

Stručni rad

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## *The Effectiveness of Learning German on Moodle*

**Summary.** *This paper reports the results of the assessment of two distance elementary German courses, the first to be offered at Singidunum University in Serbia. The purpose of the assessment was to determine if there were significant differences in achievement between the students in the distance courses (experimental group) and those in the traditional courses (control group). The conclusion is that between those two groups, a statistically significant difference was shown only for testing listening comprehension, where the students attending traditional courses achieved better results. As for all other subtests (reading comprehension, writing and speaking skills), both groups were statistically equal. On the basis of a critical analysis of the model used for distance language learning, the most important directions for improvement of the existing practice were defined. This paper contributes to the ongoing efforts of the Ministry of Education, Science and Technological Development of the Republic of Serbia to expand the use of learning management systems in education institutions in Serbia.*

**Keywords:** *German language, distance language learning, Moodle, skills, assessment.*

### Introduction

Distance learning and foreign language teaching are increasingly present in the school systems of many technologically developed countries, particularly in higher education. Universities opt for this learning and teaching concept for several reasons – because of its pedagogical value, financial profitability, new tendencies in educational policy, overcom-

ing organisational problems in traditional teaching and bridging the gap between teaching and students' real needs (Barrette, 2008). It should be emphasised that this type of learning and teaching involves the spatial and temporal separation of teachers and student, which is overcome by the use of the cutting-edge technologies (Kraemer, 2008). However, distance learning is much more than just posting e-material and passing on and acquiring knowledge through the web. Distance learning includes team

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work with the aim of cooperation and passing on knowledge, the creation of a feeling of unity among the participants in the teaching process and the development of independent learning (Winke and Goertler, 2008).

A good quality distance foreign language teaching must satisfy several basic conditions: a clearly structured curriculum, trained teachers, an appropriate choice of technology in accordance with the expected goals and outcomes of the programme, observance of the basic didactic principles, providing opportunities for spontaneous interaction among the students, regular assistance, leadership and feedback from teachers and the establishment of a student community (van Deusen-Scholl, 2015).

### **German distance learning at Singidunum University in Serbia**

Singidunum University in Serbia (2016) has been organising online degree programs since 2006 “with the goal of developing and improving the quality of higher education and its equal participation in the higher education space of Europe and the world”. They are intended “not only for students who live outside Belgrade, but also for those who are employed, or unable to attend classes for some other reason” (Singidunum University in Serbia, 2016). The decision of the Singidunum University to use the Moodle course management system as the base location for its distance learning courses reflects a widely accepted academic opinion that Moodle is an effective e-learning platform because it “supports an extensive set of educational features, such as interaction, feedback, conversation, and networking” (El Bahsh and Daoud, 2016: 1). It offers “the creation, organization, announcement, communication, collaboration, and assessment of learning and educational activities” (El Bahsh and Daoud, 2016: 1). In other words, it contains a set of software tools that are specifically designed to improve the effectiveness of the learning process.

At the Faculty of Tourism and Hospitality Management (FTHM) and the Faculty of Business (FB) at the Singidunum University in Belgrade, the elective two-semester courses Elementary German 1 and Elementary German 2 are an integral part of the traditional and online bachelor’s degree program. Having established that a wrap-around model provides the best balance between pedagogical effectiveness and sustainability, it was selected for the implementation of the aforementioned subjects in the online bachelor’s degree program. White (2003: 221) notes that “[i]n this model much of the learning takes place through online interactions and discussions, while working with the predetermined content takes up the remainder of the study time”.

In the traditional face-to-face classroom model at both faculties the number of weekly classes for Elementary German 1 and Elementary German 2 is three, distributed over one day, and the total number of classes per year is 90. The syllabus for the distance and traditional face-to-face courses is the same. The main objective of both courses is to acquire both linguistic knowledge and competences at level A1 CEFR. The printed version of the textbook *Berliner Platz 1 neu* from the German publisher Langenscheidt is used both for distance and classroom learning and teaching (Lemcke, Rohrman and Scherling, 2002). The textbook contains a workbook and 2 CDs which include all of the audio texts and pronunciation exercises from the workbook. The teaching approach in both instructional models is based on communicative tasks and is student-centered. The same type of grading is applied to work done by the students in online courses and those in traditional courses. The final grade is determined on the basis of pre-exam activities (10 points), the first and second colloquiums<sup>1</sup> (60 points) and the oral exam<sup>2</sup> (30 points). During this research, distance and traditional teaching of German as a foreign language (GFL) at the FTHM was carried out by the author, while the traditional classes at the FB were held by her colleague who, at the same time, monitored

and evaluated the work of the GFL students of the same faculty on Moodle.

The Moodle platform homepage contains a number of links through which students can access general information about the Elementary German 1 and Elementary German 2 subjects, the syllabus, the bulletin board, online dictionaries, tests, discussion groups and the schedule for the office hours which are held in Singidunum University's educational centers.

The communication elements of both distance courses are realized through an asynchronous computer-mediated communication (CMC). The GFL students are able to contact each other via e-mail and discussion groups, within the framework of which they can discuss any learning problems, express their views, make comments and suggestions, ask questions regarding the teaching content on Moodle and solve tasks. Maintaining a message area for these kinds of public messages reduces frequently reported confusion, isolation and frustration during distance learning (Lai, Zhao and Lin, 2008). Distance GFL students are also required to complete one chat session per semester after every three chapters in the textbook. Text-chat assignments are designed as role-play activities. Because of the large number of teaching and extracurricular commitments in the traditional degree program and individual students' schedules (work vs. study), both online teachers are unable to organize regular synchronous class meetings with the distance GFL students.

The structural elements of the distance courses consist of teaching materials and activities on Moodle, presented in thematic format, i.e. according to chapters in the textbook. Most of the activities are of the closed type, which provide the opportunity to practice reading and listening comprehension, writing, vocabulary, grammar and pronunciation. Each lesson contains:

- an introduction to the lesson, with the goals written in Serbian (in the form of a web page);
- grammar and culture explanations in Serbian (in the form of a PowerPoint presentation);
- a bilingual list of the most important words from the lesson, composed by the teacher or in cooperation with the students (in the form of a Moodle dictionary or PowerPoint presentation);
- traditional exercises (created by means of Moodle tools and Hot Potatoes software), and online exercises on Langenscheidt's web portal, whereby the students test their progress;
- video clips to be used as a complement to the grammatical and culture explanations, as an integral part of the exercise or as an illustration of the use of the lexical units studied and spoken expressions in context;<sup>3</sup>
- homework (sometimes the GFL students are required to do exercises from the workbook, which they submit to the teacher for review via e-mail, and sometimes they do tasks designed by the teacher on the platform).

### **Related work**

Most studies on distance language learning have been conducted in the higher education settings (van Deusen-Scholl, 2015). The meta-analysis carried out by eminent glottodiagnostics (Grgurović, Chapelle and Shelley, 2013) presents the results of 65 published and unpublished comparative studies about the influence of online and blended learning on students' linguistic knowledge, out of which only one deals with the influence of German blended learning on mastering all four linguistic skills (Green and Youngs, 2002). The authors' conclusion

is that in most cases online and blended learning did not have any detrimental effect on the students when compared with their peers who attended traditional classes, i.e. that most researchers found that there is no statistically significant difference in the results of the two groups of students when it comes to the adoption of integrated language skills. Those students who were studying with a computer showed slightly better results only under strictly controlled conditions (for instance in computer classrooms under the supervision of their teachers) or if they were more advanced students (level B1 or B2).

One of the successful examples of German distance learning is German Online, which was created upon the initiative of the State University of Pennsylvania. It enabled a redefinition of the curriculum in order to spread the availability of German courses at beginner level, offering students flexible self-study options without temporal or spatial restrictions. The subject of the research conducted by Isenberg (2010) at the aforementioned university was to compare the achievement of students who were learning German at a distance (via ANGEL platforms) and in the classroom. The level of their achievement was determined by the use of the Web-CAPE standardized placement test for the evaluation of linguistic progress. It consists of four parts. The first part comprises questions in the field of vocabulary, grammar and reading comprehension, the second part includes translation tasks, the third part focuses on checking the skill of recognize grammatically correct, or incorrect sentences and the fourth part is a simulated oral proficiency interview to evaluate spoken language. On the basis of the results it was found that the students who studied at a distance performed just as well as those who were taught in the classroom in all four tested segments. In addition, although the observed differences were not statistically significant, the distance learning students were more successful in solving translation tasks and those to evaluate oral competence.

Although Burston (2003) criticizes the use of comparative studies which explore statistically significant differences between computer-based and traditional foreign language teaching, he emphasizes the need to determine how technology contributes to pedagogical aims in association with measurable outcomes. A small number of Serbian researchers in this field (Mišić Ilić, Trajanović and Domazet, 2007; Radić-Bojanić, 2012; Đorđević and Radić-Bojanić, 2014) deal with the creation process, i.e. a description of the contents, technological options and the results of the initial implementation of online foreign language courses. Although their comments are very useful for the improvement of existing courses, it remains unclear to what extent foreign language distance learning in Serbia affects students' knowledge. This study, therefore, helps address this gap by investigating the effectiveness of distance language courses on students' learning outcomes using data collected from two distance and traditional face-to-face language courses (elementary German) from autumn 2012 through summer 2014. The research will offer answer to the following question: Are there any significant differences in language proficiency between GFL students who study at a distance and those who study in the traditional way in a classroom (specifically, differences in listening comprehension, reading comprehension, written production and oral production)?

### **Methods and procedure**

The present study employs a case study methodology which incorporates qualitative and quantitative data. The case study research has been used in various areas of CALL. For example, Đukić Mirzayantz (2013) examined the effect of application of the authoring tool Hot Potatoes on the GFL students' knowledge, the possibility of individualization of the teaching work and the learners' motivation and interest in the new aspect of practising and comprehension of the teaching material. Sim-

ilarly, Đorđević and Blagojević (2017) investigated how a specially designed webquest influenced the development of writing skills of English language students who were presented a specific issue of Legal English. These works indicate that the case study has its place in CALL when a deep understanding of technology use by learners and teachers is warranted.

The main research tool was a non-standardized proficiency test (see Appendix).<sup>4</sup> The test had the following aims: 1) to obtain background information of the sample in terms of age, gender and previous study of German at school; 2) to compare the students' achievement.

The sample consisted of students who were enrolled in distance and traditional Elementary German I in autumn 2012 and continued to learn German choosing distance and traditional Elementary German II at the FTHM and FB. The sample included 90 respondents (53 women and 37 men). All the recruited students met the following selection criteria: (1) they regularly visited the Moodle platform, or attended traditional classes, (2) they were between the ages of 19 and 25, and (3) they had never learned German, or their school pre-knowledge was poor. The experimental group, which is denoted as group A in the tabular representations, consists of distance GFL students (N = 45). On the basis of the Singidunum University database, it was established that employed students dominated in group A. The average age of this group was 23.02. The control group, i.e. group B, comprises GFL students attending traditional courses (N = 45), and their average age was 21.22. At the time of testing the average number of years of learning German at school for the distance learning students was 4.27, and for the traditional students 3.69. These two groups can be considered statistically equal in terms of the length of school learning (Table 1), therefore it can be assumed that the groups are homogenous.

The testing of the respondents was administered between June and September 2014 in accor-

dance with the work obligations of both the examiners and students. All of the respondents voluntarily agreed to participate in the research. A paper-and-pencil test designed by a licensed examiner from the Goethe-Institut in Belgrade was used to test the students' language skills. The reason for this decision lies in the intention to use an objective instrument which would ensure that all the respondents were in an equal position (Dörnyei, 2009). The implemented test belongs to the category of summative assessment (Green, 2014), because its goal was to determine whether the goals of the syllabus (to achieve level A1 after two years of study) were achieved, and which changes, which will apply to the next generations of students, the teacher should implement in the teaching process. In terms of its purpose, the applied test is a non-standardized proficiency test because it is not interested in where, when, how and what the respondents learned, but only how they master the language in different segments (Green, 2014). In order to reduce the subjectivity in the assessment process to a minimum, the responses to the test were anonymized (Dörnyei, 2009). The test consisted of two parts: 1) a written part, which tested reading comprehension skills (25 minutes), listening comprehension skills (20 minutes) and writing skills (25 minutes); 2) an oral part, which tested speaking skills (15 minutes).

The evaluation of all the tasks was carried out according to the answer key and scoring guidelines, which are similar in form to those used in the exams at the Goethe Institute. The total score was 100. Each of the skills carried 25 points. The written part of the test was not eliminatory. The final descriptive grade consisted of a sum of both parts of the test. The achieved results created the basis for statistical analysis, i.e. to determine the differences in the achieved results for each skill individually and the final scores between the distance GFL students and those attending traditional courses.

**Data analysis and discussion**

As can be seen in Table 1, the groups of students, A and B, were compared according to: the number of points gained on the skills sub-tests (1 to 4), the total number of points in the testing (5), the final score (6), and the number of years of school learning of the German language (7).

The reading comprehension subtest consisted of four tasks. In the first two true or false tasks, the students were required to understand the target information in short notices and texts. In the third task the students were required to classify the given words in the form of tables, and in the fourth to match and order the sentences in the texts. The average score for the distance GFL students was 18.84, and for the GFL students attending traditional

courses 20.29. These two groups can be considered statistically equal in their level of mastering the skill of reading comprehension (Table 1).

The listening comprehension subtest consisted of four tasks. The matching and ordering task served to evaluate the recognition of the communication context (where it took place). Two multiple-choice tasks and one true or false task tested the understanding of specific information and the ability to separate the relevant information from the irrelevant in the recorded texts. At the beginning of each task, the students were given one to two minutes to read the questions. The audio recording was played once or twice. The average score for the distance GFL students was 14.42 and 16.20 for the GFL students attending traditional courses. These two groups can be considered statistically different in

Table 1: A comparative review of groups A and B for items 1 to 7

	DESCRIPTIVE STATISTICS						t - TEST		
	NUMBER (N)	AVERAGE VALUE ( $\bar{X}$ )	ST. DEV. ( $\sigma$ )	COEF. VAR. (CV-%)	MIN value	MAX value	(gr.A ↔ gr.B)	Probability t-statist.	Average values are:
<b>1. READING COMPREHENSION SKILLS – number of points</b>									
Group A	45	18.84	4.25	22.57	6	25		0.0628	Equal
Group B	45	20.29	2.87	14.16	13	24			
<b>2. LISTENING SKILLS – number of points</b>									
Group A	45	14.42	4.79	33.20	1	24		<b>0.0407</b>	DIFFERENT
Group B	45	16.20	3.14	19.41	11	23			
<b>3. WRITING SKILLS – number of points</b>									
Group A	45	10.47	6.48	61.94	0	22		0.3187	Equal
Group B	45	11.87	6.76	56.95	2	23			
<b>4. SPEAKING SKILLS – number of points</b>									
Group A	45	14.52	7.56	52.03	0	25		0.0516	Equal
Group B	45	17.44	6.44	36.94	4.5	25			
<b>5. TOTAL – number of points</b>									
Group A	45	58.26	21.36	36.66	7	96		0.0669	Equal
Group B	45	65.80	16.94	25.75	37.5	94			
<b>6. SCORE – by number of points</b>									
Group A	45	2.04	1.24	60.77	1	5		0.2009	Equal
Group B	45	2.40	1.37	57.16	1	5			
<b>7. SCHOOL LEARNING – number of years</b>									
Group A	45	4.27	3.56	83.37	0	12		0.2009	Equal
Group B	45	3.69	3.88	105.28	0	12			

their level of mastering the skill of listening comprehension (Table 1).

The writing subtest comprised two tasks. In the first task the students were asked to use information from the text to complete a table, i.e. to transfer information from one format to another. In the second task the students were required to write a short essay on a given topic. The essay was graded on the basis of assessment scales which include two criteria: task achievement and linguistic accuracy. The average score for the distance GFL students was 10.47, and for the GFL students attending traditional courses 11.87. These two groups can be considered statistically equal in their level of mastering writing skills (Table 1).

The speaking subtest consisted of three tasks. In the first task, the students introduced themselves on the basis of ten given elements (for each partially or fully developed element the students were given either half or a whole point). The second task was carried out in the form of a conversation with the examiner. The students were asked to draw a slip of paper with a discussion topic. After a short time to prepare, the students answered in a short monologue form which was then extended into a conversation on the given topic. The oral competence grading was performed on the basis of assessment scales which include task fulfilment and linguistic accuracy. In the third task the students were required to ask their partner a question on the topic their partner had drawn (for a clear and grammatically correct question the students were given a maximum of five points). The average score for the distance GFL students was 14.52, and for the GFL students attending traditional courses 17.44. These two groups can be considered statistically equal in their level of mastering speaking skills (Table 1).

The average score on the written and oral tests for the distance GFL students was 58.26 and 65.80 for the GFL students attending traditional courses. These two groups can be considered statistical-

ly equal in terms of the average number of points gained on the entire test (Table 1).

The students' achievement was analyzed from a quantitative angle: the students' success was compared and interpreted according to the following scale: 1 (0-59), 2 (60-69), 3 (70-79), 4 (80-89) and 5 (90- 100). The distance GFL students achieved an average score of 2.04 on the test and the GFL students attending traditional courses 2.40. These two groups can be considered statistically equal in the results of testing linguistic competence, expressed through the average grade which is, by all accounts, very low (Table 1).

With a threshold significance of 0.05 ( $p = 0.05$ ), which is quite tolerant (allowing for a margin of error of  $\pm 5\%$ ), it can be concluded that groups A and B achieved different results only for the assessment of their listening comprehension skills - (the value of the t -statistic is smaller than the selected significance threshold:  $0.0407 < 0.05$ ), where the GFL students attending traditional studies achieved a better result (group A: =14.42, which is lower than the results in group B: =16.20). This result is unexpected considering that the distance GFL students were exposed to a greater variety of didactical input (audio and video material from the web) than their peers attending traditional courses, who listened to audio texts on CDs. It might be assumed that the distant GFL students did the given activities in a superficial way or that the selection of websites was inappropriate for the beginner's level of learning.

Groups A and B can be considered equal in all the other characteristics (the t-statistic value was bigger than the selected significance threshold of 0.05, which implies the acceptance of the initial hypothesis of equal average values for the observed characteristics in both groups). The research (Grgurović, Chapelle and Shelley, 2013) confirms in most cases the same result.

However, by comparing the arithmetic mean and the minimum and maximum values for the achieved points, it can be noted that the GFL stu-

dents in traditional courses achieved better results. This is also indicated by the comparative analysis of the scores (Figure 1). Namely, group A's test results indicate that almost half of the respondents (48.9%) did not achieve 60 points, i.e. did not reach level A1. 20% of them were awarded a score of 2, 17.8% grade 4, while 11.1% received 3. Only 2.2% of the respondents achieved a score of 5. More than a third of the GFL students (37.8%) in group B did not achieve the minimum satisfactory result. 20% of them were graded with a 3, 17.8% with a 2, and 15.5% 4. An extremely small number of the respondents (8.9%) scored between 90 and 100 points.

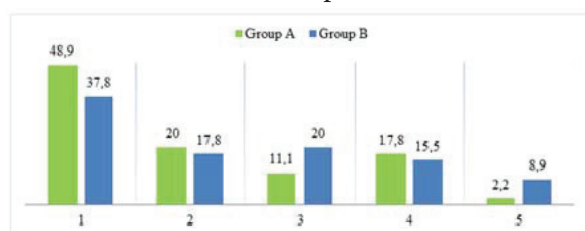


Figure 1: A Comparative Overview of the Students' Test Score

The causes of the reported results may be multiple. On one hand, the results achieved by group A could be explained by insufficient commitment and hard work on the part of the students (Đukić Mirzayantz, 2017b). Most of the distance GFL students did their homework poorly and avoided taking part in joint activities because those do not significantly contribute to the total number of points required for the final assessment. It can be concluded that the distance GFL students did not use the teaching activities and materials offered on the platform enough, and therefore showed poorer success than group B (even though such a difference cannot be considered statistically significant). In her research, Loreto Sánchez-Serrano (2008) confirmed that distance students of Spanish at different higher education institutions in England and the United States behave in a similar way. All nine interviewed distance Spanish language teachers said that most students do not read more than 50% of the teaching materials on

the platform. This phenomenon was also noticed by other researchers (Hanna, Glowacki-Dudka and Conceição-Runlee, 2000) who appealed to teachers to make it clear to their students how important it is to examine all the content on the platform thoughtfully and thoroughly in order to be able to follow the work tempo in the virtual environment and not to burden teachers in e-correspondence with questions whose answers are already on the platform.

How can we improve the level of studying of distance GFL students? Some of the possible solutions could be: increasing the percentage share of pre-exam activities in the overall grade5 (e.g. from 10% to 30%), the continuous monitoring of students through the implementation of short tests whose results will have some impact on the final grade, encouraging weaker students to come to office hours regularly and sanctioning students who show a lack of discipline in following the educational content on Moodle and completing their study obligations (for instance disabling access to the next online lesson until they have completed all of the activities from the previous online lessons) (Đukić Mirzayantz, 2017b). Implementing a more rigorous work schedule might, however, also have an adverse effect on motivation and attitude. It is also the case that teachers' psychological interventions can change students' mindset. Dweck, Walton and Cohen (2014) give many useful indications as to how teachers can foster student tenacity and performance (i.e. by helping them to see how the syllabus is relevant to their own lives, demonstrating the intrinsic value of teaching material, holding them to high standards and giving them the attention and scaffolding they need to meet these standards).

The cause of the achieved results also lies in the peculiarities of the model used for the distance GFL teaching (the absence of synchronous virtual meetings with the teacher as opposed to three hours a week in the classroom). During the traditional GFL teaching, the teacher was able to respond immediately to the concerns and questions raised by



the students, i.e. the teacher received direct feedback from the respondents that they had understood the material, and that it was interesting and fun. In the virtual environment, the teacher received this type of feedback later, via e-mail, and only from a small number of the GFL students because every mail meant investing extra time. Milovanović, Radić Branisavljević and Petrović (2015) came to a similar conclusion in their research. They pointed out that “the absence of communication with a teacher in real time and the inability to give feedback have led to a loss in motivation in great many foreign language students and their dropping online courses, which is further substantiated by a large number of online courses being left unfinished” (Milovanović, Radić Branisavljević and Petrović, 2015: 131). On one hand, this suggests that the distance course communication component might need to be redesigned. The asynchronous CMC would appear not to be enough. Regular synchronous oral interaction between GFL students and teachers and among the students themselves could also be an integral part of the course. On the other hand, some GFL students would appear to have been unable to adapt to the distance course because they experienced difficulties with independent learning (Đukić Mirzayantz, 2017b). In the Serbian education system the teacher-centred method is widely used from primary school to university level. Both GFL teachers tried to use the student-centred method not only in the traditional, but also in the distance GFL course; therefore, this new learning model might have been unfamiliar to some distance students.

Finally, the cause of the unfavourable results might be the insufficient experience of the GFL teachers in designing online educational content (Djukic Mirzayantz, 2017a), due to the fact that teachers need several years to adapt to the virtual teaching context (Goertler and Winke, 2008). This conclusion requires a more detailed examination of the distance GFL students’ opinions about individual teaching activities on Moodle.

### **Limitations of the study**

This study draws upon the experience of a relatively small group of distance and traditional GFL students at a specific university in Serbia. It may not be possible to transfer some or all of the findings to other contexts, given the small number of participants. Nonetheless, this kind of study has never been conducted in Serbia and can, therefore, inform future studies.

### **Conclusion**

When viewed as a whole, the model applied in the study showed that the distance GFL teaching achieves almost the same results as traditional GFL teaching. The student achievement in both forms of teaching does not differ significantly. This encouraging fact is important for the faculties planning to introduce foreign languages in their distance learning programs.

One of the flaws of the applied model was that it did not fully comply with the demands of the wrap-around model, which is primarily based on interaction and discussion in the virtual environment. The majority of GFL students did not demonstrate a willingness to share the experience with each other and participate in group activities on Moodle, which demonstrates that foreign language distance learning does not present a working environment that suits everyone. It is most suitable for students who have developed internal motivation and determination, those who are not satisfied with a low level of knowledge, who take responsibility for their own learning, who know, apply, and evaluate learning strategies in the virtual environment and are happy to use new technologies.

On the other hand, because of the insufficient opportunities for synchronous interaction it is important to relieve teachers of some of their weekly classes for traditional studies in order to let them have more time for: a better quality prepara-

tion of online learning materials and activities; oral and written synchronous and asynchronous CMC with students; monitoring students' work on Moodle and training in the field of distance education (Djukić Mirzayantz, 2017a). When it comes to this issue, the greater support of institutions (primarily the faculty, but also the Serbian Ministry of Education) would be desirable. As concluded by Sánchez-Serrano (2008: 172), "institutions must realize the specific demands of the field and its particular teaching context when hiring and supporting teachers to fulfil their missions". The online teachers should also keep in mind that the regular synchronous class meetings are difficult to organize because "you can never find a day and time (weekdays? weekends? daytime? night-time?) suitable for everyone, thus you can never have a "class", even a brief one. It is therefore better to consider the online language teaching as one-to-one, or at the very least, a small group teaching" (Sun, 2011: 440).

As regards the technical aspects, the author has not determined whether all of the GFL students were capable of using the tools for synchronous and asynchronous CMC, whether they know how to post and download the content from Moodle, or

whether they have a permanent internet connection. It is possible that problems of technical nature were one of the causes of the lack of student participation in the activities on Moodle.

A great deal of time and effort was invested in the creation of the Elementary German 1 and Elementary German 2 distance courses. Designing the teaching material would be less time-consuming if the students had the e-textbook available on Moodle. It would therefore be useful to replace the existing textbook with a new one which would, as backup material, have online activities on Moodle which the teacher, in cooperation with other colleagues, would enrich with a variety of activities adapted to the needs and interests of the distance GFL students.

Some of the aforementioned issues in implementing distance German courses may have stemmed from the fact that distance foreign language learning is a relatively new phenomenon in the education system in Serbia. Further studies will help us answer the question whether the university distance teaching of other foreign languages in Serbia can help students to achieve linguistic competence at the level predicted by the curriculum.

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**LESEVERSTEHEN**

**Dauer: 25 Minuten**

**Aufgabe 1**

**Kurze Informationen. Kreuzen Sie an: RICHTIG oder FALSCH.**

1. An der Bushaltestelle:

Die Linie 22 fährt in dieser Woche nur bis Praunheim.  
Reisende nach Steinbach und Oberursel können die Anschlussbusse nehmen.

**Mann kann mit dem Bus nach Steinbach fahren.**

RICHTIG

FALSCH

2. An der Arztpraxis

Dr. Uwe H. Mayer  
Frauenarzt

Sprechstunde  
Mo-Do, 10-15 Uhr  
Fr. 14-19 Uhr

**Am Freitagvormittag ist Dr. Mayer in der Praxis.**

RICHTIG

FALSCH

3. Im Supermarkt

Sonderangebot!  
Kaffee aus Argentinien  
Zitronen aus Griechenland  
Salat aus Serbien

**Der Kaffee ist heute nicht teuer.**

RICHTIG

FALSCH

4. Im Restaurant

Bei Klaus und Eva  
Die „Super 4“- Band singt heute Abend für Sie  
Eintritt und 2 Getränke 7 Euro  
Abendessen ab 9.90 Euro

**Mann kann für 7 Euro zu Abend zu essen.**

RICHTIG

FALSCH

5. In der Uni:

Öffnungszeiten Sekretariat
Mo-Mi-Fr 9-13 Uhr
Di-Do 14-19 Uhr

**Mann kann jeden Vormittag mit der Sekräterin sprechen.**

RICHTIG

FALSCH

## Aufgabe 2

**Lesen Sie den Text, danach kreuzen Sie an: Richtig oder Falsch.**

Mein Name ist Goran Tomić. Ich bin jetzt 50, und Tamara, meine Frau, ist 44 Jahre alt. Ich bin aus Kragujevac. Ich habe früher in Kragujevac gelebt. Mein Vater war Bauer. Zu Hause waren fünf Kinder. Meine Frau kommt auch aus Kragujevac. Wir haben dort 1982 geheiratet. Wir haben eine Tochter, Nina, und einen Sohn, Nemanja. Nina ist 24, Nemanja ist 22. Von 1983 bis 1990 haben wir in Belgrad gewohnt. Seit 1991 leben wir in Deutschland. Ich bin Mechaniker und habe vier Jahre in Düsseldorf bei VW gearbeitet. Meine Frau war zu Hause und hat den Haushalt gemacht. Seit 1995 arbeite ich in Stuttgart bei Siemens. Nemanja ist auch Mechaniker und arbeitet auch bei uns in der Firma. Nina studiert Kunst in Düsseldorf. Natürlich haben beide gut Deutsch gelernt. 2002 haben wir in Serbien ein Haus gekauft. Es steht direkt an der Donau. Wir machen dort gern Ferien.

- |  |         |        |
|--|---------|--------|
| 6. Goran und Tamara haben 1982 geheiratet.         | Richtig | Falsch |
| 7. Goran ist aus Serbien.                          | Richtig | Falsch |
| 8. Goran und Tamara haben 3 Kinder.                | Richtig | Falsch |
| 9. Sie haben von 1982 bis 1995 in Belgrad gewohnt. | Richtig | Falsch |
| 10. Sie leben seit 1995 in Deutschland.            | Richtig | Falsch |
| 11. Goran hat fünf Jahre bei VW gearbeitet.        | Richtig | Falsch |
| 12. Familie Tomić hat 2002 ein Haus gekauft.       | Richtig | Falsch |
| 13. Nina und Nemanja sprechen kein Deutsch.        | Richtig | Falsch |
| 14. Nina studiert Physik.                          | Richtig | Falsch |
| 15. Nemanja arbeitet bei VW in Düsseldorf.         | Richtig | Falsch |

**Aufgabe 3**

**Wohin gehören die Möbel? Ordnen Sie zu!**

Schlafzimmer	Bad	Küche

- 16) Elektroherd
- 17) Waschbecken
- 18) Badewanne
- 19) Doppelbett
- 20) Spülmaschine

**Aufgabe 4**

**Wer sagt was? Lesen Sie und ordnen Sie zu.**

**Ji Chan = J**

Ji findet Berlin super. Die Exkursion hat ihr Spaß gemacht: der Flohmarkt, die Disko, der Potsdamer Platz. „Berlin ist sehr modern“, sagte sie. Das gefällt ihr. In der Gruppe war eine tolle Atmosphäre. Das ist auch gut für das Studium, man lernt die anderen Studenten gut kennen. Ji sagt, sie kennt leider keine Berliner. Sie möchte bald wieder nach Berlin fahren.

**Ted Davidson = T**

Ted findet die Berlin-Exkursion auch toll, aber zu kurz. Man braucht mehr Zeit für die Stadt. Er will wieder nach Berlin fahren. Er interessiert sich für Architektur. Modern, klassisch, alt, neu- hier gibt es alles. Er hat ein Fahrrad gemietet und war abends unterwegs. Ted hat 200 Fotos gemacht.

- T besichtigt gern Häuser
- 21.  findet die Gruppe gut.
- 22.  hat viel fotografiert.
- 23.  mag das moderne Berlin.
- 24.  ist sportlich und gern unterwegs.
- 25.  mag Musik und Diskos.

**Punkte gesamt (max. 25):** \_\_\_\_\_

**HÖRVERSTEHEN**

**Dauer: 20 Minuten**

**Aufgabe 1**

**Wo hören Sie das? Sie hören Geräusche nur einmal.**

Situationen:

- A- in der Schule
- B- im Restaurant
- C- auf der Straße
- D- auf dem Fußballplatz
- E- auf dem Flughafen
- F- im Supermarkt
- G- in der Disko

Geräusch	1	2	3	4	5	6	7
Situation							

**Aufgabe 2**

**Hören Sie die Texte zweimal und kreuzen Sie an. Was ist richtig A, B oder C?**

8. Was soll Karl noch einkaufen?
  - A Wein
  - B Gemüse
  - C Brot
9. Wann sollen die Leute kommen
  - A am Donnerstag
  - B am Samstag
  - C morgen
10. Wann ist der Arzt in der Praxis
  - A am Wochenende
  - B am Nachmittag
  - C am Vormittag
11. Die Nummer ist
  - A 67645
  - B 66754
  - C 66745

**Aufgabe 3**

**Lesen Sie die Aussagen 12-17. Hören Sie den Text zweimal. Richtig (R) oder falsch (F) ?**

**Kreuzen Sie an.**

- |   |   |   |
|---|---|---|
| 12. Herr Lenczak arbeitet seit 5 Jahren bei der Firma Schubach. | R | F |
| 13. Er arbeitet in Hannover als Taxifahrer.                     | R | F |
| 14. Am Montag und Dienstag hat er frei.                         | R | F |
| 15. Frau Fenzel arbeitet im Krankenhaus.                        | R | F |
| 16. Ihre Kinder hatten einen schlimmen Verkehrsunfall.          | R | F |
| 17. Sie muss manchmal am Wochenende arbeiten.                   | R | F |



**Aufgabe 4**

Hören Sie die Gespräche einmal und kreuzen Sie an.

Peter	Frau Herzog	Walter	Herr Kaleschke	
				hat Grippe
				hat Husten
				hat Schnupfen
				hat Kopfschmerzen
				nimmt Hustenbonbons
				möchte nicht mitkommen
				kann nicht arbeiten
				muss Klavier spielen

Punkte gesamt (max. 25): \_\_\_\_\_

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**SCHRIFTLICHER AUSDRUCK**

**Dauer: 25 Minuten**

**Aufgabe 1**

Ich arbeite im Kontiki Call Center in Madrid in Spanien. Ich muss beruflich viel telefonieren. Ich kann Spanisch, Deutsch und Englisch sprechen, also bekomme ich die Anrufe aus Großbritannien, den USA und Deutschland. Meine Kolleginnen und ich sitzen zusammen in einem Büro. Wir beraten unsere Kunden am Telefon, informieren sie über Reisen und reservieren Flugtickets. Wir müssen am Telefon immer freundlich sein, das ist nicht leicht. Unsere Arbeitszeit ist flexibel und wir müssen manchmal auch am Wochenende arbeiten. Ich habe dann wenig Zeit für meine Familie. Meine Tochter ist leider keine Hilfe im Haushalt, sie kann stundenlang telefonieren, aber sie kann nicht kochen.

Dolores, 41 Jahre alt

**Ergänzen Sie die Informationen über die Person:**

1. Sprachen: \_\_\_\_\_
2. Arbeitsort: \_\_\_\_\_
3. Arbeitszeit: \_\_\_\_\_
4. Kinder: \_\_\_\_\_
5. Was ist manchmal schwer: \_\_\_\_\_

**Aufgabe 2**

**Erklären Sie was Ihr Traumberuf ist! Zu jedem Punkt schreiben Sie ein bis zwei Sätze:**

- Arbeitszeit
- Tätigkeit (Aktivität)
- Vor- und Nachteile des Berufes

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**Punkte gesamt (max. 25):** \_\_\_\_\_

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**MÜNDLICHER AUSDRUCK**

**Dauer: 15 Minuten**

**Aufgabe 1**

**Stellen Sie sich bitte vor. Zu jedem Punkt sagen Sie einen Satz.**

- Name:
- Beruf:
- Wohnort:
- Familienstand:
- Kinder:
- Alter:
- Freizeit:
- Lieblingsessen:
- Telefonnummer:
- Adresse:

**Aufgabe 2**

**Sagen Sie in 4-5 Sätzen etwas über**

- 1) Mein Haus / Meine Wohnung
- 2) Mein Tagesablauf (Wie sieht Ihr Tag aus?)
- 3) Was haben Sie gestern gemacht?
- 4) Was essen und trinken Sie (nicht) gern?
- 5) Mein eigenes Zimmer
- 6) Meine Freizeit
- 7) Sport
- 8) Musik
- 9) Sie möchten ans Meer fahren. Was nehmen Sie mit?
- 10) Sie fahren in die Alpen. Was packen Sie ein?

- 11) Aufgaben im Haushalt
- 12) Einkaufen (wo, wie oft, was)
- 13) Wie kommen Sie nach Hause?
- 14) Was ist interessant in Belgrad?
- 15) Reisen (wohin, womit, mit wem)
- 16) Welche Geschenke bekommen Sie gern?
- 17) Welche Sache ist für Sie sehr wichtig und warum?
- 18) Sagen Sie etwas über eine bekannte Person
- 19) Sagen Sie etwas über ein Land
- 20) Bestellen Sie etwas im Restaurant
- 21) Meine Stadt
- 22) Ausgehen
- 23) Urlaub

**Aufgabe 3**

**Stellen Sie eine Frage an den Partner verbunden mit seinem Thema.**

Марина Ђ. Ђукић Мирзајанц

Филозофски факултет, Универзитет у Нишу

## ЕФЕКТИВНОСТ УЧЕЊА НЕМАЧКОГ ЈЕЗИКА НА ПЛАТФОРМИ МУДЛ

Појава савремених технологија, у првом реду интернетџа, подстикла је промене у образовању у свету и код нас. Последњих деценија се у настави страних језика примењују нови начини учења који подразумевају улогу рачунара. Један од њих је и учење на даљину. Предмет овог истраживачког рада је испитивање ефективности ове иновације у настави немачког језика као страног, реализоване на Факултету за правнички и хуманистички менаџмент и Пословном факултету Универзитета Сингидунум у Београду. Трајајући заговорима на питања да ли и у којој мери учење страних језика на даљину остварује боље ефекте у поређењу са традиционалном наставом, испитани су студенти студија на даљину (експериментална група) и студенти традиционалних студија (контролна група), који су на поменутиим факултетима две године редовно користили Мудл платформу, односно присуствовали традиционалној настави из предмета Немачки језик 1 и Немачки језик 2. Циљ испитивања и анкетирања био је да се утврди да ли између ове две групе студената постоји статистички значајна разлика у језичком постигнућу на почетном нивоу учења (A1). Поређење двеју група студената извршено је према броју освојених бодова на одговарајућим вежбама (разумевање говора, разумевање писаног текста, писано изражавање и усмено изражавање), укупном броју освојених бодова на испитивању, коначној оцени и броју година школског учења немачког језика. Закључак је да се између ове две групе значајна статистичка разлика испољила само приликом испитивања вежбине разумевања говора, и при том су студенти традиционалних студија постигли бољи резултат. На свим осталим одговарајућим експериментална и контролна група биле су статистички једнаке. Гледано у целини, примењени модел у истраживању показао је да настава немачког језика на даљину постиже исто исто резултате као и традиционална настава. Постигнућа студената у оба облика наставе не разликују се значајно. Ова охрабрујућа чињеница важна је не само за факултете који планирају увођење предмета страних језика у своје студијске програме на даљину него и за наставнике који желе да користе савремене технологије у настави Л2. На основу критичке анализе постојећег модела учења на даљину дефинисане су најважније смернице за унапређење постојеће праксе: организација једне недељне виртуелне сусрет наставника и студената путем аудио или видео конференције, како би се ублажило осећање изолованости; подстицање заједнички рад студената на платформи кроз разноврсне активности, у првом реду алатима као што су вики, блоо, форум, ћаскаоница; коришћење уџбеника познате издавача који као додатни материјал има онлајн-активности на десктопној или мерџијалној платформи коју факултет може да инсталира на свој сервер; побољшање и унапређење техничке вежбине студената; развојем наставника недељног фонда часова на традиционалним студијама како би имали више времена за квалитетнију припрему електронских наставних материјала и активности, усмену и писану синхрону и асинхрону комуникацију са студентима, праћење

рада студентима на платформи и усавршавање у домену образовања на даљину (када је о овоме реч, била би пожељна већа подршка институција, у првом реду факултета, али и Министарства просвете, науке и технолошког развоја). Следећи логичан корак након овог истраживања био би одговорити на питање да ли универзитетска настава других страних језика, која се у нашој образовној пракси постојано или делимично изводи на даљину, може помоћи студентима да остваре језичку комуникативну компетенцију на нивоу који је предвиђен наставним планом и програмом.

**Кључне речи:** немачки језик, учење језика на даљину, Мул, језичке вештине, оцењивање.