, Ballett	I	---	I	---	I	---

演劇・オペラ・バレエ

- Klassische Konzerte I----I----I----I----I
クラシック・コンサート
- Popkonzerte I----I----I----I----I
ポップ・コンサート
- Anderes その他: _____ I----I----I----I----I
_____ I----I----I----I----I

8. Kontakte mit Deutschen ドイツ人とのコンタクトについて

Mit Menschen aus welchen der folgenden Gruppen hätten Sie gern Kontakt während einer Deutschland-Reise?

海外研修中、どのようなドイツ人とコンタクトを希望しますか？

- Kinder 子ども Schüler 小学・中学・高校の生徒
- Studenten 大学生 Familien 家族
- alte Menschen お年寄り Landbevölkerung 田舎に住んでいる人
- Künstler 芸術家 Arbeitnehmer 企業主
- Politisch Aktive 政治的な仕事をしている人
- Ausländer in Deutschland ドイツに住む外国人
- Wehr- oder Zivildienstleistende junge Leute 兵役あるいは福祉活動に

従事している若者

Andere (その他):

9. Wie gern möchten Sie an einer solchen Deutschlandreise teilnehmen?

以上のようなドイツ語海外研修に参加を希望しますか？

- möchte nicht teilnehmen 参加したくない
- möchte wahrscheinlich nicht teilnehmen おそらく参加したくない
- weiß noch nicht まだわからない
- möchte gern teilnehmen 参加したい

○ mochte sehr gern teilnehmen

ぜひ参加したい

○ mochte unbedingt teilnehmen

必ず参加したい

10. Was würden Sie sich von einer solchen Teilnahme erhoffen bzw. was wären Ihre Ziele für die Reise?

以上のようなドイツ語海外研修で、特に希望することは何ですか？また研修において、あなたにとって特に大切な目標・目的は何ですか？

11. Raum für Ihre Bemerkungen und Vorschläge

何か気づいたことや、意見があれば書いて下さい。

Vielen Dank für Ihre Mitarbeit!

ご協力どうもありがとうございました

Die Deutschlehrenden an der Ryukyu-Universität

琉球大学ドイツ語教官一同

Notes

¹ I am very much obliged to everybody in the German Department for their kind help and support for this survey. Special thanks go to Assistant Prof. Sanami Nogami and Ms. Hitoko Kuwae for various translations between the languages.

² Grünewald, M.: Zum Deutschland- und Deutschenbild japanischer DeutschstudentInnen, unpublished manuscript, 2000.

³ Doitsugo Kyoiku no Genjo to Kadai. Anketo kekka kara kaizen no michi wo saguru. A survey conducted and published by Nihon Dokubungakai Doitsugo Kyoiku Bukai, Tokyo 1999, pp. 99-108, esp. questions 8 and 25.

⁴ Gardner, R.: Social psychology and second language language learning : The role of attitude and motivation, London 1985.

⁵ Loveday, L.: Contact in Japan : A socio-linguistic history, Oxford 1996.

⁶ Honda, Y.: Motive für die Wahl von Deutsch als Fremdsprache und von Germanistik bei Studentinnen und Studenten in Japan, in: Ammon, U. (ed.) : Die deutsche Sprache in Japan. Verwendung und Studium, München 1994, pp. 257-83. Christ-Kagoshima, G.: Wofür brauchen Sie Deutsch? Ein Erfahrungsbericht über drei japanische Universitäten, in: Gad, G. (ed.): Deutsch in Japan. Interkulturalität und Skepsis zwischen Vergangenheit und Zukunft. Dokumentation eines DAAD-Seminars, Bonn 1996, p. 73-8. On motivation in the context of Japanese learners of German see: Grünewald, M.: Zur Rolle und Bedeutung der Motivation für den Prozess des Fremdsprachenerwerbs, in: Studies in Language and Literature 2 (2001), pp. 215-46.

⁷ Grünewald, M.: Über die Deutschland- und Deutschenbilder japanischer Deutschstudenten und - studentinnen, in: Gengo Bunka Kenkyu 19/1 (1999), pp. 59-89.