

Student Perspectives on The Effective Use of New Media in Field Education Courses and The Development of Language Skills

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The aim of this study is to enhance the efficiency of teaching field education courses in the Department of German Language Teaching by utilizing new media tools within the classroom setting. The study used a mixed research method, which gathered data from both quantitative and qualitative sources. The participants included a total of 160 (119 female and 41 male) sixth semester students studying at Trakya University. Data were gathered using questionnaire and a structured interview form. Frequency distribution was utilized to evaluate the quantitative data, while content analysis was performed to categorize the responses of the qualitative data. According to the study results, it is emphasized that new media technologies primarily allow students to have easier access to course materials and resources, make information permanent, engage in active learning, collaborate, and think creatively. Pre- and post-test results show that field education courses supported by new media have a positive impact on the development of fundamental language skills and partial language skills. In particular, the percentage and frequency values for the development of listening skills, vocabulary, and audio-visual skills are higher with the use of new media in field education. It is recommended that such applied studies should be designed by field experts, and efforts should be made to increase awareness among teacher candidates and graduates about practices that enhance learners' motivation.

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Keywords: Field education, new media, language skills, teacher candidates

INTRODUCTION

The technological developments that dominate and influence education with constantly increasing changes in today's world are among the reflections of the rapidly evolving era. This rapid change also necessitates new development in education and foreign-language teaching. In this sense, correct practices and change efforts are the actions and phenomena aimed at increasing the learning success and quality of foreign-language teaching (Alyaz & Akyıldız, 2018; Burston, 2013; Günday & Tahtalı, 2015; Mondahl & Razmerita, 2014; Taş & Uğurlu, 2019). It is crucial to employ technology in foreign-language classrooms, especially in the stages of more effective learning of course contents and increasing the permanence of learners' acquisitions. Furthermore, it is widely emphasized that media technologies – particularly those developed in recent years – have a significant impact on learners' motivation (Ağca, 2012; Aslan, 2018). Facilitating the process of transferring and practising course content is one of the most crucial qualities of media tools and activities. In addition, the role which they play in concretizing abstract concepts and content is another important function that needs to be stressed. In this sense, both traditional and new teaching methods seek to increase the efficiency of educational processes. Studies of the effectiveness of media- and computer-assisted foreign-language education in particular have started to reveal this more than many traditional approaches and have shown positive results (Akgündüz, 2013; Atik & Ata, 2018; Bovazlı, 2017). Some of the key reasons for this are the changes in learners' profiles and their receptivity to multi-channel perception.

The population of this study consisted of students accepted into the German-language teaching program at the Faculty of Education, Trakya University. These students take the university entrance exam in English. They learn German for one year in the preparatory class and then proceed to their department, where they are introduced to subject courses on the assumption that they have knowledge of German. However, the suitability of their language levels for this can be debateable. Bovazlı (2011) and Gündüz and Genç (2017) have also drawn attention to this foreign-language issue in their studies.

The teacher training program is implemented in faculties of education within a framework determined by the Council of Higher Education (CoHE/YÖK) in Turkey. In addition to the exam scores and documents accepted for admission from the preparatory unit to the department, it is necessary to meet the required criteria in the exams to be conducted by the unit. The initial two terms of foreign-language education and German-language teaching programs consist of skill-based courses that students are already acquainted with from their preparatory classes. In the third term, students take skill-based content courses, along with field education courses taught in German, such as Approaches to German Language Teaching, Linguistics, and Language Acquisition. Teacher candidates particularly experience difficulties in foreign-language skills when analysing the contents of field education courses which require a particular level of proficiency. This also has an impact on their academic achievements and levels of motivation.

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There are undoubtedly still issues that need to be resolved, such as technical infrastructure deficiencies, as well as shortcomings among educators in the implementation of media, new media, and computer-assisted learning. For instance, studies conducted with teachers over a long period of time have shown that they do not consider themselves sufficiently competent in the appropriate and efficient use of media (Niederhauser & Lindstrom, 2018). This highlights the reason why educators prefer to use traditional media over new media content and applications in their classrooms. It is therefore important to revise the curriculum in the light of this reluctance.

The German-language teaching program is composed of courses focused on field education, professional teaching knowledge and general knowledge. These courses are crucial for the training of a student-teacher of German as they provide fundamental knowledge and content related to the field. This current study therefore investigated and demonstrated ways to teach courses in this field more effectively and efficiently through media-based and computer activities, as understanding the content can be difficult due to the language of instruction.

In the Turkish context, field education courses refer to those provided by faculties of education, in which teacher candidates examine the topics and concepts related to their field and interpret how the basic theories and approaches are reflected in education. These courses offer teacher candidates the opportunity to relate their knowledge of students' development and learning characteristics to the teaching processes and compare different strategies, methods, and techniques that can be used in teaching the subject. In this respect, the "Language Acquisition" course is one of the field education courses offered in the German Language Teaching program.

The use of new media tools, predominantly along with traditional media, in foreign-language education has been prevalent both in Turkey and abroad for a long time (Alyaz & Akyıldız 2018; Aufenanger, 1999; Byrte, 2008; Günday & Tahtalı Çamlıoğlu, 2015; Erwin, 1997; Freudenstein, 2007; Kaynar, 2019; Özerol, 2013; Sarı, 2006; Wampfler, 2017). Another focal point where studies have gained prominence in this regard is the use of new media in foreign-language teaching and the development of language skills (Aykut, 2019; Bovazlı, 2017; İşcan & Karagöz, 2016; Korkmazer & Yaprak, 2014; Satar, 2006). In the literature review, it was found that the use of social media is also an important area of focus in research related to foreign-language education (Beißwenger & Knopp, 2019; Giessen, 2006; Keleş, 2020; Kletz, 2016; Malik & Asnur, 2019; Reinhardt, 2019; Sidding, 2020; Van Dijk, 2019). These recent studies indicate an increase in both theoretical and applied research on media, new media, social media and computer-assisted L2 and teaching. However, studies of the use of new media for field education courses and improving language skills are quite limited, and it is therefore assumed that the findings of the current study will contribute to the field of language education by providing insights into the effectiveness of new media tools for improving language skills among students engaged in foreign-language teaching programs.

German Language Teaching Program and Field Education Courses

Foreign-language education programs affiliated with faculties of education and German language teaching undergraduate programs were revised in the academic years 1994–1995, 2006–2007 and 2018–2019. The programs consist of 47% field education courses and a total of 31 courses; 34% of the program is allocated to professional teaching knowledge and 19% to general knowledge courses. One of the most significant changes in the 2018-2019 program in practice was a serious decrease in the number of practice course hours within the scope of the field education courses (Deregözü, 2020). The current situation indicates that field education practice hours have been reduced in foreign-language education programs.

The courses related to these three areas, which constitute the 2018 undergraduate program, are intended to educate German-language teachers for secondary education. Although each of these three areas is separately important, necessary and complementary, it is especially notable that field courses stand out due to their focus on achieving the program's specific goals. These courses are initiated in the third term and are given until the eighth term. In addition, although elective field courses have been determined by CoHE through a pool program, it is also possible to offer elective field courses recommended according to the needs of the relevant departments.

In this study, the course 'Language Acquisition' from the field education courses was chosen, particularly due to its significant theoretical content for both L1 and L2 teaching. The definition of the course in the 2018 undergraduate program was as follows: "It examines the development stages and processes of the first and second language acquisition theories, as well as the development stages of first language acquisition, form-

syntactic development stages in second language acquisition, second language acquisition processes, and learner characteristics in second language acquisition" (YÖK, 2018).

The course is based on theoretical foundations, as can be understood from its content and description. Due to the abstract nature of the knowledge content which is only theoretically determined, it should be made more understandable and concrete through practical activities and the involvement of more sensory organs. In this respect, technology can play a supporting role in achieving the goals. Many studies are currently underway to concretize the educational content described above. For instance, media education and computer science education are focusing on research into approaches to how students can have more effective education using media (Tulodziecki, Herzig & Grafe, 2010). Indeed, the responsibilities and duties undertaken by teaching staff and academic communities in this context are increasing. Petko (2019) stated that there are two primary tasks of schools: media didactics and questioning how teaching and learning can be enhanced through media in schools. In this context, Gerthofer and Schneider (2021) also pointed to the fundamental issues related to the use of digital new media.

Media Tools, Computer-Assisted Language Learning and Field Education Courses

The term 'traditional media' is defined as media which are not new. Bulunmaz (2014) said that everything in the traditional media is based on monologue. In this sense, the traditional media can be defined as a media type in which learners remain passive in the communication process, feedback is limited, it generally has higher costs and interaction is not at the desired level compared with the new media.

The concept of 'new media' refers to all the tools which provide learners and users with direct access to the internet. In the concept of the traditional media, the importance of the communication function stands out, as emphasized above. Yanik (2016) stated that the novelty in the concept of new media not only refers to technological or instrumental innovation but also to the transformation of technical, legal, sociological, psychological and many other factors in the communication models, philosophy and entire system of media. In other words, the innovation is as big as expected. In this study, the focus will mainly be on the education and foreign-language teaching dimension.

New media are typically associated with a range of related tools and technologies. The best-known new media tools in use today are electronic devices such as computers, smartphones and tablets. Opfermann, Höffler and Schmeck (2020) said that the definition of new media emphasizes interactive, adaptable and multimedia learning opportunities which promote not only social skills but also self-regulation and metacognitive skills. They emphasized that technology-based learning environments have gained high acceptance and have increased learners' motivation.

Freudenstein (2007) separated the concept of media into 'traditional' and 'new' media. The traditional media are defined as non-technical media which have been used in L2 from the beginning and include examples such as textbooks, charts and pictures. In contrast, the new media are defined by examples such as tapes, electronic dictionaries and films. It is also the case that working with digital media has become a part of everyday life in the modern world.

In this context, audio-visual materials in particular continue to play an increasing part in both teachers' and students' lives. Language teaching incorporates more visual and auditory materials in new textbooks and activities to develop learners' comprehension skills. For this purpose, videos, animations or short/long films are used in language teaching. As noted by Prensky (2001), technology is not something specifically for young people, but rather a very common and natural part of everyday life for everyone. Young people are known as 'digital natives' and Generation Z (Munoz & Towner, 2009). Two of the most important characteristics of Generation Z are their familiarity with technology and their emphasis on innovation.

The most widely known and commonly used media tools in education are the Web 2.0 tools and similar applications. Hew and Cheung (2013) found that more than 4600 studies have been conducted on the effectiveness of Web 2.0 technologies in learning activities in classrooms. Schaumburg (2018) also stated that although the abundance of studies conducted on the subject is remarkable, this makes it even more important to distinguish and classify studies which are specifically focused on the field of education. The opportunities provided by Web 2.0 technologies and media tools for communication and sharing information also offer many benefits in educational settings. Grosseck (2009) showed that some of the main advantages of the Web 2.0 technologies and media tools in education are the reduction of education costs, easy and fast access to information regardless of time and place, easy integration of various Web 2.0 applications in learning and

teaching activities, ease of use and the ability to easily create digital media content for instructional purposes, such as videocasts and podcasts.

The Added Value of Digital and New Media from an Instructional Perspective

The added value of integrating digital media into teaching has been highlighted by the findings of various pilot projects (Gerick & Eickelmann, 2017; Schaumburg, Prasse, Tschackert & Blömeke, 2007; Schulz-Zander & Preussler, 2017). Research into the use of digital/new media in education has already been discussed. Scheiter (2021) also pointed out that research into new media and learning has shown the added value of digital tools and the necessity for them to play a greater role in education as they possess specific functional features. Examining the features which provide functionality to educational processes, it is noticeable that the RAT model is particularly prominent (Hughes, Thomas & Scharber, 2006). According to the RAT model, digital media can serve three different functions in the classroom: they can 'replace', or substitute instructional practices, learning processes and learning objectives; they can enhance, or 'amplify', their effects; or they can 'transform' them at a fundamental level. Lachner, Scheiter and Stürmer (2020) stated that three features stand out in order to achieve a higher quality of instruction and suggested that these features should be compatible with traditional teaching research for the digital media to be more closely aligned with teaching. So to achieve high-quality teaching, these three processes are recommended: (a) maximizing learning time by minimizing non-task-related behavior, (b) enhancing cognitive activation by providing challenging tasks which are still manageable for students, and (c) providing guidance for students to feel valued in a supportive environment. Hence, a planned and structured approach is emphasized for media-supported foreign-language courses and education.

The Role of Media Tools in Language Teaching and Audio-Visual Comprehension Skills

Media tools are continuously increasing their effectiveness in both education and foreign-language teaching. When digital media tools are used appropriately and purposefully, they not only support the productive skills (speaking, writing) and the passive skills (listening, reading) in the learning environment, but also contribute significantly to the development of media literacy among students. This provides opportunities to develop either a single skill or multiple skills in a coordinated manner, depending on the purpose (Tuğlu & Göçerler, 2017). One of the important features of media tools is that they assist learners in managing their own learning processes even in informal learning contexts. The term 'media tools' refers to applications which help learners to perform a specific activity on a smartphone or tablet, as well as applications and services referred to as applications or programs on a computer or laptop (Narr, 2018).

It has been highlighted that media tools are also effective in developing skills in foreign-language education. It is known that media tools particularly involve the simultaneous use of multiple senses in learning. The audio-visual comprehension skills stand out among these basic skills. Using new textbooks and materials which focus on audio-visual comprehension skills increases student engagement. Gündüz and Genç (2017) emphasized that the employment of new media and audio-visual tools increases the motivation of foreign-language learners.

Audio-visual skill is important for activating the learning capacity of individuals who are open to multi-channel learning. The originality, popularity and motivating functions are also significant features of the content found in audio-visual media. This versatile usage is not limited to just auditory-visual media and content appearing in the reinforcement or motivational dimension. Additionally, as pointed out by Wagner (2008), there is an increased use of audio-visual tests in the assessment and evaluation of foreign-language skills. Thaler (2007) defined the concept of audio-visual comprehension as the perception, storage and processing of sound and images. In this context, a competency model for audio-visual skills has been devised, as stated in the Common European Framework of Reference for Languages (Europarat, 2001). The model is designed to promote the acquisition of audio-visual skills, in addition to the fundamental foreign-language skills.

It has been observed that foreign-language teachers are not sufficiently aware of the differences between audio-visual skills, listening comprehension and audio-visual comprehension structures (Maniruzzaman & Rahman, 2008). Although the importance of listening comprehension has started to be better understood in recent years, foreign-language education has not completely closed the gap in this area (Porsch, Grotjahn & Tesch, 2010). Understanding auditory text in connection with images corresponds more closely to students' everyday realities, and with the help of videos, additional opportunities for intercultural learning can be created in foreign-language classes. Furthermore, it has been suggested that the use of video reduces the

affective filter and therefore leads to better understanding (Benson & Benson, 1994; Nath, Mohamad & Yamat, 2017).

It can be concluded that the proper use of audio-visual inputs in the semantic dimension is crucial for the advancement of foreign-language education and language skills at an advanced level. The audio-visual skills that are most commonly employed and applied are in movies and videos. As can be seen, technology and films are no longer special materials or activities for young people and target groups, but a natural phenomenon which needs to be integrated into lessons. The following are some of Storch's (1999) arguments in favor of using films in foreign-language courses:

- Films can provide and enable real communication in different communicative situations, allowing for authentic expressions. As such, they offer opportunities to learn about the target language country and culture.
- They help learners to develop receptive skills by teaching audio-visual skills.
- Films are used to practise language skills and provide opportunities for their application.
- Films are crucial and convenient to arouse learners' interest and promote learning motivation.

Films have a great potential to facilitate and enhance the teaching of linguistic and cultural content. No other medium can provide such a high level of access to social and cultural issues (Karbi & Genç, 2020).

Based on these important principles, this study was designed to facilitate more efficient and effective teaching of field education courses to students studying in a Department of German Language Teaching through the use of media support in the classroom. Hence, the purpose of the study is to address the following two research questions:

1. How do students' German language proficiency and skills contribute to the effective learning of field education courses?
2. What are the effects of using new media tools in field education courses?

METHOD

Research Design

This study was designed to investigate the role of students' German language proficiency and skills in the effective learning of course contents, as well as the impact of using new media tools in field education courses. A mixed research method was therefore employed which involved not only collecting quantitative and qualitative data, but also evaluating different characteristics and perspectives together. The use of mixed-method research enables researchers to find a way to increase the reliability of their findings by combining quantitative and qualitative methods, rather than choosing between them (Tunalı, Gözü & Özen, 2016). The research design used in this study was a successive independent samples design, which involved using multiple samples from the same population which were equally representative at one or more times. This allows for comparison of results since the same questions are asked each time. The purpose of this research design is to study changes in the attitudes of a population, rather than changes within individuals (Dawson, 2013). Ethical committee approval for the study was sought and obtained from the Trakya University Social and Human Sciences Research Ethics Committee on 21 September 2022 with letter number 2022/08-16, and the study was conducted in the sixth term of the course titled 'Language Acquisition' over three years from 2020 to 2022.

Settings and Participants

The participants of this study comprised a total of 160 (119 female and 41 male) sixth-semester students enrolled in the Trakya University Faculty of Education's German Language Teaching program. The participants were selected using the convenience sampling method. In convenience sampling, the researcher selects a readily available and easily accessible situation (Yıldırım & Şimşek, 2018). The numbers of participants by year were as follows: in 2020, 41 females and 14 males; in 2021, 38 females and 14 males; and in 2022, 40 females and 13 males. It can be seen that the male participants comprised three quarters of the female participants. No gender discrimination was made among the participants in the research questions or the data analysis. The names of the participants were kept confidential by using code names such as FS1, FS2, FS3 and so on for the female participants and MS1, MS2, MS3 and so on for the male participants, and their responses are presented by year.

Data Collection

The first year of the study took place online during the Covid-19 pandemic whilst the two later years were conducted in a face-to-face education setting. As there was no significant difference between the years, the

data are presented together. Throughout the semester, a four-week theoretical course on Language Acquisition, which is one of the field education courses, was primarily conducted, and within the scope of this course, information about the objectives and outcomes of the relevant field was presented. Subsequently, an eight-week practical process was implemented in which authentic films (*Berlin Kaplamı* and *Aphasie*), educational short films and videos, as well as the web 2.0 tools Kahoot and Quizlet, were used as applications to help students to internalize the theoretical foundations and related information to facilitate the development of their fundamental and partial language skills. Both the face-to-face and the distance education processes involved in the application followed the same standard procedure. During the eight-week educational process which started with a pre-test, field education courses were taught with the support of media and computer-assisted applications. At the end of the eighth week, quantitative data were obtained by conducting a post-test. Along with the quantitative data collected during the three-year study period, qualitative data were gathered through structured interviews.

The items in the questionnaire were designed after a literature review carried out by the researcher. The questionnaire had a total of 29 items divided into two sections: the impact of German language proficiency and skills on field education learning (18 items) and the relationship between field education courses and new media tools (11 items). All the items were closed statements with 'Agree', 'Partially Agree' and 'Disagree' options on a three-point Likert-type scale (see Tables 1 and 2). Before administering the questionnaire, three experts in the field were consulted for feedback on the comprehensibility of the statements. Based on the feedback from the experts, no items were excluded from the questionnaire although some linguistic revisions were required. A pilot study was then conducted with ten students who were not included in the main study, and necessary revisions were made depending on the evaluations and recommendations made by the pilot participants. The items were all in the participants' native language of Turkish in order to eliminate any potential ambiguities about the statements. On the other hand, the structured interview form used as a qualitative data instrument included two open-ended questions which investigated the effect of the field education courses on language skill development and the contribution of new media usage to education.

For data analysis, the questionnaire was analysed statistically to determine frequency and percentile values of the participants' perceptions. The quantitative data are presented with percentage and frequency data separated by years. Moreover, the qualitative data are presented with mean scores derived from content analysis. Content analysis is a method used for the quantitative analysis of recorded texts, based on specific rules and coding procedures. The steps involved in carrying out a content analysis are as follows: 1) coding the data, 2) identifying themes, 3) classifying codes and themes, and 4) identifying and interpreting the findings (Yıldırım & Şimşek, 2018). In line with these steps, the interview forms were initially uploaded to a computer and the researcher read them repeatedly at various times, underlining the key elements in terms of the study's research questions. The researcher next contrasted the highlighted items' similarities and differences, turning the commonalities into themes. Related themes were collected and reviewed in groups to determine whether they accurately represented the participants' reflections. Eventually, final codes were produced. Double coding was applied to test the reliability of the assigned codes by comparing them with those received from the three experts. Direct quotes from the participants are provided to demonstrate the applicability of the categories and codes.

Limitations

The study was limited to the effective and best possible integration of new media tools and computer-assisted applications into the teaching and learning process of the field education course. A total of 160 students studying in the Department of German Language Teaching at Trakya University Faculty of Education participated in the study. Theoretical and practical content and activities were implemented for eight weeks within the scope of the 'Language Acquisition' course.

FINDINGS

The findings collected over the three years are presented in this section. Quantitative data decimals were rounded up to the nearest integer. The pre-test and post-test quantitative data are displayed in tables according to the year, but to account for the extended duration of three years, the corresponding mean scores are presented in the explanations below the tables. In the event of a statistically significant difference between the pre-test and post-test data, the data which demonstrate the difference are also stated.

Quantitative Data

Findings regarding the impact of German language proficiency and skills on the effective learning of field education courses are displayed in Table 1.

Table 1. The impact of German language proficiency and skills on the effective learning of field education courses

The impact of German language proficiency and skills on the effective learning of field education courses

ITEMS	Test	Years 2020						Years 2021						Years 2022					
		Disagree		Partially		Agree		Disagree		Partially		Agree		Disagree		Partially		Agree	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Field education courses are important.	Pre	2	4	4	7	49	89	1	2	3	6	48	92	1	2	2	4	50	94
	Post	0	0	3	5	52	95	1	2	1	2	50	96	0	0	1	2	52	98
I don't have difficulty with field education courses.	Pre	25	46	26	47	4	7	22	42	28	54	2	4	26	49	25	47	2	4
	Post	16	29	33	60	6	11	13	25	34	72	5	10	12	23	36	67	5	10
I have difficulty with field education courses due to my poor German language skills.	Pre	2	4	3	5	48	91	1	2	5	10	46	88	1	2	4	8	48	90
	Post	0	0	3	5	52	95	1	2	1	2	50	96	0	0	1	2	52	98
I don't have difficulty with field education courses since I am good at reading skills.	Pre	7	13	23	41	25	46	8	16	22	42	22	42	6	11	17	32	30	57
	Post	5	9	22	40	28	51	4	8	29	56	19	36	4	8	28	52	21	40
I don't have difficulty with field education courses since I am good at listening skills.	Pre	29	53	15	27	11	20	30	58	18	34	4	8	30	57	15	28	8	15
	Post	12	22	30	55	13	23	16	30	31	60	5	10	14	27	28	52	11	22
I don't have difficulty with field education courses since I am good at speaking skills.	Pre	36	66	15	27	4	7	35	67	13	25	4	8	39	47	10	19	3	7
	Post	28	51	20	36	7	13	26	50	19	37	7	13	29	53	18	33	6	14
I don't have difficulty with field education courses since I am good at writing skills.	Pre	29	53	16	29	10	18	27	51	16	32	9	17	30	57	16	30	7	13
	Post	27	49	17	31	11	20	22	41	21	40	10	19	27	51	19	36	7	13
I don't have difficulty with field education courses since I am good at audio-visual skills.	Pre	14	25	22	40	19	35	15	28	22	44	15	28	16	30	21	40	16	30
	Post	10	18	18	33	27	49	7	13	17	32	28	55	8	15	19	36	26	49
I don't have difficulty with field education courses due to my extensive German vocabulary.	Pre	33	60	20	36	2	4	31	60	16	30	5	10	35	66	15	28	3	6
	Post	19	34	29	53	7	13	17	33	23	44	12	23	20	39	21	40	11	21
I don't have difficulty with field education courses as I am good at German grammar.	Pre	28	51	17	31	10	18	24	46	15	29	13	25	27	51	15	28	11	21
	Post	27	49	22	40	6	11	22	43	20	38	10	19	25	47	21	40	7	13
My academic performance is good in field education courses.	Pre	30	55	17	31	8	14	32	62	15	28	5	10	29	55	18	34	6	11
	Post	17	30	31	57	7	13	20	38	26	51	6	11	20	38	27	51	6	11
I would be more successful in field education courses if I had better reading skills in German.	Pre	2	4	9	16	44	80	2	4	10	19	40	77	2	4	11	21	40	75
	Post	4	7	18	32	33	61	3	6	14	26	35	68	4	8	16	30	33	62
I would be more successful in field education courses if I had better listening skills in German.	Pre	1	2	9	16	45	82	2	4	9	17	41	79	2	4	8	15	43	81
	Post	3	5	12	22	40	73	3	6	13	24	36	70	3	6	11	21	39	73
I would be more successful in field education courses if I had better speaking skills in German.	Pre	0	0	9	16	46	84	1	2	9	17	42	81	1	2	13	25	39	73
	Post	1	2	11	20	43	78	0	0	12	23	40	77	0	0	17	32	36	68
I would be more successful in field education courses if I had better writing skills in German.	Pre	3	5	7	13	45	82	4	8	9	17	39	75	4	8	8	15	39	77
	Post	3	5	6	11	46	84	3	6	8	15	41	79	3	6	8	15	42	79
I would be more successful in field education courses if I had better audio-visual skills in German.	Pre	4	7	10	18	41	75	6	11	8	16	38	73	6	12	7	13	40	75
	Post	6	11	13	23	36	66	7	13	12	23	33	64	6	11	13	25	34	64
I would be more successful in field education courses if my vocabulary in German was better.	Pre	3	5	5	9	47	86	2	4	4	8	46	88	2	4	4	8	47	88
	Post	2	4	4	7	49	89	2	4	3	6	47	90	3	6	4	8	46	86
I would be more successful in field education courses if my German grammar knowledge was better.	Pre	4	7	7	13	44	80	3	6	6	11	43	83	4	8	7	13	42	84
	Post	0	0	5	9	50	91	0	0	4	8	48	92	0	0	6	11	47	89

Due to economic constraints, only peak values are provided in the following sections.

It was found that the mean pre-test score from the students supported the statement about the importance of field education courses at a rate of 91.7% across all three years. However, the rate of agreement with the statement increased to 96.3% for the mean post-test score on the same subject.

From the mean scores over three years, it was found that in the pre-test, 89.7% of the students agreed with the statement that they had difficulty with field education courses due to their inadequate German proficiency and skills. However, in the post-test, the mean agreement score with this statement increased to 96.3%.

Over the three-year period, the mean scores of students who reported that they did not have difficulty with field education courses due to their good audio-visual skills showed a statistically significant increase, rising from 31% in the pre-test to 51%. In contrast, the mean scores of the students who did not agree with this statement decreased from 27.7% in the pre-test to 15.3% in the post-test.

Students who reported that they learned from the field education courses better due to having sufficient vocabulary knowledge showed a significant increase in their mean pre-test scores, rising from 6.7% to 19% in the post-test. Conversely, the percentage of students who did not agree with this statement decreased from 62% in the pre-test to 35.3% in the post-test.

The mean pre-test score on students' agreement with the statement 'I would be more successful in field education courses if I had better speaking skills in German' remained consistent at 79.3% across all three years. In the post-test, however, this percentage showed a small decline to 74.3%, indicating a slight improvement in students' perceptions of the importance of speaking skills in field education courses.

According to the mean pre-test score regarding the statement 'I would be more successful in field education courses if I had better audio-visual skills in German', it was found that 74.3% of the students agreed across all three years. In the post-test, however, this percentage decreased to 64.7%.

The mean pre-test score about the statement 'I would be more successful in field education courses if my German grammar knowledge was better' showed that 82.3% of the students agreed over the course of the study, but this increased to 90.7% in the post-test.

Findings in relation to the relationship between field education courses and new media tools are presented in Table 2.

Table 2. The Relationship between Field Education Courses and New Media Tools

		Years		2020						2021						2022					
		Disagree		Partially		Agree		Disagree		Partially		Agree		Disagree		Partially		Agree			
ITEMS	TEST	f	%	F	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
The use of new media is not important in field education courses.	Pre	51	93	3	5	1	2	48	92	3	6	1	2	47	88	5	10	1	2		
	Post	50	91	5	9	0	0	49	94	2	4	1	2	47	88	4	8	2	4		
New media tools facilitate more effective learning in field education courses.	Pre	3	6	13	23	39	71	2	4	13	25	37	72	2	4	14	26	37	70		
	Post	0	0	10	18	45	82	0	0	9	17	43	83	1	2	8	15	44	83		
New media improve my reading skills.	Pre	2	4	9	16	44	80	0	0	10	19	42	81	0	0	7	13	46	87		
	Post	2	4	11	20	42	76	1	2	12	23	39	75	2	4	10	19	41	77		
New media improve my listening skills.	Pre	0	0	3	5	52	95	0	0	3	6	49	94	0	0	4	8	49	92		
	Post	1	2	5	9	49	89	0	0	5	10	47	90	0	0	6	11	47	89		
New media improve my speaking skills.	Pre	5	9	8	14	42	77	4	8	9	17	39	75	5	10	8	15	40	75		
	Post	6	11	10	18	39	71	5	9	11	21	36	70	5	9	12	23	36	68		
New media improve my writing skills.	Pre	7	13	8	14	40	73	7	13	7	13	38	72	8	15	8	15	37	70		
	Post	6	11	10	18	39	71	6	11	11	21	35	68	7	13	11	21	35	66		
New media improve my audio-visual skills.	Pre	0	0	2	4	53	96	0	0	1	2	51	98	0	0	1	2	52	98		
	Post	0	0	4	7	51	93	0	0	3	6	49	94	0	0	3	6	49	94		
New media improve my German vocabulary.	Pre	0	0	7	13	48	87	0	0	7	13	45	87	0	0	8	15	45	85		
	Post	0	0	8	14	47	86	0	0	8	15	44	85	0	0	7	13	46	87		
New media improve my German grammar skills.	Pre	2	4	8	14	45	82	1	2	9	17	42	81	1	2	8	15	44	83		
	Post	0	0	10	18	45	82	0	0	11	21	42	79	0	0	11	21	42	79		
If I perform well in my field education courses, I will also be successful in the teaching profession.	Pre	3	5	4	7	48	88	2	4	5	9	45	87	3	6	5	9	45	85		
	Post	0	0	2	4	53	96	0	0	2	4	50	96	0	0	2	4	51	96		
The use of new media in field education courses helps me to comprehend the course contents more easily.	Pre	1	2	7	13	47	85	0	0	5	10	47	90	0	0	6	11	47	89		
	Post	0	0	6	11	49	89	0	0	4	8	48	92	0	0	5	10	48	90		

The analysis of the results of the pre-test on the students' agreement with the statement 'The use of new media is not important in field education courses', showed that across all three years, 2% of the students agreed, 7% partially agreed and 91% disagreed. Similarly, the mean post-test scores showed that 2% of the students

agreed, 7% partially agreed, and 91% disagreed with the same statement. It is noteworthy that all the data in both the pre-test and post-test were unchanged in their mean scores.

In all three years, there was a high level of agreement with the statement 'New media improves listening skills', with 93.7% as the mean pre-test score. In the post-test, the average agreement decreased slightly to 89.3%, but the relevant data show high levels of agreement both before and after the application.

According to the pre-test results, 97.3% of the students agreed with the statement 'New media improves my audio-visual skills', and in the post-test data, this percentage decreased slightly to 93.7%. The disagreement percentage for the same statement in both the pre-test and the post-test data was 0.

The mean pre-test score in relation to the statement 'If I perform well in my field education courses, I will also be successful in the teaching profession' showed that 86.7% of the students agreed, and in the post-test data this percentage increased significantly to 96%.

The pre-test data showed that 88% of the students agreed with the statement 'The use of new media in field education courses helps me understand the course contents more easily', and in the post-test data, this percentage increased to 90.3%.

Qualitative Data

Structured interview forms were administered to the participants at the end of the applications in order to support the quantitative data and strengthen their statements. The following tables were produced after the responses were coded and subjected to content analysis using deductive reasoning. On the basis of the coding and the findings, two qualitative data tables were generated. During the selection of participants' comments, a deliberate effort was made to include statements from all three years.

Table 3. The Effect of Field Education Courses on the Development of Language Skills

<i>The Effect of Field Education Courses on the Development of Language Skills</i>							
<i>Coded Sub-themes</i>							
<i>Question Categories</i>	Improving listening comprehension (in context) and speaking skills (especially pronunciation)	Being remarkable and interesting	Improving Language Skills makes Field Education Course Content More Comprehensible	Opportunities for Practical Application of Field Education Courses and Language Skills	Developing Vocabulary Knowledge	Mean	
F	108	122	84	94	77	97	
%	67.5	76.25	52.5	58.75	48.125	60.62	

Other notable sub-themes identified were: 'The Theoretical Field Education Course was More Comprehensible with Authentic Materials' (f=52); 'Field Education Course and Language Skills can be Improved Together' (f=36); and 'Applications Made Both Language Skills and Field Education Course Active' (f=34). Examples of responses for each code are presented below.

MS8 (2020): One of the most important ways of learning for humans is to support the content they work with through visuals and sounds, as in the Language Acquisition course. The *Berlin Kaplam* movie we watched in class was both impressive and supportive for the development of my language skills.

FS26 (2022): I found that following the course content through practical applications and videos, rather than studying lessons or field education courses from dull, text-heavy books, was more effective and helped me understand the material more clearly and effectively. Generally, these types of courses are more difficult.

FS30 (2021): For example, dialogues in videos and movies allow us to experience events first-hand. This is very beneficial in terms of putting knowledge into practice.

FS13 (2021): I find it easier to remember with activities like these than learning by rote. Many words stick in my mind, and these words come up as vocabulary in YDS (the Foreign Language Proficiency Exam).

MS5 (2022): The use of films to cover a topic in the Language Acquisition course was more satisfying for me because it affected my visual memory. I believe that hearing the correct pronunciation while speaking was beneficial to me.

MS8 (2020): We are always trying to learn something in class, and we learned in Language Acquisition classes as well, but while watching a comedy movie (*Berlin Kaplamı*), I realized how much field education knowledge I gained. This way of learning was multidimensional for me.

FS21 (2022): The use of films, videos and applications to support the course improved long-term learning. For example, I understood the topics 'aphasia or multilingualism' more clearly.

FS22 (2021): I noticed that I remember the lessons, contents or words better when they are supported by films, visuals and drawings while answering or applying them in exams. I hope we continue to benefit from visual and auditory tools in the future.

Table 4. The Application of New Media in Field Education Courses

<i>The Application of New Media in Field Education Courses</i>						
<i>Question Categories</i>	<i>Coded Sub-themes</i>					
	Providing an Enjoyable Learning Environment	A Sustainable and Effective Learning Environment	Creating an Interactive, Application-Based Course	Simplifying Difficult Content and Making it Meaningful	Providing Ideas Relevant to the Profession	Mean
F	122	125	92	130	69	107.6
%	76.25	78.125	57.5	81.25	43.125	67.25

Other sub-themes that were coded were 'Appropriateness to My Learning Habits and Style' (f=53), 'Providing an Opportunity for Easy Information Coding' (f=49) and 'Fostering Self-confidence and Providing a Sense of Well-being' (f=30).

Extracts from the responses which support the quantitative data and provide further context for the qualitative data coding which had been gathered over the period of the study years are presented below.

MS4 (2022): The use of videos in the Language Acquisition course made the learning environment more effective and memorable for me due to the rich visual content of the videos.

FS30 (2020): I already enjoy watching movies, so I really liked having movies and activities in our class, which makes learning both enjoyable and informative for me.

FS9 (2021): Having practical applications and activities in the classes was important for me because it provided better interaction, and I became bored when I was unable to participate.

FS5 (2021): Especially for cognitive (theoretical) topics, the use of visual aids in the form of videos, in conjunction with clear and concise explanations, has made the subject matter much more comprehensible to me.

MS8 (2022): I will always remember the movies we saw in class and the activities we performed with them. For example, the illness of the elderly character in the film *Aphasie*.

FS19 (2020): I'm more likely to learn a foreign language through videos. While watching, it's enjoyable and also unconsciously creates long-lasting memories.

FS17 (2022): I felt like I learned more from this kind of practice course than what I typically study in a classroom.

MS13 (2020): The use of videos in teaching the topics in the field education course not only provided me with a positive contribution by allowing me to create videos and giving me practical skills for the future, but also offered me ideas for my future profession.

CONCLUSION and DISCUSSION

The findings were remarkable and consistent results regarding the effectiveness of foreign-language courses which were based on field education, language-skill development and new media, which formed the framework of the research. Taking into account the statements of the participating teacher candidates, expressions about the importance of field education courses were found to be very high both before (91.7%)

and after (96.3%) the application. This result particularly highlights the importance of addressing less-researched subjects as discussed in the introduction section. Even so, it should be highlighted that the three-year quantitative and qualitative data which were gathered and analysed did not reveal significant differences. It is assumed that the reason for this was the consistency of the student profile, the examination system (YÖK), and practices in the related department remaining unchanged. On the other hand, these similar rates also indicate consistency in terms of enhancing language skills and making learning content more effective and permanent through increased use of new media in field education courses, which is supported by the application.

The results obtained from the data relating field education courses to language skills are significant. The responses showed that the participants defined themselves as less successful academically in both field education courses and language proficiency levels, and even acknowledged their challenges in language skills and how it affected their academic performance in field education courses. Only 16% of them agreed with the statement 'I don't have difficulty with field education courses since I am good at writing skills' whereas 17.3% agreed with the statement in the post-test. This finding highlights the need for the revision of the programs in this field. According to the analysis of the other statements in this category, along with the quantitative and qualitative expressions which supported them, the respondents said that they felt inadequate in both fundamental and partial language skills, and this inadequacy was reflected in their academic achievements. The statements related to the potential development of fundamental and partial language skills showed that such improvements could have a positive impact on both professional and skill-based language development stages. Both the pre- and the post-test data supported the notion that such developments can be effectively facilitated. An example of this is the pre- and post-test data for the statement 'I would be more successful in field education courses if my vocabulary in German was better' which elicited 87.3% agreement in the pre-test and 88.3% in the post-test. These quantitative data are consistent with the coding of 'Developing Vocabulary Knowledge' in the qualitative data. Based on this conclusion, it can be inferred that the teacher candidates were aware of their current situation in terms of fundamental language skills and had an accurate understanding of the reasons behind their academic performance.

There are several noteworthy items regarding the results set out in Table 1. For instance, the statement 'I don't have difficulty with field education courses since I am good at audio-visual skills' had 27.7% agreement in the pre-test responses, but this decreased to approximately half of that (15.3%) in the post-test. The interpretation of this result suggests that despite the high level of computer literacy and familiarity with technology among the students, the expectation and level of proficiency did not necessarily correspond to the learning content in field education courses. Although students actively use their audio-visual skills both in their native and foreign language, the view that it is necessary to include many criteria in education and teaching systematically and to make them compatible with lesson designs also stands out. Additionally, according to the mean pre-test quantitative score on the item 'I don't have difficulty with field education courses due to my extensive German vocabulary', the agreement rate declined from 62% to 35.3% in the post-test. Based on this result and the analysis of qualitative expressions, the respondents stated that they perceived materials more easily in classes enriched with practical applications. They realized that they were able to comprehend more content than they had assumed in the courses designed with rich and diverse audio-visual materials. In fact, this view is strongly supported by the frequency of their qualitative responses about their increased confidence in courses taught in this way.

As can be seen in Table 4, the frequency of coding for 'Sustainable and Effective Classroom Environment' in the second qualitative data table reinforces these findings. At this point, what needs to be emphasized is how presenting the course within an appropriate didactic framework can increase its efficiency. This notion is parallel to Schaumburg's (2018) argument that digital media have a high potential for promoting learning when provided within the correct didactic framework. It is clear that significant results were obtained regarding the relationship between the field education courses and the use of new media, as shown in Table 4. There was a strong emphasis on the use of new media in field education courses, both before and after the application. Additionally, the role that new media played in the more efficient processing of the field education courses received considerable support both before and after the application. The coding of 'Providing an Enjoyable Learning Environment' in the second qualitative data table (Table 4) is a good example of this. This result is consistent with the findings of Korkut and Akkoyunlu (2008) who showed high levels of new media usage skills and self-efficacy in computer literacy among students through both

qualitative and quantitative data. Furthermore, the main issue that draws attention to teacher candidates in this context is that their competencies in designing lessons and conducting field education courses are not adequately taken into account.

Both the pre- and the post-test results indicated that field education courses supported by new media have a positive impact on the development of fundamental language skills and partial language skills. In particular, the percentage and frequency values were higher regarding the use of new media in field education for the development of listening skills, vocabulary and audio-visual skills. The interpretation of this finding involves the phenomenon of engaging the sensory organs, particularly in relation to new media, in a more effective manner. Thus the data also showed that the use of new media in foreign-language classes is highly beneficial for reaching different learning types and sensory organs. This finding is similar to that of Kiouisis (2002) in suggesting that written text stimulates the visual senses whereas sound usage in new media stimulates the auditory senses.

It is evident that the use of new media in field education courses is highly appreciated in many categories, as the percentage values, especially after the application, show. As seen in several other examples of items, the opinions disagreeing with the statement 'The use of new media in field education courses helps me comprehend the course topics more easily' fell to 0%. According to this result, the readiness of students in the appropriate design of course content using new media was already high and also validates the idea that it is beneficial to integrate new media into more field education courses.

This perspective is supported by the fact that the qualitative data's highest-coded statement was 'Simplifying Difficult Material and Making it Meaningful'. The effectiveness of presenting field education knowledge together with language skills and new media is a remarkable finding. Thus the foreign language not only serves as a means of communication but also plays an active role in the acquisition of content. This might be viewed as a strategy for obtaining two advantages. In this sense, the quantitative and qualitative data of the study support this finding and phenomenon.

Another important result is the positive perceptions of the respondents regarding the increase in their professional knowledge and skills for the future as a result of the effective integration of new media in their classes. The agreement rate, which was 86.7% before the application, increased to 96% in the post-test. No participant expressed disagreement with this statement after the effective application. This finding makes clear the need to increase efforts towards the implementation of this and other field education courses. This result is consistent with Thorne and Reinhardt's (2008) view that the new media balance the knowledge bases, analytical traditions and conceptual-theoretical frameworks which foreign-language education institutions can provide with the resources and performance potentials of the young internet generation, and with the idea of presenting course content with new media to teacher candidates.

Suggestions for practice and for future study

The findings enable several recommendations to be made for practice and suggest potential areas for further study.

- Each field education course and related programs should be revised based on scientific knowledge to effectively and correctly implement field education courses and foreign-language skills in classes and integrate them within a qualified framework. For example, online resources such as language-learning apps, videos and podcasts can provide authentic language input and practice opportunities for students.
- These courses and programs should be designed by field experts. After necessary pilot applications and regulations have been completed, implementation should be initiated as soon as possible.
- The regulations should be provided to graduate teachers through in-service training to improve their knowledge and skills. In this regard, it has become crucial to help future foreign-language teachers to enhance their knowledge of the new media, particularly computer literacy.
- The findings showed that these activities and applications had a positive impact on the participants' motivation. It is clear that utilizing the potential of the digital media to promote learning would be highly beneficial when assessing teacher candidates' relationships with computers. The role that motivation plays in enriching the content of learning and teaching should be taken into account, and it should be given a more significant place in field education courses.

- To encourage the effective use of the new media in field education courses, teacher education programs should include courses and training on digital literacy, pedagogy and assessment. This will enable teachers to effectively integrate the new media into their teaching practice and evaluate its impact on student learning.
- Future research could focus on investigating the impact of specific new media tools and resources on language-learning outcomes in different contexts. This could assist in developing best practices for the use of the new media in language education which are supported by research.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

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The study was approved by the research team's university ethics committee of the Trakya University (Approval Number/ID: 2022/08-16. Hereby, I as the author consciously assure that for the manuscript is fulfilled:

- This material is the author's own original work, which has not been previously published elsewhere.
- The paper reflects the author's own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

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