

# Internet's Role in German Language Education in Japan

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## 0. Introduction

The purpose of this paper is to show the general possibilities of the Internet in German teaching in Japan.<sup>注1</sup> However before doing this, we will discuss the characteristics of institutional frameworks for non-English foreign language education at Japanese universities. Most of the problems in German education arise directly from these frameworks. The author is convinced that the Internet can help us solve, or at least reduce, the seriousness of these problems. In this paper, at first, seven main problems related to these institutional frameworks are mentioned and characterized briefly. Finally, concrete examples taken from German class will show how the Internet can be used to overcome these problems.

Figure 1

1. Not enough time to acquire a new foreign language, one-third to one-sixth of the necessary time

(初級終了にとってさえ不十分な学習時間/必要時間の3分の1から6分の1)

- Basic Course: 2 times 90 mins. per week, 30 weeks = 90 hours total

(初級外国語: 週2回1年間で計90時間)

- Introductory Course: 1 time 90 mins. per week, 30 weeks = 45 hours total

(入門外国語: 週1回1年間で計45時間)

Courses offered at Hiroshima University (広大の例)

cf. The prerequisite for the Zertifikat Deutsch als Fremdsprache (Certificate in German as a Foreign Language) is 300 hours learning time (ドイツ文化センター初級修了試験が前提にする学習時間は約300時間)

## 1. Characteristics of Non-English Foreign Language Education at Japanese Universities

The first and the biggest problem is that Japanese university students do not have enough time to acquire a new foreign language in class. The model in Figure 1 shows the two types of language courses offered for absolute beginners at Hiroshima University. Most students take either the Basic Course, or the Introductory Course, depending on their faculty. These are typical of Japanese universities. In their regular learning time in liberal arts, most Japanese students take only a total of 90 or 45 hours of German classes, including time involved in tests and guidance.<sup>注2</sup> On the other hand, it is said that an average student normally requires 300 learning hours to pass the Zertifikat Deutsch als Fremdsprache<sup>注3</sup> (the Certificate of German as a Foreign Language) (Eichheim, H./Storch, G. 1996). This examination is offered worldwide by the Goethe-Institute, and is considered a milestone of successful completion of the basic level. The learning time in Japanese university is therefore one-third to one-sixth the necessary time for reaching this basic level.

Figure 2

2. Class size is too large.

(大人数授業)

- Basic Course: 50 students on average (初級外国語：約50人)

- Introductory Course: 30 students on average (入門外国語：約30人)

Courses offered at Hiroshima University (広大の例).

cf. Goethe-Institute and /or other language schools : maximum 15-20 participants per course

(ドイツ文化センターやその他の外国語学校の語学コース：最大で15~20人)

A second problem with most German Education in Japan is that teachers have too many students in each class. At Hiroshima University, the Basic Course has 50 students on average and the Introductory Course has 30. If these class sizes are compared with the number in a class at the Goethe-Institute or another language school, it is already clear that our classes are too big. However, there are also universities which have language classes with more than 50 students per class. According to a questionnaire conducted in 1999, which pertained to 284 Japanese universities, 25 % of the institutions have German classes with more than 60 participants.<sup>注4</sup>

Figure 3

3. Obligatory subjects (選択必修である)

- At Hiroshima University, students must select one non-English foreign language from German, French, Spanish, Russian, Chinese, and Korean.

(独・仏・西・露・中・韓国語から選択)

- Not all students are motivated beforehand.

(すべての学生にあらかじめ学習意欲があるわけではない)

4. There are large geographical or psychological distances between Japan and the countries where these languages are spoken (学習言語の言語圏が地理的・心理的に遠い)

- Most students have few opportunities to practice the language outside the classroom.

(大部分の学生には授業以外にその言語を使う機会がない)

- Therefore, they see no direct use for the language they are studying.

(それゆえ直接的な実用性が感じられない)

The third and fourth points concern motivation. Many Japanese universities still require students to take at least one foreign language course besides English. For example, students at Hiroshima University must select one foreign language from among German, French, Spanish, Russian, Chinese, and Korean. This means that not all students are motivated to learn beforehand.

A fourth problem is that countries or areas where these languages are spoken are remote from Japan. For European languages such as German, French, or Spanish, the distance is a geographical one; in the case of Russian and to some extent Korean and Chinese, the distance is more psychological or political. In this point, English is rather an exception. For many Japanese, English does not seem like a foreign language option at all. It is required in companies. For many Japanese, internationalization means speaking English frequently.

In any case, due to this distance and strangeness, students have almost no opportunity to practice non-English languages outside the classroom. Therefore, most students do not find a direct

use for the language they are studying. But this does not mean that students are not interested in learning a new foreign language or are reluctant to learn one. To some extent, they show their interest in becoming acquainted with a different culture or being able to present themselves in a foreign language.<sup>注5</sup> But this kind of motivation is vague and is not strong enough for them to conquer the many problems they will encounter in learning. Therefore, it is especially important for language teachers in Japan to try to give their students opportunities to use the language in authentic communication situations, and to continuously motivate their students as much as they can.

Figure 4

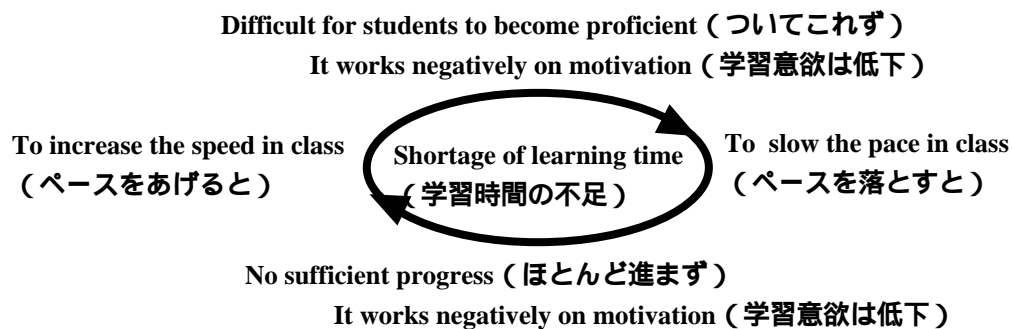
5. The linguistic and also cultural differences between the native language and the target language are large  
 (学習言語との言語学的ならびに文化的な違いが非常に大きい)  
 difficult to learn (学習自体が困難)

A fifth problem concerns the psycholinguistic distance between Japanese and European languages such as German, French, Spanish, and Russian. Not only are there linguistic structural differences, but there are also differences in the cognitive reconstruction of a state of affairs. These big differences in grammatical structure and cognitive reconstruction probably make it necessary to emphasize systematic grammatical exercises so that students can develop a concrete framework for expressing themselves in the foreign language. Large cultural differences sometimes make so-called open exercises in European textbooks difficult for Japanese students to solve, because differences in the "learning environment" often give misleading clues on how to solve these problems.<sup>注6</sup> This means that, on the one hand, we should let our students confront authentic materials more often, but, on the other hand, we need extra consideration to find or to define the proper context for such exercises.

Figure 5

6. Most learners are university students who are at least 18 years old and beginners  
 (学習者は18歳以上の初心者の学生である)  
 - Due to their high mental age, university students have high aspirations  
 (精神年齢の高さから一定の到達レベルを必要とする)  
 - There is a big discrepancy between what they can achieve and what they want to achieve  
 (期待と現実の乖離)

The vicious circle of non-English foreign language education in Japanese universities:  
 (日本の大学における初修外国語教育の悪循環)



A sixth characteristic of non-English language education is that most learners are beginners and also university students who are at least 18 years old. Due to their high mental age, university students set high goals in their learning and there is always a big discrepancy between what they can achieve and what they want to achieve. Therefore, many teachers are apt to increase the speed of presenting material, so that the learning pace becomes too fast for the learners. For example, if a student catches a cold and misses more than two consecutive classes, he or she sometimes has great difficulty even in catching up with the class. However, if teachers slow the pace, they do not make sufficient progress. Then, students may complain that, although they make an effort to learn the language, they only reach the level of saying 'Hello' and 'Good-bye' or asking the way to the railway station. Consequently, students feel that if this were the only result of their studying, why should they make the effort to learn such uninteresting things? This, then, becomes a vicious circle.

Figure 6

7. Most students have no or little opportunity to continue their learning outside regular classes  
 (大部分の学生が、1年間の学習期間を過ぎたあとは学習を続けられない)  
 - Many obligatory classes often take place at the same time as elective non-English language courses. (専門課程の必修授業と選択科目の初修外国語授業のバッティング)

A final characteristic of German Education in Japan is that most students have no or little opportunity to continue their learning outside regular classes after one year, because many obligatory classes, which may be in their major areas of study, often take place at the same time as the elective language course.

Figure 7 shows a summary of the basic problems facing non-English foreign language classes at Japanese universities. To cope with these problems, let us try to answer the questions in Figure 8.

Figure 7

- Summary: Basic Problems of non-English foreign language classes in general (問題点のまとめ)
1. Too little time to acquire a new foreign language (不十分な学習時間)
  2. Too many students in each class (大人数授業)
  3. No opportunity to practice the language outside the classroom (学習言語を使う機会の欠如)
  4. Linguistic and cultural difficulty in learning the target language (学習自体の困難さ)
  5. Not enough motivation (不十分な動機)
  6. No opportunity to continue learning after regular learning time (長期的な学習展望の欠如)

Figure 8

- Our Tasks (我々の課題)
1. How do we compensate for the disadvantageous conditions in time and in class size?  
 (どうやって不十分な条件を補い実質的な学習時間を拡大するか)
  2. How do we motivate students to learn?  
 (どうやって学習の動機付けを図るか)
  3. How do we provide authentic communication tasks for students?  
 (どうやって通常のコミュニケーションでのような本当らしい課題を設定するか)
  4. How do we provide an opportunity for students to learn autonomously?  
 (自立的な学習の機会をどうやって提供するか)

In the next section, the author would like to concentrate on answering the following four questions. First, how can language teachers compensate for the disadvantageous conditions in time and in class size? Second, how can students be motivated to learn? Third, how can teachers provide authentic communicative situations for students? Finally, how can instructors give opportunities to students for autonomous learning? In this researcher's opinion, the Internet has many advantages that help solve these problems. Some concrete examples are given below.

## 2. The Utility of the Internet in German Teaching in Japan

Figure 9

1. How do we compensate for the disadvantageous conditions in time and in class size?  
 ( どうやって不十分な条件を補い実質的な学習時間を拡大・充実するか )

On-line language learning programs ( オンライン外国語学習プログラム )

- On-line automatic evaluation drills ( オンライン自動採点ドリル )  
 With the help of on-line drills, dictionaries and references on the Web, teachers can shift most grammar, word, and idiom drills from the classroom to homework assignments.
- Learning programs which partly resemble games ( ゲーム型教材 )  
 By virtue of such programs, we can also use the well-known advantages of games in learning outside the classroom.
- Video on demand ( ビデオ・オン・デマンド )  
 Video on demand helps us shift some video exercises to outside the classroom.

On-line language learning programs provide various exercises outside the class, and so increase real learning time. These kinds of programs can be used especially for making progress in the receptive skills (e.g., listening, reading, and grammar), but by today's standards they are not suitable for developing the active side of language competences (e.g., speaking and writing) (see Figure 10).

Figure 10

Language Competencies	Are on-line programs by today's standards useful for developing language competencies?
Speaking	no
Listening	useful
Reading	useful
Writing	useful only for steered writing exercises
Grammar	very useful
Vocabulary	useful esp. for increasing passive vocabulary
Pronunciation and Prosody	useful only for cognitively understanding the whole system
Communication Strategies	no

### <On-line Automatic Evaluation Drills>

Three examples of on-line learning programs will be shown here. The first one entails automatic evaluation drills developed by the author.<sup>注7</sup> These drills function via the WWW. On my

Figure 11: On-line Drills



Figure 12: Hot Potatoes



Web page (<http://home.hirohsima-u.ac.jp/iwakatsu/test.htm>) there are now 520 multiple-choice questions and 450 fill-in-the-blank exercises for German grammar combined with an on-line German dictionary<sup>注8</sup> and on-line grammar references.<sup>注9</sup> Figure 11 provides an example of the multiple-choice format. Learners can access these programs from any terminal on campus or from home. The learners check the correct answer to each exercise, and push the evaluation button. If they wish, learners can write any comments or questions, and then send them to the teacher. By virtue of the automatic evaluation mechanisms, learners get immediate feedback on their own activities, namely the correct answer and the explanation for each exercise. These automatic evaluation methods are also good because instructors are freed from routine correction work, which normally requires a great deal of time and energy. The results are automatically recorded in a format which can be easily processed with the help of data-processing software such as Microsoft Excel. Because of large linguistic differences and the fact that the learners are university students (i.e., adults), we cannot eliminate systematic learning of a grammatical framework. With the help of such on-line drills, teachers can shift most grammar, word, and idiom drills from the classroom to homework assignments so that during classes they can concentrate on communicative activities and authentic tasks that are only possible within the classes. In this sense, such on-line drills contribute, to some extent, to making up for the inadequate learning time in non-English foreign language courses at the university level.

These types of on-line programs are especially suitable for grammar / vocabulary exercises. But if an instructor combines them with appropriate text, good reading exercises can also be designed.<sup>注10</sup> In this respect, HOT POTATOES, the free software for making on-line drills, is very useful for language teachers. Figure 12 shows the main page of HOT POTATOES. This software was developed by the University of Victoria Humanities Computing and Media Centre in Canada. The advantage of the software lies in the fact that a teacher can make six different types of exercises very easily without any expertise in computing. Making on-line exercises only requires the abilities to type and to click with a mouse.<sup>注11</sup>

### <Learning Programs which Partly Resemble Games>

A second example here involves learning programs containing some characteristics of games.<sup>注12</sup> The problem with autonomous learning outside the classroom is that the learner often has no partners with whom he or she can communicate. Therefore, as a second-best solution, it is worthwhile trying to use the random function of computers and their capacity to vary the response to the learner's actions in the context of a game or quiz. This creates a situation in which the learner

feels as if he or she has a partner behind the monitor. The importance of games within the language class is already well known.<sup>注13</sup> It should be emphasized here that by using the Internet we can also use the advantages of games outside the classroom. Figure 13 shows an example of an on-line version of a traditional word quiz game, hangman. Figure 14 shows a number-click game. The rule is that you should look for and click as soon as possible the called-up number in the squares, and if you can do this within three seconds you get five points. If you get more than 75 points within 90 seconds of play time, you win and get an applause. Figure 15 shows an interactive picture, with which students can learn words belonging to the certain semantic fields, in various learning modi. These and other programs of this type were developed with the authoring software MACROMEDIA DIRECTOR by the author (All these programs can be accessed from the following address: <http://home.hiroshima-u.ac.jp/katsuiwa>).

Figure 13: Hangman



Figure 14: Number-Click Game



Figure 15: Word through Pictures



Figure 16: Video on Demand  
(Access to this page is possible only within Hiroshima University.)



<Video on Demand>

A third example is a Web page with so-called "video on demand" (see Figure 16). This Web page contains "Deutsch Aktuell",<sup>注14</sup> a commercially available video with a workbook. Hiroshima University obtained a campus license for this material for video on demand. Here, the digital video is built into the home page with the on-line drills. Due to copyright, videos can not normally be copied or distributed to students, so video materials are only available to them in class. Nevertheless, this kind of device helps shift some exercises that include videos to outside the classroom. In this framework, teachers can make, for example, a self-study phonetic course for



beginners. In a large class, it is especially difficult to correct the pronunciation, rhythm, and intonation of individual learners. An on-line self-study phonetics course could help teachers with this point.

Figure 17

2. How do we motivate students to learn? ( どうやって学習の動機付けを図るか )

- Bulletin Board on the Web ( 電子掲示板 )

The public nature of an electronic bulletin board motivates students and stimulates their ambition, because not only the teacher but also classmates and friends read their compositions.

An electronic bulletin board used as a common platform also increases learners' autonomy, because they not only share the result but also share the process of learning and teach each other.

### <Bulletin Board on the Web>

Figure 18: Bulletin Board on the Web



But more interesting than the on-line tutoring function of the Internet is its public nature. For example, we can open a so-called bulletin board on the Web like one shown in Figure 18. If a student write his or her name and message in the appointed place, and pushes the send button, that student can make public what he or she wrote on the Web. This bulletin board is very useful as a common platform for German compositions. University students in the author's class, who have studied German for only two-and-a-half months, wrote self-introductions consisting of 15-20 German sentences. Instead of submitting them in paper form to their teacher, they put them on a bulletin board. This task is relatively difficult for beginners because they must mobilize all of their language abilities in German, including knowledge of grammar, sentence patterns, vocabulary, and language learning strategies, namely analogous strategies from English. On the whole, the resulting compositions were grammatically better and much more interesting than those received in recent years which were submitted only to the teacher.<sup>注15</sup>

The public nature of an electronic bulletin board motivates students and stimulates their ambition because not only the teacher but also classmates and friends read their compositions. If a teacher collects students' self-introductions, checks and returns them, the compositions are only written as an assignment and for notes. In this sense, it is not an authentic task for the students, and they concentrate on trying not to make grammatical mistakes instead of trying to convey meaningful messages, as they would do in a normal self-introductory situation.



Moreover, every contributor to this bulletin board can set his or her own password, so only the contributors can alter what they have written. This means that the students can modify or rewrite their self-introductions. Students can read each other's compositions, and if they find good expressions in them, they can modify their own compositions. In this way, students not only share the result but also share the process of learning and teach themselves. Especially, weaker students profit from this. An electronic bulletin board used as a common platform increases not only the motivation of learners but also their autonomy. Furthermore, it relieves teachers of correction work to some extent.

Figure 19

3. How do we provide authentic communication tasks for students?  
 ( どうやって通常のコミュニケーションでのような本々らしい課題を設定するか )

- Virtual German tour ( 仮想ドイツ旅行 )
  - Planning the German tour with the help of a search engine, a flight / train planner program, and information sites for tourists on the Web.
- Investigation and research via the WWW ( ネット探索による調査 )
  - Themes suitable for beginners: sightseeing in German cities, a special tour, or finding information on the German National Soccer League, Grimm's fairy tales, German sausages, beer, and so on.
  - Themes suitable for advanced students: German environmental policy, nursing insurance for the elderly, tracing and dealing with history, and so on.
- E-mail exchange in the target language ( 学習言語によるe-mail交換 )
  - The partner need not always be German. It is also possible to exchange e-mails with non-German students who are learning German in universities.

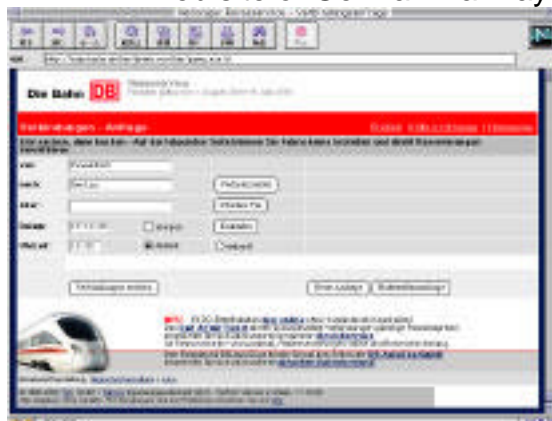
<Virtual German Tour>

The Internet can provide learners with an enormous amount of authentic data and makes it possible to set authentic tasks for those who live far from German language areas. Japanese students have almost no opportunity to use language outside the classroom. Most of them will not have an opportunity to visit Germany in the future. In this situation, the Internet is practically the only channel to the world of German language and culture. Via the WWW, students can access authentic information from Germany, and instructors can set up authentic tasks for students. Figure 20 shows the home page of Professor Kirikawa of Nara Technical College (<http://www.libe.nara-k.ac.jp/~kirikawa/ss/oreisebe.htm>). His project is a virtual tour of Germany, via the WWW. He

Figure 20: Virtual Tour of Germany



Figure 21: A train planner program on the Web site of German Railway



lets his students plan travel routes and schedules from their hometowns to German cities that they want to visit, using a search engine and a flight / train planner program. Figure 21 is an example of the flight planner program on the Deutsche Bahn (= German Railways) Web page (<http://www.bahn.de/home/index.shtml>). If a learner sets the start and destination of a trip, and the time of departure or arrival, then pushes the send button, that student can get some concrete routes and time plans immediately. These kinds of programs are found on the Web pages of many transportation companies worldwide. Students can also find information about sightseeing points from Web pages containing tourist information on the cities that they visit. Nowadays, most German cities, towns, and other institutions have such information pages for tourists and /or researchers. The Landeskunde Information page of Institute für deutsch Sprache (see Figure 22) is one such page (<http://www.ids-mannheim.de/quellen/lkunde.htm>).

Figure 22: Landeskunde Information Page of IDS



#### <Investigation and Research via the WWW>

Instructors can also organize similar research projects with other themes. Themes suitable for beginners include sightseeing in German cities, a special tour (such as cruising the Rhine), finding information on the Bundesliga (= German National Soccer League), Grimm's fairy tales, or German sausages and beer. Advanced students might be interested in German environmental policy (from eliminating the use of nuclear energy to recycling laws and the ecology project of the City of Freiburg), nursing insurance for the elderly, currency union, or tracing and dealing with history, especially before and during World War 2. Before the development of the Internet, it would have been very laborious to organize such research projects because teachers would have had to go to Germany and collect pamphlets or materials, or write many letters to various public offices asking for information. Then, they might have gotten only booklets with outdated information. The Internet eliminates most of the work involved in arranging and organizing class research projects.

#### <E-mail Exchange in the Target Language>

Another advantage of the Internet is its communication function with chat or e-mail.<sup>注16</sup> In response to the students' self-introductions on the bulletin board on my Web page, I received last year an e-mail from a teacher at a community college in Regensburg, a small city in southern Germany. She teaches Japanese to German adults and some of her students are interested in my students' writing and want to exchange e-mail with us. Such contact also provides authentic tasks in German. The language level and interest in each other's language is often not symmetric, so sometimes Japanese have a problem finding a proper partner in Germany. Therefore, we are now planning an e-mail exchange between our students and students who are learning German in a university in another Asian country. Since both groups are at a similar language level and they do not understand each other's native languages, German is really their means of communication.

Figure 23

4. How do we provide an opportunity for students to learn autonomously?

( 自立的な学習の機会をどうやって提供するか )

- Information sites for German learners ( ドイツ語学習サイト )

Integrated Web sites, where students can find on-line learning programs, tips, and information for autonomous learning, including authentic material and suggested projects, information on learning partners, contact addresses, and counseling help.

If students visit such Web pages in their first year when they take a language course, and get used to autonomous learning during their regular schedule, it is easier for them to learn further in a more autonomous environment.

### <Integrated Information Sites for German Learners>

The regular German learning time normally comes to an end after one or one and half years in Japan. But, there are always some students in a class who want to learn more, but have no opportunity to do so. Students majoring in German Studies have a special curriculum. However, there are many students in other disciplines such as law, economics, sociology, physics, music, and medicine who are very interested in acquiring German. But due to the intensity of the curriculum in their fields, most of their compulsory classes take place at the same time as optional language classes. It is irresponsible of teachers to forsake such motivated students. Students can get a greater perspective on their learning if they are supported after the regular learning time. For this purpose, instructors should use the Internet to open integrated Web sites, where students can find on-line learning programs and tips and information for autonomous learning, including authentic material and suggested projects, information on learning partners, contact addresses, and counseling help.<sup>注17</sup> If students visit such Web pages in their first year when they take a language course, and get used to autonomous learning during their regular schedule, it is easier for them to learn further in a more autonomous environment.

### 3. Future Direction Instead of Conclusion

The examples mentioned in this paper are far from exhaustive<sup>注18</sup> and the Internet gives us many more possibilities for foreign language teaching at Japanese universities than are discussed here. But when talking about the use of computers or the Internet in language learning, concerned teachers too often focus only on the tutoring functions<sup>注19</sup> of computers such as language learning with computer programs. Therefore, Computer-Assisted Language Learning is sometimes regarded as an out-of-date didactic approach such as the audio-lingual approach; it tries to cover the oldness of its didactic concept with high technology. So, it has been looked on with suspicion, especially by the teachers and didacticians who are convinced about communicative approaches. But the advantages of Internet and its possibilities lie not only in the tutoring function but also in functions such as cognitive tools or references for task-based and content-based learning and telecommunication, that is, instruments for helping learners develop autonomy. In this meaning, the future possibility of Internet for language learning is essential in the very framework of newer didactical and methodological concepts. Ted Nelson, who for the first time advocated the concept of Hypertext, the non-linear organized and highly linked knowledge system, which was later worldwide realized in Internet, dreamed of a system combining all knowledge resources of the world<sup>注20</sup> so that everyone could reach all the knowledge acquired and accumulated by human beings. In the Internet, his idealistic dreams have been partially realized, and this situation must be taken into account also in language learning.<sup>注21</sup>

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<sup>注1</sup> This paper is based on a presentation delivered on the first day of a symposium and workshop entitled "Foreign Language Education in the Age of the Internet" (Seminar Leader: Prof. Dr. Bernd Rüschoff from Essen University). It was held on October 21 and 22, 2000, at Hiroshima University, supported by the Goeth-Institut, the Institute for the Foreign Language Research and Education of Hiroshima University and the Chugoku-Shikoku Branch of the Japanese Association of German Literature and Linguistics. I would like to thank colleagues and participants for giving important comments and advise.

<sup>注2</sup> The reader can get more detailed information about the general condition of German Education at Japanese universities from the following literature: Investigation Committee on German Education (1999), Kondo, H. / Yamamoto, Y. (1999), Kondo, H. (2000).

<sup>注3</sup> In January 2000, the Zertifikat Deutsch als Fremdsprache was renamed Zertifikat Deutsch (German Certificate). Its learning purpose and level is adjusted to the Threshold Level [Van Ek, J. A. / Trim, J. L. M. (1990)] set by the Council of Europe, just like the Mittelstufe 2 von Österreichisches Deutsches Diplom (the Second Grade of Austrian German Diploma).

<sup>注4</sup> See Investigation Committee on German Education (1999), Kondo, H. / Yamamoto, Y. (1999), Kondo, H. (2000).

<sup>注5</sup> See Investigation Committee on German Education (1999).

<sup>注6</sup> The textbooks and teaching materials published in German language areas are developed with much more methodological and didactical considerations than those published in Japan. But most of them are tacitly written for the learners who are acquainted with European and/or American cultures, so teachers would need extra explanations and / or preliminary didactizations for such materials to be used in Japan. This is one of the reasons why the regionalization of teaching materials is important.

<sup>注7</sup> The reader can access them at '<http://home.hiroshima-u.ac.jp/iwakatsu/test/online.htm>'. The authoring software for making this drill can also be downloaded from the same Web page. See Iwasaki (1999), Iwasaki (2000b).

<sup>注8</sup> This on-line dictionary was developed by Prof. Yukiteru Hosoya of Osaka University. It is based on the "Passport-German -Japanese Dictionary" published in Hakusui-Sha Inc. I thank Prof. Hosoya and the publisher for giving me permission to use this program.

<sup>注9</sup> This on-line reference page was developed by Mrs. Shioya. (<http://www.asahi-net.or.jp/~mx2y-soy/>)

<sup>注10</sup> In the same way, a teacher can combine this kind of on-line drill with digitalized sound in Wave Format or digitalized videos, for example, in Real Video Format, and can also make listening exercises.

<sup>注11</sup> Hot Potatoes can be downloaded from '<http://www.univc.halfbaked.html>'. After registering, a person can use it freely for non-commercial purposes. With this program a teacher can very easily make a multiple-choice with/without text, a fill-in-the-blank exercise, a matching exercise, crossword puzzle, jumbling exercise, and cloze-test. The weak point of the program lies in that it cannot accept 2-byte characters, so a writer can not use Japanese in instructions or explanations. The author is now trying to find a way to fix the disadvantages.

<sup>注12</sup> Information gaps between both sides, choice possibility in the replying, and appropriate feedback from the partner are the three minimal elements which a game using a communicative situation must contain. See. Johnson, K. / Morrow, K. (1981)

<sup>注13</sup> See Spier, A. (1981), Lohfert, W. (1982), Ur, P. / Wright, A. (1992), Rinvoluceri, M. / Davis, P. (1995), Turtledove, C. (1996), Ur, P. / Wright, A. (1992).

<sup>注14</sup> Deutsch Aktuell (c) EMC Corporation / USA.

<sup>注15</sup> The German compositions of the students can be read on the Web page:

"<http://www.home.hiroshima-u.ac.jp/katsuiwa/minibbs.cgi>". See Iwasaki (2000a).

<sup>注16</sup> The most well-known e-mail exchange project for language learning is the International Tandem Project (Language Learning in Tandem). The URL address of the International Tandem server is <http://www.slf.ruhr-uni-bochum.de/>. The on-line guideline for participating in Japanese can be found at <http://web.kanazawa-u.ac.jp/~germ/deu-nih/LEITFADEN.html>.

<sup>注17</sup> The most well-known integrated site for learning German is the "Kaleidskop - in Alltag in Deutschland" which can be accessed from the top page of the Goethe-Institut (<http://www.goethe.de/z/50/alltag/deindex.htm>). For further information about useful addresses for learning German, see Koithan, U. (1999) or "<http://home.hiroshima-u.ac.jp/flare/GermanStudySite.html>".

<sup>注18</sup> For example, data-driven learning with concordance software is also an interesting aspect of the use of computers and Internet technologies for language learning. See Rüschoff, B. (2000), Tribble, C. / Jones, G. (1997), Wichmann, A. (et al.) (1997).

<sup>注19</sup> See Levy, M. (1997).

<sup>注20</sup> See Wakabayashi, N. (1996), Nelson, T. H. (1967).

<sup>注21</sup> See Rüschoff, B. / Wolff, D. (1999).