STUDENTS' OPINION ON THE IMPORTANCE OF DIFFERENT APPROACHES IN GERMAN LANGUAGE TEACHING FROM THE ASPECT OF DIGITAL MEDIA

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Abstract: The research in this paper aims to determine different approaches in teaching German, the influence of digital tools and to determine the differences between first and second-year undergraduate students at the Faculty of Humanities and Social Sciences in Split and Osijek; to identify links between the impact of the teaching approach, and metalanguage awareness, and the final grade at the end of the semester or academic year; to determine the connection between the influence of different digital tools as auxiliary tools and easier mastering of student obligations, understanding, and finally to determine the connection between teachers and/or lecturers and mastering the German language during studies. The research was conducted on N = 106 students of the Faculty of Humanities and Social Sciences in Split and Osijek. It was conducted during the summer semester of the academic year 2019/2020 in February. The results of the research will provide an overview of the importance of different approaches to teaching German, the importance of the type of metalanguage awareness, the importance of the influence of certain digital media, and the importance of the role of teachers/lecturers as factors influencing the learning and teaching of German as a foreign language. The scientific contribution of this paper is in understanding the new methodology of studying the German language. The research could be an example for the development of new educational paradigms in teacher education, and in particular, it can serve as an example for strengthening the impact of those approaches in language teaching at undergraduate and graduate level as well as more meaningful use of digital tools as e-mentors in order to improve the methodology of foreign languages in higher education institutions.

Keywords: approaches to teaching and learning, digital literacy, digital media, educational paradigm, metalinguistic awareness

1. Introductory remarks

New generations like a mixed/hybrid model of teaching, i.e., a combination of traditional teaching methods, but also the application of modern methods that require a different organization of teaching and teaching process because the impact of technology has changed the way young people perceive reality. I In the teaching process, teachers thus take on the task of motivating and encouraging students to constant (independent) learning and research. The traditional authority of teachers is drastically changing under the influence of information and communication technologies, so teachers have abandoned their role as the only source of hard-to-trust to become guides, mentors, and advisors. The teacher has a very important role in the language learning process because he is the one who, in cooperation with the students, creates the teaching process and influences various factors. In this process, he uses different teaching methods and approaches (Noels; Clement; Pelletier 2001). The teaching approach refers to beliefs and theories about language, language learning, and teaching that support a particular method (Brophy 2004, 35). Although learning methods, procedures and strategies are different concepts, they are based on the laws of the cognitive process and must act in harmony. Learning is based on one's own experience, and teaching is based on another person's experience. The term method, therefore, denotes a teaching design that encompasses details about the roles of teachers, students, procedures, and techniques (Yuksek; Halici 2010, 112). Precisely because of all the above, one of the basic goals of this research was to examine whether students fully trust the information they receive through the media (O'Malley; Chamot 1990, 64).

Furthermore, it is very important today with the combination of digital media awareness which approaches to learning proved in this research are among the most adequate in learning and teaching German as well as the answer to the question of why it is important today to have metalinguistic awareness[2] when studying a foreign language, i.e. to what extent metalanguage awareness, new media, mentor teacher and approach in language teaching can help in easier understanding of the language as well as the acquisition of grammar and vocabulary itself. “Metalanguage knowledge or knowledge of the language is the ability to think and analyze language and the ability to consciously control language use” (Gombert 1992 according to Kuvač Kraljević, Olujić 2015). The teaching approach refers to “beliefs and theories about language, language learning, and teaching that support a particular method.” (Richardsi Rodgers 2001; Jelaska 2005). In this research different approaches were used as, 1) the communication approach (to learn the

language in order to acquire the knowledge that enables successful use of language and the ability to really use this knowledge in communication because in this way communication competence is developed), 2) the oral approach from the principle of the direct method to be improved and linked to scientific research, 3) the approach of multiple intelligence (The basis of this approach is the multidimensionality of human intelligence, which is often neglected in the learning process), 4) neurolinguistic programming (We use it verbally and nonverbally in the mind) to understand the world around us and thus change our behavior), 5) the lexical approach (Grammar is learned only as much as it is necessary for these language sets to fit into sentences), 6) cooperative learning (based on the interaction and objections of the participants. Each member of the group contributes to achieving the goal and thus acquires new knowledge), 7) content-based teaching (It tries to get specific information, i.e., content that will be useful to student ts specific activities) and 8) task-based language teaching (Learning is more meaning-oriented than form-based); taken from author Richards JC Rodgers in 2001[1].

2. Research methodology

The research was conducted on N = 106 students of the Faculty of Humanities and Social Sciences in Split and Osijek[1]. It was conducted during the summer semester of the academic year 2019/2020, in February. The results of the research will provide an overview of the importance of different approaches to teaching German, the importance of the type of metalanguage awareness, the importance of the influence of certain digital media, and the importance of the role of teachers/lecturers as factors influencing the learning and teaching of German as a foreign language. The average age of the subjects at the time of the study was 19 to 25 years. An online questionnaire consisting of 17 questions was used as a methodological instrument in the research. The online questionnaire was intended to examine the respondents' opinions on the importance of the German language, on the importance of the type of approach in teaching the German language, on the frequency of use of digital media, on the frequency of trust in certain media, on the frequency of using professional and scientific literature through digital sources, on the frequency of

[1] It should be considered, that it's only the perspective of students of two cities in Croatia. Furthermore, it's only selfassessment of the students with no link to (or examination of) the actual teaching situation at these faculties (esp. their teaching methods and approaches).

compiling metalinguistic awareness as well as on the manner of assistance in resolving student obligations.

This paper aimed to determine different approaches in teaching German, the impact of digital tools, and to determine differences between first and second-year undergraduate students at the Faculty of Humanities and Social Sciences in Split and Osijek; to determine the relationship between the impact of teaching and metalanguage awareness on the final grade at the end of the semester or study years; to determine the connection between the influence of different digital tools as auxiliary tools and easier mastering of student obligations, understanding, and finally to determine the connection between teachers and/or lecturers and mastering the German language during studies.

3. Results and discussion

A total of N = 106 students from the Faculty of Humanities and Social Sciences in Split and Osijek participated in the research. Students in the first and second years of undergraduate study were examined so that the data could be compared, analyzed, and linked into specific variables. Out of a total of N = 106 respondents, N = 34 students were from the first year of undergraduate study in Osijek, N = 22 students from the first year of undergraduate study in Split, N = 26 students from the second year of undergraduate study in Osijek and N = 18 students participated from the second year of undergraduate studies in Split; which makes the number of total N = 106 respondents.[2]

Graph 1 indicates that 47.5% of the respondents (M = 1.25, SD = 0.45) were 19 years old, 20 years old were 22.5% respondents (M = 2.25, SD = 1.06), 12.5% of students were 21 years old (M = 1.56, SD = 2.25), 10% 22 years old (M = 1.12, SD = 1.65) and 5% of respondents were 25 years old (M = 0, 45, SD = 1.45).

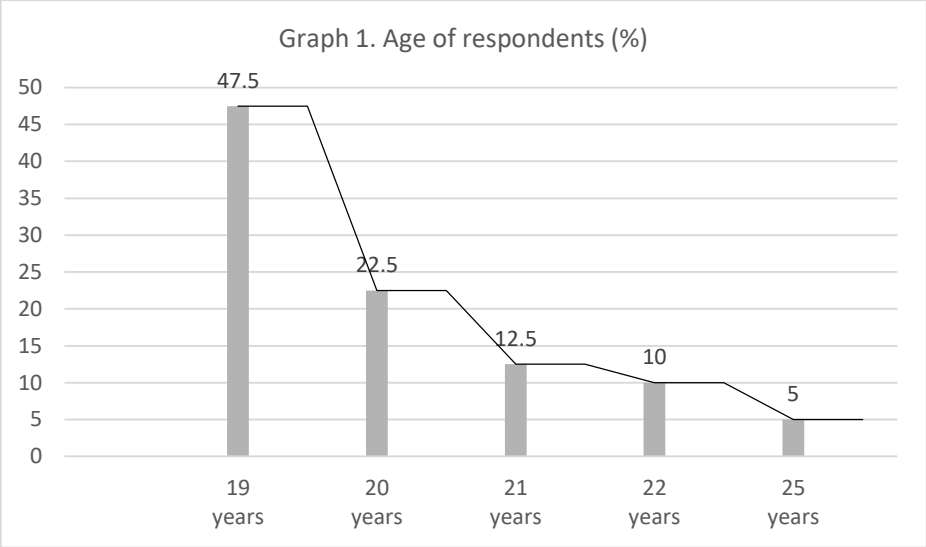
78.75% of female respondents participated in the study, while 22.22% of respondents were male.

Table 1 indicates that 67% of respondents from the Faculty of Humanities and Social Sciences in Split participated in the research,

[2]2019/2020 In the academic year, the total number of students in the first year of undergraduate study of German language and literature enrolled N = 34 students at the Faculty of Philosophy in Osijek, N = 26 students in the second year of undergraduate study in Osijek, N = 32 enrolled students in the first year of undergraduate study at the Faculty of Philosophy in Split and N = 22 enrolled students in the second year of undergraduate studies in Split.

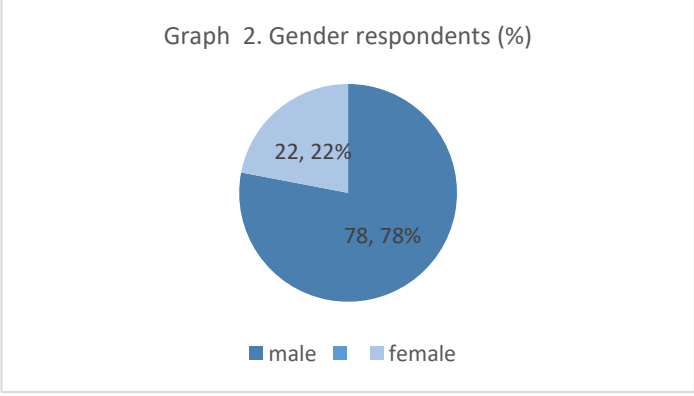
while 33% of student respondents from the Faculty of Humanities and Social Sciences in Osijek participated in the research.

Graph 1. Presentation of data of respondents about age



(Source: authors)

Graph 2. Presentation of data of respondents concerning gender



(Source: authors)

Table 1. Presentation of data of respondents concerning the place of study

Place of study	%	M	MOD	SD
Faculty of Humanities and Social Sciences - Split	67%	2.78	1	0.84
Faculty of Humanities and Social Sciences - Osijek	33%	2.01	1	1.11

(Source: authors)

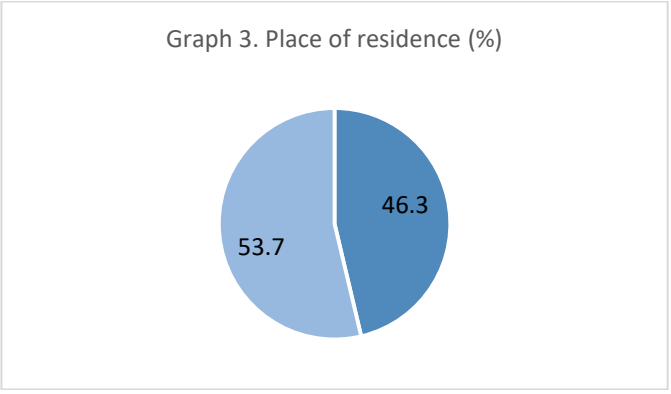
Table 2. Presentation of respondents' data on their mother tongue

Mother tongue	%	M	MOD	SD
Croatian language	97.6%	2.01	1	0.84
German-Croatian	2.4%	1,7	2	1.42

(Source: authors)

Table 2 indicates that 97.6% of respondents who study German consider their mother tongue to be Croatian, while 2.4% who study German consider themselves to have bilingual knowledge of German-Croatian.

Graph 3. Presentation of respondents' data of respondents on the place of residence



(Source: authors)

Graph 3 indicates that 53.7% of respondents are from rural areas by place of residence and 46.3% of respondents live in the city.

Table 3 indicates that 41% of respondents were in their first year of undergraduate studies, while 59% of respondents were in their second year of undergraduate studies

Table 3. Presentation of respondents' data on the year of undergraduate study

Year of study	%	M	MOD	SD
first year of undergraduate study	41%	1.22	1	0.51
second year of undergraduate study	59%	4.34	1	0.71

(Source: authors)

Table 4. Presentation of respondents' data with regard to attendance at classes (%)

Variable	1 = rare (up to 30%)	2 = occasional (30 - 70%)	3 = regular (more than 70%)	N (%)	M	MOD	SD
Faculty of Humanities and Social Sciences Split	2%	9%	89%	100%	1.18	1	0.60
Faculty of Humanities and Social Sciences Osijek	4%	12%	84%	100%	1.17	1	0.73

(Legend: 1 = rare (up to 30%), 2 = occasional (30 - 70%), 3 = regular (more than 70%). (Source: authors)

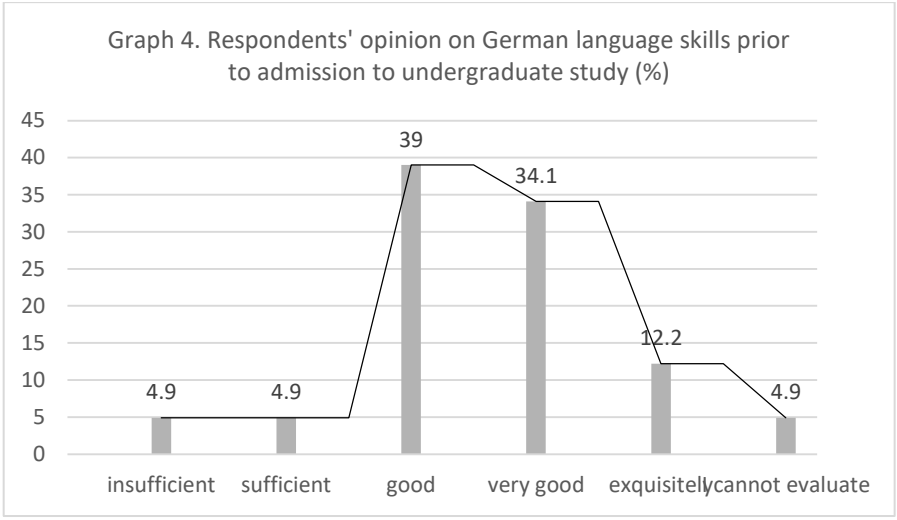
Table 4 indicates that 89% of respondents from the Faculty of Humanities and Social Sciences in Split are regularly present at classes, while from the Faculty of Humanities and Social Sciences in Osijek 84% of respondents are regularly present in class.

Graph 4 indicates that 39% of students (M = 0.44, SD = 0.46) most often have good prior knowledge of German before enrolling in undergraduate studies, 34.1 % (M = 0.51, SD = 0.51) have very good prior knowledge, and 12.9% (M = 0.64, SD = 0.51) excellent. The following data indicate the average grade at the end of the academic year or semester (showing the data in Graph 5)

Graph 5 indicates that 39% of students (M = 0.37, SD = 0.44) have an average grade of *very good* at the end of the academic year or semester, 16% (M = 0.41, SD = 0.51) have a grade of *good* and 12% (M = 0.41, SD = 0.61) grade *excellent*. A statistically significant correlation was obtained ($\chi 2 = 137.12$, df = 3, $p < .05$, Cramers V = .17) between students in the first year of undergraduate the study compared to students in the second year of undergraduate study.

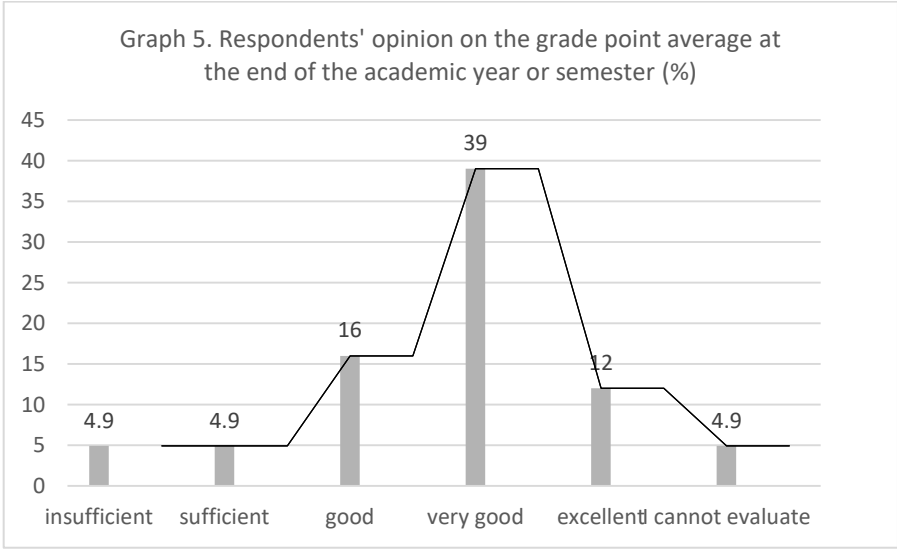
Students completing the second year of undergraduate study or semester have an average grade of very good of the first year of undergraduate study. Furthermore, testing of statistical significance showed that most students who considered that they had a very good prior knowledge of Germans were under the influence of informal language learning before enrollment ($\chi 2 = 147.12$, df = 2, $p < .05$, Cramers V = .19) compared to those students who were not, at the level of statistical significance less than 1% ($p \leq 0.01$). The following Graph 6 indicates students' opinions on the type of two-subject combination of the study program.

Graph 4. Respondents' opinion on prior knowledge of the German language before enrolling in undergraduate studies



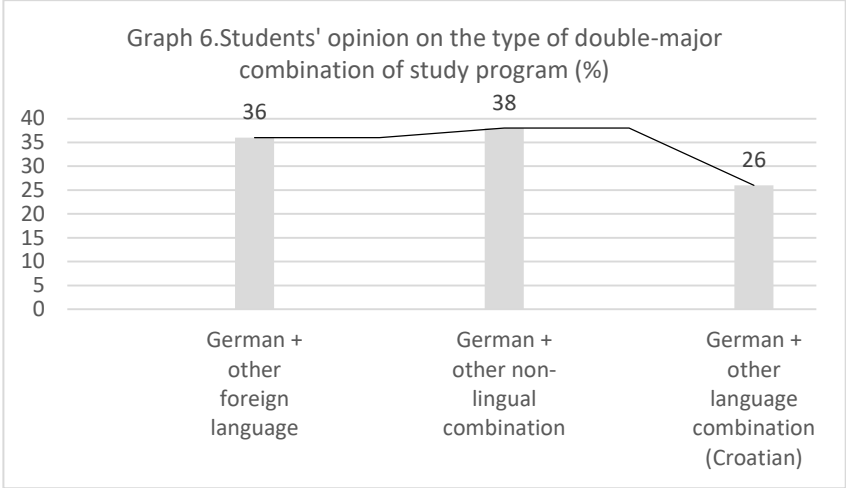
(Source: authors)

Graph 5. Respondents' opinion on the obtained average grade at the end of the academic year or semester



(Source: authors)

Graph 6. Students' opinion on the type of two-subject combination of the study program



(Source: authors)

The results of the respondents' opinion on the type of two-subject combination of the study program they study, shown in Graph 6, show that students at most 38% (M = 0.46, SD = 0.53) study a two-subject combination of German language and literature with another non-language combination, while 36% (M = 0.62, SD = 0.42) of students study another foreign language in addition to German. Table 5 shows the data of the respondents' opinions on the agreement regarding individual statements regarding the German language as a whole.

The results are shown in Table 5 show that the respondents according to the conducted Likert scale in the variable completely agree with some statements about German as a foreign language like the following: in the first place *I am satisfied with the working materials (dictionaries, textbooks, books from the library …)* 79%, in the second place is the variable *Motivation to learn German is now higher than at the beginning of the study* (75%), in third place is variable *German is a very beautiful language* (74%), in fourth place is the variable is *The Teacher, i.e. the lecturer greatly affects my motivation, but also my language progress* (69%) and fifth place is the variable *German grammar is very demanding* (68%).

Table 5. Respondents' opinion on the agreement of certain statements regarding German as a foreign language (%)

Variable	1 - I do not agree at all	2- I partially agree	3- I neither agree nor disagree	4-I pretty much agree	5-I totally agree	%	M	MOD	SD
1. German is a very beautiful language.	0	1	5	20	74	100	1.91	1	1.12
2. German grammar is very demanding.	0	2	6	24	68	100	20.03	1	1.05
3. German is easier for me to write than to pronounce.	1	3	9	68	19	100	1.12	1	1.01
4. German is easier for me to pronounce than to write.	0	0	11	67	22	100	2.32	4	1.07
5. The motivation to learn German is now higher than at the beginning of studies.	0	0	3	22	75	100	1.91	1	0.71
6. Pronouncing certain German umlauts, phonemes and certain words in German gives me problems.	0	13	54	19	14	100	2.12	3	0.83
7. In class I pay special attention to the differences between the Croatian and German languages.	1	3	8	64	24	100	1.21	1	1.04
8. I am exposed to German and even outside the college	2	9	73	9	11	100	2.12	1	1.11
9. The teacher, i.e. the lector, greatly influences my motivation, but also my linguistic progress.	0	0	12	19	69	100	1.51	3	0.52
10. I don't feel comfortable when I have to communicate in German in class in front of my colleagues.	29	24	45	2	0	100		4	1.35
11. I am satisfied with the working materials (dictionaries, textbooks, books from the library ..).	0	0	0	21	79	100	2.12	1	1.22

(Legend: Likert scale: 1-strongly disagree, 2-quite agree, 3-neither agree nor disagree, 4-quite agree, 5-completely agree)
(Source: authors)

If the variable *we quite agree* is analyzed according to the Likert scale, the following data were obtained: in the first place, the variable *German is easier for me to write than to pronounce* (68%), in second the place is the variable *German is easier for me to pronounce than to write* (67%) and in third place is the variable *In class I pay special attention to the differences between Croatian and German* (64%). Considering the place of study of the respondents, i.e. the Faculty of Humanities and Social Sciences in Osijek and the Faculty of Humanities and Social Sciences in Split, a statistically, a significant difference was found in the statement of agreement (I was exposed to German even outside the faculty: $\chi 2 = 66.12$ df = 2, $p < .05$, Cramér ь s V = .27; Satisfied with work materials (dictionaries, textbooks, books from the library … :) $\chi 2 = 31.68$ df = 3, $p < .05$, Cramér ь s V = .19., The motivation for learning German is now higher than at the beginning of the study: …) $\chi 2 = 10.48$ df = 3, $p < .05$, Cramér ь s V = .119, except in the statement "Pronouncing certain German umlauts, phonemes and certain words in German gives me problems $\chi 2 = 7.64$, df = 3, $p < .05$, Cramer b with V = .07. The correlation analysis aimed to determine the relationship between the agreement with individual statements regarding the German language as a foreign language and the opinion of the respondents on the obtained average grade at the end of the academic year or semester. The results are shown in Table 5.1.

In the correlation analysis, the Pearson linear correlation coefficient was applied, and since it is not possible to determine a statistical significance based on the correlation coefficient alone, a t-test was applied to determine the significance of the correlation coefficient. High correlations were found in the overall score on individual variables concerning the obtained excellent score at the end of the academic year or semester with variables: 1. German is a very beautiful language, 5. The motivation to learn German is now higher than at the beginning of studies, 8. I am exposed to German both outside college and variable 9. The teacher, i.e. lecturer greatly influences my motivation, but also my language progress (from .57 to .83) and moderate correlations with the grade obtained very well (4) at the end of the semester or academic year. (.40 to .68).

Teacher training and development is one of the important factors in achieving the quality of teaching and education in general. The following data relate to students' self-assessment of the importance of the approach in teaching German. The data are shown in Graph 7.

Table 5. 1. Results of the correlation analysis for individual variables "on the agreement with individual statements regarding the German language as a foreign language" and "on the obtained average grade at the end of the academic year or semester."

	in total	1 German is a beautiful language	2The Motivation to learn	8. Exposure to the German language	9. The teacher, i.e. the lector, is greatly influences me
5th grade	.83 **	.73 **	.78 **	.74 **	.57 **
4th grade	.61 **	.48 **	.68 **	.43 **	.40 **

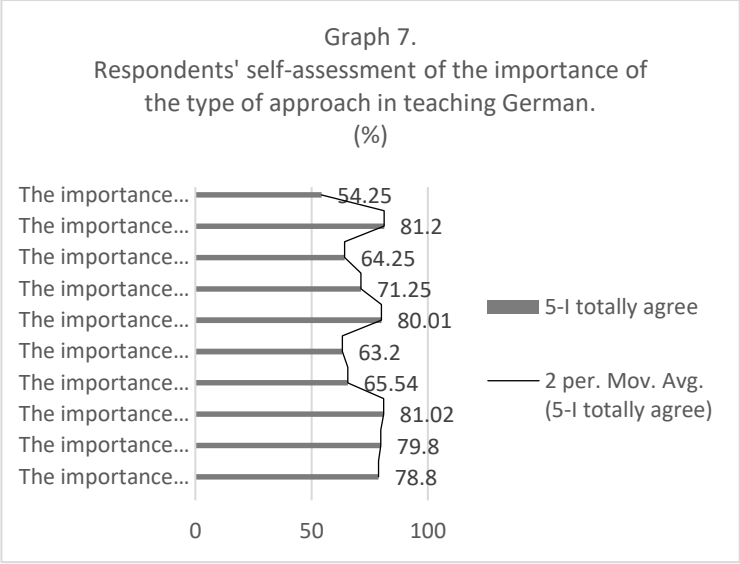
** p <.001,

(Source: authors)

Thus, the results shown in Graph 7 according to the conducted Likert scale and variable *I completely agree*, show the following ranked approaches in teaching German which are very important to the respondents: in the first place is The importance of the multiple intelligence approach 0.49), in second place The importance of teaching German based on the abilities of students (81.01%, M = 0.47, SD = 0.95) and the variable Importance of language teaching based on content (81.02%, M = 0.52 SD = 0.52), in third place is the variable Importance of oral approach or situational learning (79.8,%, M = 0.47, SD = 0.59) and variable Importance of communication approach (79.8%, M = 0.44, SD = 0.56). There was a statistically significant difference and a slight correlation between the variable Importance of communication approach about the place of study ($\chi 2 = 10.76$ df = 2, $p < .05$, Cramer b with B = .05). Therefore, students studying in Split and students in Osijek generally consider the teaching approach to be very important. Pearson's linear correlation coefficient was applied in the correlation analysis, and since it is not possible to determine the statistical significance only based on the correlation coefficient, a t-test was applied to determine the significance of the correlation coefficient. The correlation the analysis aimed to determine the influence, i.e. the correlation of the variable gender and respondents' self-assessment of the importance of the approach in the variable Importance of intercultural learning in German language teaching. The calculated values of the correlation coefficient indicate a slight correlation between the gender of the respondents and the Importance of intercultural learning ($r = 0.01$, $p \leq .05$) as well as in the approach

Importance of neurolinguistic observation (r = 0.09, p≤.05). The following data, shown in Table 6, refer to the respondents' opinion about the use of modern information and communication technologies as auxiliary tools in the process of learning and teaching the German language.

Graph 7. Respondents' self-assessment of the importance of the type of approach in teaching German



(The legend: Y-axis: The importance of communication approach, The importance of oral the approach or situational learning, The importance of multiple intelligence approach, The importance of neurolinguistic observation, The importance of lexical approach, The importance of teaching German based on students' abilities, The importance of cooperative German language learning, The importance of content-based language teaching, The importance of task-based language learning, The importance of intercultural learning. Likert scale: 1 - strongly disagree, 2- partially agree, 3- neither agree nor disagree, 4- quite agree and 5. Completely lie)
(Source: authors)

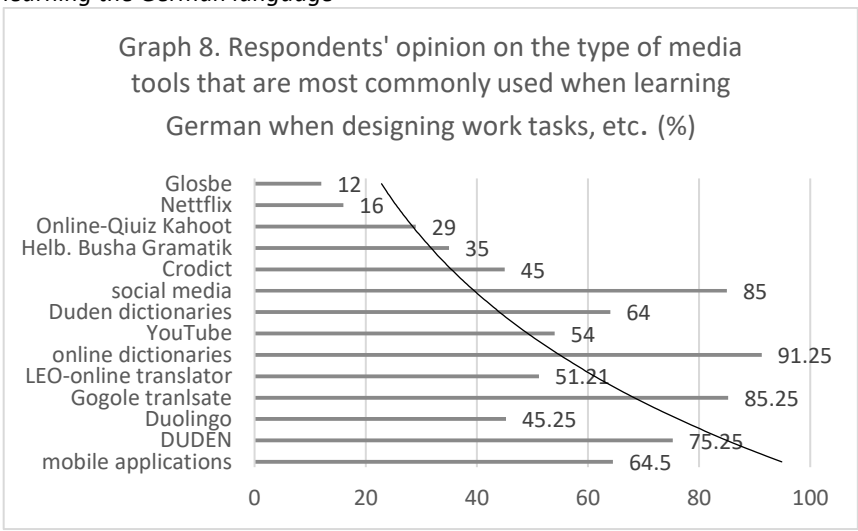
Table 6. The opinion of respondents on the use of modern information and communication technologies as auxiliary tools in the process of learning and teaching the German language

	N (%)	M	MOD	SD
Yes	92.7	1.12	1	0.12
Not	7.9	1.13	1	0.42

(Source: authors)

The results of respondents' opinions on the use of modern information and communication technologies as an auxiliary tool in the process of learning and teaching German, shown in Table 6 show that 92.7% of respondents use media tools as an auxiliary tool in the process of learning and teaching German. When it comes to the type of media tools that students use, the data are shown in Graph 8.

Graph 8. Respondents' opinion on the type of use of media tools as an aid in learning the German language



(Source: authors)

Graph 8 indicates that respondents use online dictionaries the most (91.25%, M = 1.91, SD = 1.01), followed by the Google translator application (85.25%, M = 2.32, SD = 1.05), in the third-place they use social networks (85%, M = 1.85, SD = 2.32), in the fourth place Duden (75.25%, M = 2.03, SD = 1.25) and in the fifth-place mobile applications (64.5%, M = 0.45, SD = 0.45). There was a statistically significant difference and a slight correlation between respondents who more often use auxiliary tools such as online dictionaries and higher student achievement at the end of the academic year or semester ($\chi 2 = 99.47$ df = 17, $p < .05$, Cramér ь s V = .07). Analyzing the responses, shown in Graph 8, it can be found that more frequent use of different digital tools can affect better and higher success at the end of the study compared to those respondents who rarely use them. From this, it can be concluded that it is very important to develop modern digital literacy today so that new media can be used functionally and pragmatically as an aid in language teaching and learning. More important is the role of

teachers and / or lecturers in choosing to learn methods that can be the main innovators in the formation and motivation of students to learn German, especially those who find it more difficult to acquire knowledge of German grammar. Thus, higher student achievement implies greater independence in learning, i.e. the ability to learn independently, while lower student achievement requires greater assistance in learning. The following data which are shown in Table 6.1. Indicate differences in respondents' self-assessment of the importance of the type of approach in teaching German concerning the frequency of use of modern information and communication technologies as auxiliary tools in the process of learning and teaching German. Higher student achievement implies greater independence in learning, i.e. the ability to learn independently, while lower student achievement requires greater assistance in learning.

A statistically significant difference and a slight correlation between the importance of the communication approach and more frequent use of modern information and communication technologies as an auxiliary tool in the learning and teaching process was found. The applied procedures of inferential statistics did not reveal a statistically significant difference or connection between the importance of the lexical approach and the rarity of the use of modern technologies as an auxiliary tool in the learning and teaching process. There is no statistically significant difference in the importance of task-based language learning and more frequent use of digital tools. The following data indicate the respondents' opinion on whether they trust the information from various innovative media they encounter in the process of learning and teaching German; the data are shown in Graph 9.

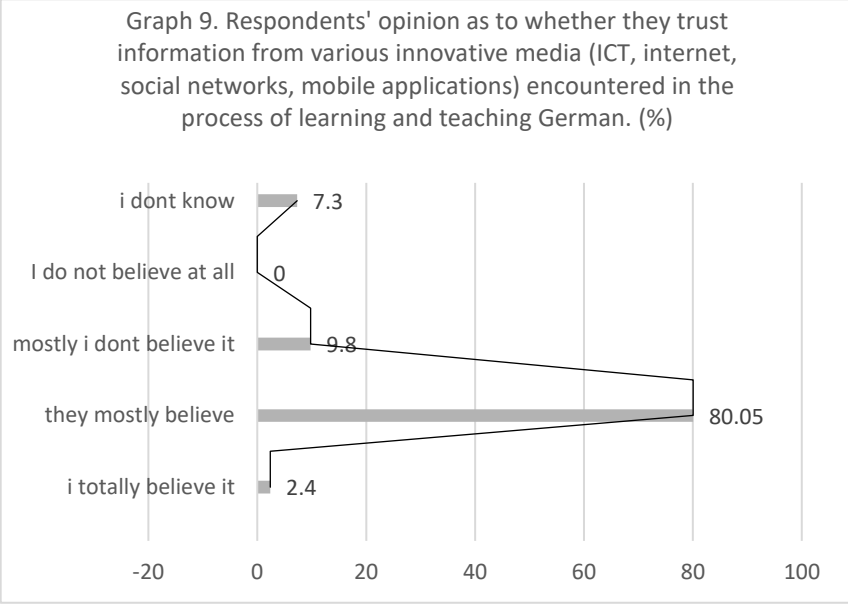
Table 6.1. Differences in respondents' self-assessment of the importance of the type of approach in teaching German concerning the frequency of use of modern information and communication technologies as auxiliary tools in the process of learning and teaching German

Approaches in teaching and learning German	**Frequency of using modern information and communication technologies as an auxiliary tool in the learning and teaching process**								ANOVA results	
	1 never (0.5%)		**2** sometimes (1.5%)		**3** often (9%)		**4** always (89%)			
	M	SD	M	SD	M	SD	M	SD	F	Post-hoc
The importance of a communication approach	16.45	4.86	14.03	5.92	16.44	5.08	16.03	5.70	**3.00 ***	**2 <3**
The importance of neurolinguistic observation	15.05	3.36	14.51	4.70	15.11	4.16	14.28	4.88	0.46	
The importance of language learning based on the task / issue	9.82	2.53	8.77	2.97	9.88	3.15	9.59	3.57	1.87	
The importance of the oral approach	6.57	2.90	6.33	3.10	7.47	3.19	8.51	3.32	**4.83 ****	**4> 1.2**
The importance of language teaching based on the type of content	60.67	11.79	52.27	17.43	59.89	15.22	63.30	16.63	**4.68 ***	**2 <1,3,4**
The importance of the lexical approach	2.36	0.52	2.25	0.62	2.33	0.60	2.53	0.66	1.94	

* p <.05 ** p <.01

source: authors

Graph 9. Respondents' opinions on whether they trust the information from various innovative media (ICT, Internet, social networks, mobile applications) that they encounter in the process of learning and teaching the German language

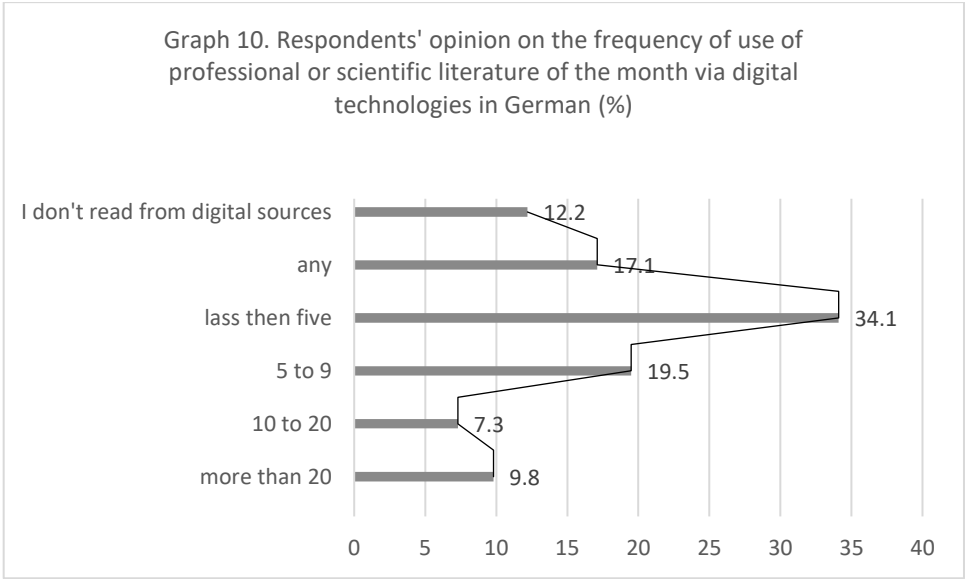


(Likert scale: 1. I fully believe, 2. I mostly believe, 3. I partially believe, 4. I don't believe, 5. I don't know)
(Source: authors)

It is interesting to note that Graph 9 shows that the majority of respondents generally trust the information placed in the media (80.05%, M01.25, SD = 0.25). There was a statistically significant difference and a slight correlation between students who more often use digital tools as a learning aid with the opinion of the respondents that they mostly believe the information given in the media, which was expected ($\chi 2 = 81.35$ df = 18, $p < .05$, Cramer b with V = .12). No statistically significant difference was found between first- and second-year undergraduate students, just as no statistically significant difference was found among students in Split compared to students in Osijek.

The following data refer to the respondents' opinion on the frequency of use of professional or scientific literature during one year through digital technologies in German language. The data are shown in Graph 10.

Graph 10. Opinion of respondents on the frequency of use of professional or scientific literature in the month via digital technologies in German



(Source: authors)

The graph indicates that students 34.1% (M = 1.25, SD = 0.45) mostly use up to five sources of professional or scientific literature in a month, whereas the use of 5 to 9 sources is only 19.55% (M = 0.45, SD = 1.11)

Table 7. Correlations between respondents 'opinions on whether they trust information from various innovative media (ICT, Internet, social networks, mobile applications) encountered in the process of learning and teaching German and respondents' opinion on the frequency of use of professional or scientific literature in a month via digital technologies in German and places of study.

	Belief in innovative media information	Frequency of use of professional or scientific literature via ICT	Place of study
more than 20 sources	.57 **	.50 **	.41 **
mostly I believe		.56 **	.38 **
Faculty of Humanities and Social Sciences Osijek			.43 **

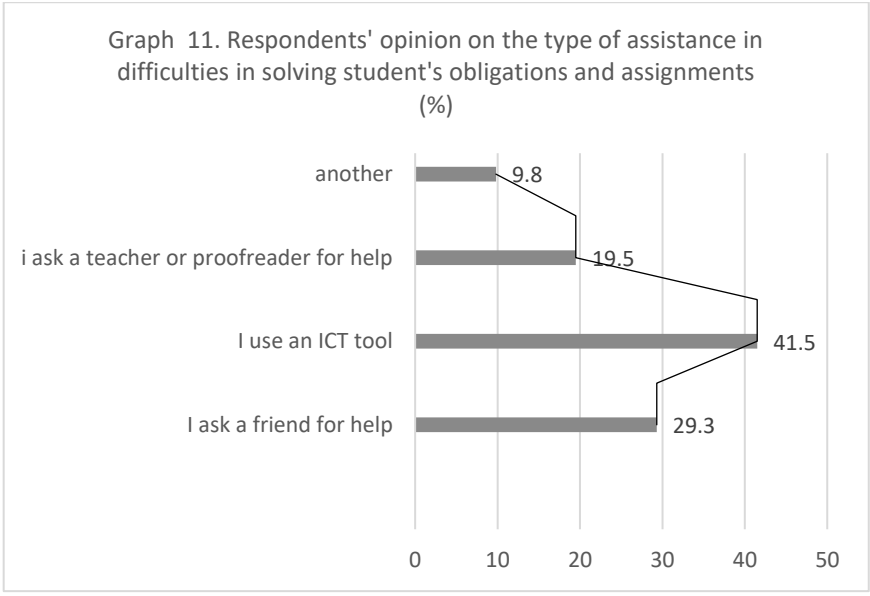
** p <.001

(Source: authors)

To check the correlation of individual opinions of respondents regarding the frequency of belief in information from the media and the overall result on a scale with a general estimate of the frequency of use of professional or scientific literature via ICT and the variable place of study, Pearson correlation coefficients were calculated and shown in Table 7. It was found that students from the Faculty of Humanities and Social Sciences in Osijek who use more than 20 sources per month are in a significantly higher correlation with the frequency of trust in the information of digital media compared to students from Split. It should be taken in consideration that in Split the undergraduate study of German language and literature started two years ago with the first generation of student enrollment.

The following data indicate the opinion of the respondents on the type of assistance in case of difficulties in solving student obligations and tasks.

Graph 11. Respondents' opinion on how to help with difficulties in solving student obligations and tasks



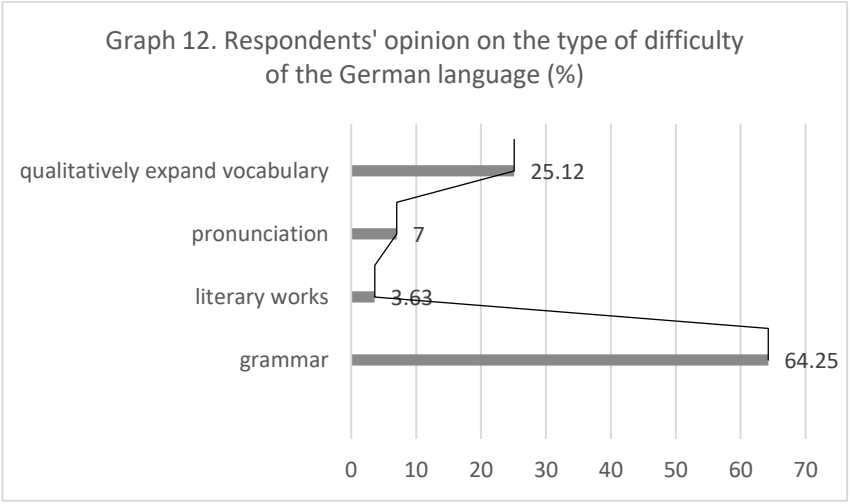
(Source: authors)

Students generally 41.05% (M = 1.25, SD = 0.22) use digital tools as a way to help with difficulties in solving student obligations and tasks, then seek help from their student colleagues (29.3%, M) 1.25, SD = 1.45) and in third place is I ask the teacher or proofreader for help 19.5% (M = 1.84, SD = 0.59). There was a statistically significant difference and a

slight correlation between students in Split with students in Osijek, where students in Split more often seek help from teachers and/or lecturers compared to students in Osijek ($\chi 2 = 99.47$, df = 11, $p < .05$, Cramer b with V = .19).

Graph 12 indicates the respondents' opinions on how they perceive the difficulty of German language

Graph 12. Respondents' opinion on the type of difficulty they encounter while learning German language



(Source: authors)

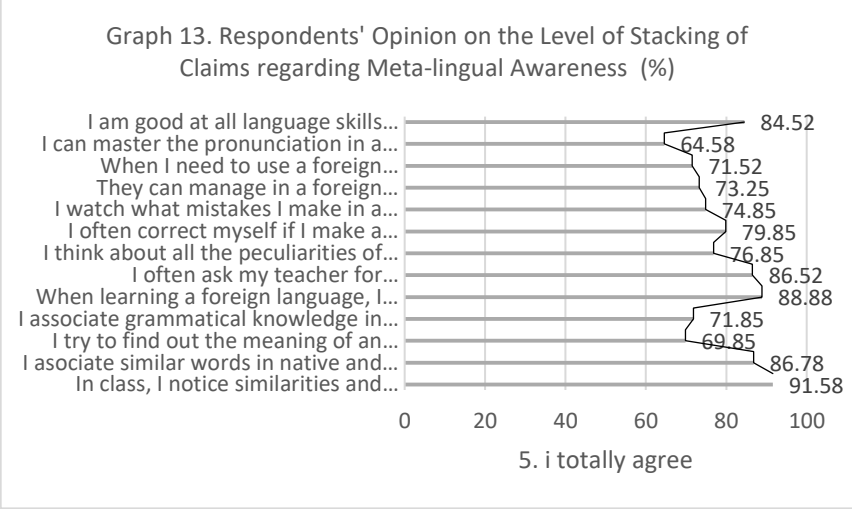
Students are mostly of the opinion that their grammar is *difficult* 64.25% (M = 1.25, SD = 0.45), followed by *vocabulary acquisition* of 25.12% (M01.54, SD = 0.45). A statistically significant correlation was obtained ($\chi 2 = 139.12$, df = 3, $p < .05$, Cramers V = .17) among students with lower grades at the end of the semester compared to those with higher grades. In this context, students should be active participants not passive observers, so it is important to emphasize the role of teachers and the role of students and emphasize that the modern process is based on the active involvement of students in the teaching process. Student-centred teaching is a collaboration between both teachers and students with the common goal of achieving the desired outcomes[3].

When I need to use a foreign language, I try to think of it; I master the pronunciation in a foreign language flawlessly; I am good at all language skills (listening, speaking, reading, and writing). The Likert scale was used: from 1 (I do not agree at all) to 5 (I completely agree) evaluate

[3] https://zir.nsk.hr/islandora/object/mef:1037/preview

how much each statement corresponds to your experience. (1 - strongly disagree, 2 - generally disagree, 3 - neither agree nor disagree, 4 - mostly agree, 5 - completely agree. (Source: authors)

Graph 13. Respondents' opinion on the degree of agreement with statements regarding metalinguistic consciousness



(Source: authors)

Graph 13 indicates that students evaluated their claims according to the Likert scale in the variable - I completely agree with the following variables: *In class, I notice similarities and differences between languages* (91.58%, M = 1.45, SD = 0.45), then in a variable elsewhere *When learning a foreign language I try to discover the rules in that language using the mother tongue or some other foreign language* (88.88%, M = 1.45, SD = 0.95), in third place is the variable *I connect similar words in mother tongue and foreign languages* (86.78%, M = 2.45, SD = 0.59), in fourth place is the variable *I often ask my teacher for explanations about the connection between languages, i.e. about similarities and differences between two or more languages* (86.52%, M = 2.52, SD = 1.58). Analyzing the respondents' answers, shown in Graph 13, it can be determined that students fully agree with the above statements and which statements they prefer the most as a self-assessment of their metalinguistic consciousness; connecting their grammar knowledge from the mother tongue when learning a foreign language; linking German language learning with other grammar rules of foreign languages; linking foreign language learning by seeking additional explanations from their teachers or lecturers. There was a statistically significant difference and a slight correlation between

students living in the city with the variable Good at all language skills (listening, speaking, reading and writing) correlations ($\chi 2 = 127.12$, df = 2, $p < .05$, Cramers V = .06). In the correlation analysis, the Pearson linear correlation coefficient was applied, and since it is not possible to determine the statistical significance based on the correlation coefficient alone, a t-test was applied to determine the significance of the correlation coefficient. Correlation analysis aimed to determine the impact, that is, the connection between the variable of final grade at the end of the semester or study year and the variable Grammar knowledge in a foreign language I connect with mother tongue and other foreign languages I know ($r = 0.01$, $p \leq .05$) as well as with the variable I watch what mistakes I make in a foreign language and learn from mistakes ($r = 0.08$, $p \leq .05$). Thus, students who have a grade point average higher than very good or excellent have a more developed metalanguage awareness which was expected. The following analysis refers to the presentation of the correlations between students' opinions on the type of metalinguistic consciousness, about the study year, shown in Table 8.

Table 8. Display of correlations between students' views on the type of metalinguistic consciousness, about the academic year

		1	2	3	4	5	6	7	8
1	In class, I notice similarities and differences between languages	1.00	0.30 *	0.40 *	0.17 *	0.50 *	0.06	0.21 *	Students 0.04
2	Second year pre-study students	0.39 *	1.00	0.46 *	0.18 *	0.25 *	-0.11	0.45 *	-0.07 8

* p <0.01

(Source: authors)

These results above the calculates correlations show that there is a connection between second-year undergraduate students who often asked their teacher for explanations about the connection between languages, i.e. about similarities and differences between two or more languages with a variable in teaching and differences between languages ($r = 0.88$, $p \leq .05$). In the first year of undergraduate study, no significant correlation was found between the same variables, while in the second year of undergraduate study they correlate with the variable I often correct myself if I make a mistake ($r = 0.43$, $p \leq .05$).

4. Concluding remarks

All available media and educational technology should be put into functions such as: learning how to seek information, learning how to learn, learning how to solve problems and learning how to use research methods in controlled conditions under the supervision of teachers. New advances in science have enabled the promotion in the educational process, not only ideas of social learning, but also ideas of interdisciplinary learning and research. This research[4] has shown the importance of different approaches in language teaching, but above all the importance of how to raise the awareness of metalinguistic awareness and to distinguish the (dies) functional role of individual digital media and the importance of the influence of the lecturer's contribution in motivating learning and teaching German as a foreign language. How the research of the survey is too small. It should be considered to continue with a broader research as well as compare teaching approaches (and the use of digital tools etc.) among the faculties, where the students study. Thus, the research showed that students studying in Split and Osijek in general consider the teaching approach to be very important. Furthermore, the research showed the connection between the variable gender and the respondents' self-assessment of the importance of the approach in the variable Importance of intercultural learning in German language teaching. The calculated values of the correlation coefficient indicated a slight correlation between the gender of the respondents and the Importance of intercultural learning ($r = 0.01$, $p \leq .05$) as well as in the approach Importance of neurolinguistic observation ($r = 0.09$, $p \leq .05$). Respondents believe that it is very important to raise awareness of metalinguistic awareness to improve language methodology in higher education institutions. There was a statistically significant difference and a slight correlation between students who more often use digital tools as a learning aid with the opinion of the respondents that they mostly believe the information given in the media. There is no statistically significant difference in the importance of task-based language learning and more frequent use of digital tools, but it is important to emphasize that student-centred teaching is a collaboration of both teachers and students with a common goal of achieving desired outcomes, especially in the Language Exercises course. The research concludes that higher student success implies greater independence in learning, i.e. the ability to learn independently, while lower student

[4] As mentioned above, the research and the survey is only based on students' opinions.

achievement requires more learning assistance as well as the fact that more frequent use of different digital tools can affect better and higher success at the end of studies compared to those respondents who rarely use them. Thus, it is concluded that the impact of teaching and metalanguage awareness approach itself affects the final grade at the end of the semester or academic year; and that the connection between the use of different digital tools is important to facilitate the mastering of student obligations, and that the role of teachers and/or lecturers is still very important in mastering the German language during studies. Metalanguage awareness affects supervised language use, but the teacher and/or lecturer concludes that the impact of the teaching approach itself and metalanguage awareness influences the final grade at the end of the semester or academic year; and that the connection between the use of different digital tools is important to facilitate the mastering of student obligations, and that the role of teachers and/or lecturers is still very important in mastering the German language during studies. Metalanguage awareness affects supervised language use, but the teacher and/or lecturer is still a key person in the whole process of mastering a foreign language because he is the one who creates the whole course and manages different teaching approaches with his choice of materials, which must be tailored to the needs of students using information and communication technology as a teaching aid. It is important to realize that teaching and education should not be adapted to digital tools, but rather innovative media should be applied and implemented in an adequate way in education because only in this way one becomes metalanguage-aware about factors influencing the process of learning and teaching German as a foreign language.

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MEINUNG DER STUDIERENDEN ZUR BEDEUTUNG UNTERSCHIEDLICHER ANSÄTZE IM DEUTSCHUNTERRICHT UNTER DEM GESICHTSPUNKT DIGITALER MEDIEN

Die Forschung in diesem Artikel zielt darauf ab, verschiedene Ansätze im Deutschunterricht, den Einfluss digitaler Werkzeuge und die Unterschiede zwischen Studenten im ersten und zweiten Studienjahr an der Fakultät für Geistes- und Sozialwissenschaften in Split und Osijek zu bestimmen. Zusammenhänge zwischen den Auswirkungen des Unterrichtsansatzes und dem Bewusstsein für Metasprachen zu identifizieren und die Abschlussnote am Ende des Semesters oder des akademischen Jahres; Ermittlung des Zusammenhangs zwischen dem Einfluss verschiedener digitaler Werkzeuge als Hilfsmittel und der leichteren Beherrschung der Pflichten der Schüler, des Verständnisses und schließlich der Feststellung des Zusammenhangs zwischen Lehrern und / oder Dozenten und der Beherrschung der deutschen Sprache während des Studiums. Die Forschung wurde an N = 106 Studenten der Fakultät für Geistes- und Sozialwissenschaften in Split und Osijek durchgeführt. Es wurde im Sommersemester des Studienjahres 2019/2020 im Februar durchgeführt. Und schließlich die Verbindung zwischen Lehrern und / oder Dozenten zu bestimmen und die deutsche Sprache während des Studiums zu beherrschen. Die Forschung wurde an N = 106 Studenten der Fakultät für

Geistes- und Sozialwissenschaften in Split und Ostweg durchgeführt. Es wurde im Sommersemester des Studienjahres 2019/2020 im Februar durchgeführt. Und schließlich die Verbindung zwischen Lehrern und / oder Dozenten zu bestimmen und die deutsche Sprache während des Studiums zu beherrschen. Die Forschung wurde an N = 106 Studenten der Fakultät für Geistes- und Sozialwissenschaften in Split und Ostweg durchgeführt. Es wurde im Sommersemester des Studienjahres 2019/2020 im Februar durchgeführt. Die Ergebnisse der Forschung geben einen Überblick über die Bedeutung verschiedener Ansätze für den Deutschunterricht, die Bedeutung der Art des Bewusstseins für Metasprachen, die Bedeutung des Einflusses bestimmter digitaler Medien und die Bedeutung der Rolle von Lehrern / Dozenten als Faktoren Beeinflussung des Lernens und Lehrens von Deutsch als Fremdsprache. Der wissenschaftliche Beitrag dieser Arbeit besteht darin, die neue Methodik des Studierens der deutschen Sprache zu verstehen. Die Forschung könnte ein Beispiel für die Entwicklung neuer Bildungsparadigmen in der Lehrerausbildung sein und insbesondere als Beispiel für die Stärkung der Auswirkungen dieser Ansätze im Sprachunterricht auf Bachelor- und Master-Ebene sowie für eine sinnvollere Nutzung des Digitalen dienen Tools als E-Mentoren zur Verbesserung der Methodik von Fremdsprachen in Hochschuleinrichtungen.

Schlüsselwörter: Lehr- und Lernansätze, digitale Kompetenz, digitale Medien, Bildungsparadigma, metalinguistisches Bewusstsein