

2004年度ドイツ語IIにおける新聞プロジェクト その実現に至る経緯

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Why a German newspaper? – 2005 is the German Year in Japan and 2006 the Soccer World Cup will be held in Germany. One of several ongoing plans is the German newspaper project, which was initiated by Dr. Kühn at Hokkaido University. She invited German teachers at university level and other institutions to participate. In the following you will find her explanation in Japanese.

日独協会 (VDJG)

日本におけるドイツ2005/2006



文化プログラム

作成: 2004年
2月8日

プロジェクト名: 学生新聞プロジェクトー 足跡さがし「日本におけるドイツ」

実施形式: 新聞の展示紹介+優秀作品紹介冊子の刊行 (目的の項参照)

企画の詳細:

構想

日本の大学生が記者となり、自分たちの地域で目にすることができるドイツの足跡を見つけだし、「(市町村/地域)におけるドイツ」というタイトルの新聞を共同制作します。

内容

表紙、目次、奥付、記者全員の連名によるメイン記事(論説)、ならびに言語、経済、環境、政治、人物、文化、娯楽、流行、スポーツ、広告など、種々のテーマに関する記事。

形式

記事: あらゆるジャンルの新聞記事を歓迎します(ニュース、ルポルターージュ、インタビュー、論評、コラム、人物紹介、カリカチュア、ショートストーリー、漫画、広告など)。

ページ数: 4~12ページ

サイズ: A5版(A4版二つ折)

目的

作成された全ての新聞を、2004年10月2日・3日に北海道大学(札幌)で開催される日本独文学会秋季研究発表会の会場で展示・紹介するとともに、各地域や各ジャンルから優秀な記事を選定します。選定された記事をもとに、ドイツ年2005/2006の宣伝用冊子として全国版「日本におけるドイツ」を刊行します。

事務局所在地 札幌(日本)

実施期間 2003年12月~2004年09月

想定読者: 教育、大学、(サッカーを始めとする)スポーツ、グルメ、流行とデザイン、(環境)政策、広告など、ドイツのことに興味を持つと思われる人々。

提携: ドイツ学術交流会(DAAD), ドイツ文化センター(Goethe-Institut)

How and what to do is mostly left to the individual teacher. The local involvement with Germany in whatever way was stressed, but it was not necessary to adhere to it.

The classes started in room 104 which I changed in-between.

1st lesson (April 14):

- More than 65 students.
- Explanation of my intention to realize a German newspaper (maybe I should have mentioned the newspaper project later as not to startle them too early).
- Brainstorming is necessary > students work in groups > A3 sheets of paper for two or three students together, on which they can write or draw their ideas > where can they find things German in Japan > hints were given.
- Encouraging the different groups to continue brainstorming and not to built up thinking barriers.
- Summary of found items on the blackboard.
- Students should find a subject they like and care about, with emphasis on Germany in Japan.
- Students were asked to send me in an email-attachment who is working with whom about what and to start to investigate their chosen subject.

2nd lesson (April 21):

- 24 people emailed what they want to do but more than 30 people were still undecided.
- Brainstorming was continued until everybody was mostly decided and/or was a member of a group.
- During the whole process the importance to investigate and to talk to people directly was stressed.
- Whatever kind of article is okay: report, commentary, narration, portray, comics, poem, essay etc.
- Until the next lesson the dog-group, the beer-group and the sister-city group write about 5 lines each.

3rd lesson (April 28):

- Copies of the texts of the three groups mentioned were distributed.
- The groups were asked to explain what they wrote in Japanese or give the Japanese translation for certain keywords.
- Students did not seem accustomed to this kind of lesson (own responsibility)
- Most of the explanation by myself > stressing the importance to put the conjugated verb on position 2 to eliminate most of the big mistakes in syntax.
- Applicability to all groups is stressed, regardless of subject or vocabulary
- Points to pay attention to when self-correcting their text: verb-position, participles, active and passive voice and common prepositions.
- Again any genre is okay: interview, commercial, portray, comics etc.

4th lesson (May 12):

- A text which had appeared in a newspaper project done by Dr. Kühn with an advanced class of only 8 students was distributed.
- The text had been simplified and list of unknown words and their translation were added.
- The text was not a dry news-like description but clearly showed the preferences and the feelings of the author.
- It was intended to give the students ideas of how to go about to start writing an article.
- Corrected works were given back.
- Groups worked together. Teacher went from group to group giving advice.
- It was again stressed that groups should send me their works by email.
(A different check of attendance has to be established).

5th lesson (May 19):

- A new classroom (Y103 in the 総合研究棟) was found, where tables and chairs can be easily rearranged.
- Individual attendance-sheets were handed out, which have to be given back in person at the end of the class.
- Purpose of this class was repeated: German year in Japan in 2005, soccer world cup in 2006 in Germany. Therefore the Goethe Institute has asked for projects which are feasible nationwide, one of them is this newspaper project.
- Articles should be ready by September 2004

- Again it should be something they really care about and investigate themselves
- Japanese-German dictionaries from the library (about 4, some are quite old)
- Addresses of online dictionaries which are easy to use wherever.
- Each group was given a list of questions related to their subject, which might help them to get more concrete and more in touch with their feeling about the subject.
- To formulate questions helps to become clearer about the subject itself.
- Beer-comic of one student was shown to the class and will be copied for all as one good example.
- OHP-sheets about one subject (sausages) with some easy German sentences accompanying the pictures were shown.
- I stressed again that I am ready to help them any time, but they must produce the ideas themselves, otherwise I am unable to help. They can contact me whenever, I correct everything but they have to write it first.

6th lesson (May 26):

- As always the corrected works were printed out (in red and black) and given back to the students (they had already received it online)
- Using my computer and the projector I showed them a file on German cars, their names, origin, emblems and head-quarters.
- Repetition was built in to give them an opportunity to learn.
- Again the importance to formulate questions was stressed,
- as well as the importance of their own personal feelings, opinions and comments to make the articles more lively and fun to read.
- As usual groups worked together and I went around to give advice.

7th lesson (June 2):

- June 30 was given as deadline to write the article.
- A file about dogs was shown. Here again the similarity of certain patterns was stressed, which could be easily adopted by different groups.
- After this class I emailed them the following message: (print of the Japanese email).
- Already more than 60% of the class was actively involved but I wanted to get them all.

独語Ⅱのクラウド＝小野です。全員のアドレスがわかりませんので、このメールを受け取った人は少なくとも自分のグループの他のメンバーに転送するようにしてください。お願いします。

よりよいチームワークを築く方法は:

1. 一人一人の役割をはっきりさせ、一人一人がその役割をちゃんと果たすこと。つまり全員が下準備をしっかりと授業に臨むことです。それがなければ確認もさらなる発展も新しい発想も全く望めません。ですからみんな責任を持って準備するようにしてください。そうすればこちらとしてももっときめ細かい対応が可能になります。
2. ケイタイを上手に活用すること。直接顔を合わせなくても、ケイタイを上手く使えばかなりのことができるはず。ケイタイをもっと上手に活用して下さい。

少し具体的に述べてみます。グループで話し合っそれぞれが受け持ったテーマについてちゃんと調べ、必要なドイツ語の単語のリストを用意します。それをグループの全員が共有するのです。そうすれば記事作りの共同作業が可能になるのです。

とにかく少しずつでも出来たものを毎週送ってくれれば、こちらとしてもみんなの進み具合がはっきりわかるし、もっと手伝うことが出来るようになります。

みなさんの文章を待っています。がっかりさせないでください。

8th lesson (June 9):

- Special coaching to the car- and soccer-groups who still had difficulties and who stuck too much to the Japanese articles they had found on the internet.
- They first had to simplify this Japanese and get to the core of the message. This was something the other groups had already done.

- To give further hints, part of the dog-groups work was copied and distributed.
- It showed how things learned in the first year had been adapted to the subject they had chosen and it also showed the endeavor of the students to go two steps further and explore fields still unknown to them. Very nice!!

- A file on famous soccer players with easy sentences in German accompanying the pictures was shown.

9th lesson (June 16):

- All the groups were asked to write their comments about this task and about their research, how it went, what difficulties they had encountered and how they solved them etc.
- A file on Nivea was shown.

10th lesson (June 23):

- A file on fairy tales was shown.
- The students were given real German sausages of different kinds to taste, so especially the sausage group had something to write about.
- The students were asked to think about an appropriate title for the newspaper.
- Next week last deadline.

11th lesson (June 30):

- Last corrections distributed and last advice given.
- All the groups which had not yet written their comments were encouraged to do so.
- All the groups had their corrected versions.
- Patterns of questions were drilled on the whiteboard.
- Students had to summarize all the different types of questions they know and exercise them on sentences given by me
- A test will be given to them based on the article they have themselves written.
- The text for the test will be different according to each group, plus three questions relevant to their subjects will be asked.

12th lesson (July 7):

- The test took about 30-40 minutes
- The students were given big A2 sheets of papers and color markers which each group could use to advertise their subject.
- The next two lessons will be a kind of market in which each group can advertise their subject
- Students have to think about their strategy and prepare for the event.
- Students are asked to bring other utensils or photos to demonstrate their subject.
- The presentation as well as the question-answer part between two groups will be taken on video by me or someone of the groups.

13th lesson (July 14)

and

14th lesson (July 21)

- The presentation went as planned but the question-answer parts were very difficult, especially on July 14.
- It became a little better the second time.
- The groups were teamed up and they knew who would be their partner next time.
- I brought pretzels, haribo, baumkuchen, non-alcohol beer, sausages, soccer-games, photos, miniature cars, beer glasses and other things to enhance the sense of reality.
- The second time the groups were very well organized and helped to build up the market as well as to clean up afterwards.

15th lesson (July 28)

- The students were presented with the fruit of their works, the newspaper.
- I congratulated them on their efforts, hoping they will apply the skills they have learned also on other subjects.
- The movie: Knockin' on heaven's door by Doris Doerrie was shown.

Summary:

What did they learn? - Maybe not exactly German but many additional skills which might help them in other subjects too:

1. To become clear about the subject they chose
2. To take sides:
3. To do research and to check the information.
4. The information found has to be processed.
5. It is therefore necessary to rewrite in their own words the information found. By this they have to clarify unclear points and to simplify the language to make it easier to translate into German.
6. Most groups found out that this is the best way to go about, or if they are good in English, it is even easier to access German via English, which about a handful of students actually did.
7. Being responsible for the work themselves renders the students more mature and gives them a stronger sense of responsibility, if they accept to take part in it.

Points to reconsider:

1. Size of group
2. Subject to choose (to concentrate on one subject for a big group is advisable).
3. First gather together a basic vocabulary fit for the subject.
4. To adapt the 'han'-system they have learned in elementary school to make work easier.
5. The work for the teacher goes far beyond the usual preparation for classes.
6. To be enthusiastic about the subject oneself, communicates to the students.
7. The students of German II had experienced different focuses in their year one which made it difficult to pull them together.

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