

# Hör-Sehen Strategy to Improve Text Understanding in Learning German for Beginners

Juliaans E. R. Marantika<sup>1</sup>, Jolanda Tomasouw<sup>2</sup>, Eldaa Crystle Wenno<sup>3</sup>, June Carmen Noya van Delzen<sup>4</sup>

Pattimura University, Indonesia<sup>1,2,3,4</sup>

Email: marland\_mt@yahoo.co.id<sup>2</sup>

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**Abstract.** This study investigates the use of the Hör-Sehen strategy in improving students' ability to understand texts in the Receptive course of the German language. This strategy combines what is heard and what is seen (e.g. an audio-visual technique), making it easier for students to understand the content of the text. This research used a mixed methods research design, combining descriptive quantitative and qualitative methods of a Concurrent embedded research model. The data collection techniques used in this study consisted of observation, pre-test implementation, experiment implementation, post-test implementation, questionnaire distribution, and student response questionnaire. Respondents in this study amounted to 30 students of the German language education study program who were at the beginner level. The results show that applying the Hör-Sehen strategy has a statistically significant positive influence on the ability to understand German texts in beginning learners in the Receptive course. The results of the interviews and questionnaires show that using this strategy can focus students' thinking and make them interested and motivated to take part in the learning process. The other results show that the students understand the information contained in the texts, can offer an interpretation, and provide reflection and assessment of a text through exercises and assignments, which are structured according to the steps in this strategy and form an initial understanding of difficult vocabulary in the text

**Keywords:** *Language Ability, Text Understanding, Beginning Language Learners, German, Hör-Sehen Strategy*

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## INTRODUCTION

The Hör-Sehverstehen strategy (HSV) is one of the learning strategies where the strategy is a combination of two language skills. Biechele cited in (Viktoriiia Bilytska, 2019), following Porsch et al. (2010), explains that Hör-Sehverstehen represents a combination of listening, reading and media literacy skills. Thus, it can be said that HSV involves a communicative situation that occurs during the process of recording information both verbally (seeing) and nonverbally (hearing) at the same time, where there is a process of recording and processing of an adequate communicative situation as a whole, capturing the visible signs of language and paying attention to non-verbal information too, which leads to an effective interpretation in a particular situation. The three important components in the Hör-Seh strategy, based on Löschmann (1990) (cited in Bilytska, 2019), are (1) communicative relationship, (2) audio-visual text as an action object and the level of understanding related to the purpose of the action, which refers to the differences in the situational condition of the Hör-Seh strategy towards the essential audio-visual text, in its relation to (3) the perception process and objective assessment limit to the degree and intensity of the understanding itself. This was confirmed by Thaler (2007) for the Hör-Seh strategy: knowledge components, the role of visual competence and visual knowledge are the basic requirements for a successful application of Hör-Seh. Through HSV, students' knowledge is formed starting from the process of listening and reading, which occur simultaneously through existing media such as pictures.

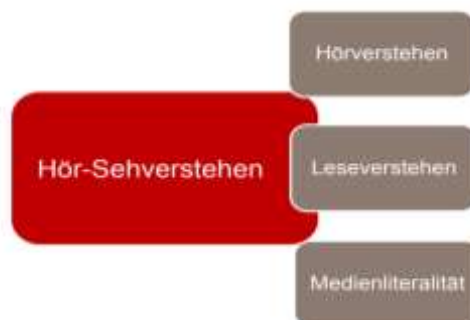


Figure 1. Kombinierte Hör-Sehverstehen (Rösler & Nicola, 2020)

In addition, Chudak (2013, p. 54) also states that there are three steps in the Hör-Sehen Strategy, namely "Vor dem Sehen, Während des Sehens and Nach dem Sehen". In Vor dem Sehen, activities are carried out to form an initial understanding of a text. This can be achieved through pictures, picture cards and so on. Meanwhile, "Während des Sehens" is carried out using assignments and related exercises that can help a student to understand the contents of the text, such as questions related to the contents of the text that has been read, and the interpretation of the video that has been viewed. The last step is "Nach dem Sehen", which refers to the activity of reflecting on the text—for example, retelling or rewriting the contents of the text that has been read and the interpretation of the video. Arandjelovic and Zisserman (2017, p. 1) also added that the use of media in applying the Audio Visual strategy (Hor-Sehen Strategy) has an impact on the cognitive development of learners because they can analyze what is heard and seen

simultaneously. This audiovisual strategy can help students improve the performance of previously considered single-modality tasks or tackle new challenging problems (Zhu et al., 2021). This means that with audiovisuals, learning German will be more accessible, one of which is understanding texts. Thus, the HörSehverstehen strategy is a combination of what is heard and what is seen (reading text) with the support of the audio-visual media to boost knowledge in learning. The Hör-Sehverstehen strategy adheres to the principle of the audio-visual method, where students listen to something, read text and/or use visual media aids to make it easier to understand the text.

According to Salasiah, Yunus and Khairil (2018, p. 69), listening skill is one of four main skills in language learning that has the same position regarding its importance in acquiring the language, though it is categorized as passive activity. Interestingly, it is not totally passive activity but it can be an active process as the listener must be able to distinguish between sounds, know vocabulary and the grammatical aspect, interpret intonation and stress of the sentences, and at the same time understand the sociocultural context of the utterance. This is supported by Tomasouw and Marantika (2021, p. 12), who observe that the process of understanding German language texts for students sometimes presents obstacles. Many aspects could present difficulties: apart from students' word knowledge, another problem is that the learning model does not allow students to arouse their motivation for reading a text. Meanwhile, Haslinda (2021, p. 168) asserts that text comprehension is a reading activity that is intended to promote understanding of a text. This understanding is very much dependent on various factors, including the strategy readers take to reach a such understanding.

Comprehending a text is an activity that should lead to understanding. The level of skills possessed by foreign language learners will greatly affect the level of understanding of any text they read. Rösler and Würffel (2020, p. 124) argue that "[es] im Deutschunterricht häufig darum geht, dass Lernende Texten Informationen entnehmen sollen". This means that to understand German texts, students must extract information from various texts that have been read or heard. These factors can be used as a strategy to help students understand a text both orally and in writing.

In addition, there are other requirements for a good understanding of texts, such as those listed by (Smarter, 2022): (a). Konzentration: one needs to be able to concentrate when reading a text. (b). Interesse und Motivation: a reader needs to be interested and motivated to understand a text. (c). Verständnis (passender Schwierigkeitsgrad des Ausgangstextes): text comprehension should be adjusted to the level of difficulty of a text. (d) passende Länge des Ausgangstextes: the length of a text should be appropriate. (e) Aufgabenstellung und Hilfen: structured assignments and assistance through adequate exercises should be available to help students understand a text. (f). Vorwissen und Wortschatz: background knowledge and vocabulary should be adequate. (g). Lesetechnik und Lesestrategie: reading techniques and strategies that are effective in reading and understanding texts. Understanding a text, as part of reading skills in understanding

meaning, thus requires three factors: understanding the information obtained, interpreting the contents, and reflecting on as well as assessing its contents.

All German learners will encounter different kinds of texts and learn to understand such texts both when presented orally or in writing. To meet this need, the German Language Education Study Program has made several curriculum revisions as an effort to improve the quality of its courses by combining all the skills in one course which is taught in an integrated way. However, evaluation results showed that there were still deficiencies in this course, including the number of credits for the course, so that, to adjust to the curriculum of the Indonesian National Qualifications Framework and the Independent Learning Independent Campus, language courses were provided according to the progress of language acquisition. These courses include *rezeptive Sprachfertigkeiten* (Lesen und Hören) and *Produktive Sprachfertigkeiten* (Sprechen und Schreiben). All of these changes were intended so that the implementation of learning, especially linguistic skills, can be carried out more successfully and have an impact on improving students' language skills, including reading.

Based on preliminary observations and documentation studies in one of the language courses set by the Study Program, namely *rezeptive Sprachfertigkeiten zur Grundstufe*, which focuses on listening and reading skills for basic or beginner levels, it was found that student learning outcomes were still low. This was caused by several factors related to the development of the ability to understand German texts, including the fact that students still possessed a lack of motivation to read regularly, low vocabularies in the German language, as well as less strategies to understand German texts. Thus, these problems are often experienced by students in understanding German language texts at the beginner level. Therefore, it is necessary to study the variables related to students in an attempt to find solutions for bridging the gap in students' ability to understand texts as described above.

With the development of technology, the Hör-Sehen strategy has been introduced that can be used by students not only to improve listening skills but as a combination of what is heard and what is seen. This strategy refers to the use of sound components (audio) and image components (visual). [Porsch et al. \(2010\)](#) have claimed that understanding text can be assisted by visual and audio-visual media such as videos, films and television recordings. This means that this strategy can be applied if teaching/learning involves hardware such as film, video, television, multimedia/CD and computers. [Bilytska \(2017\)](#) and [Irfani \(2020\)](#) add that the Hör-Sehverstehen approach, which uses visual symbols and images can help students concentrate on understanding texts and remembering information both orally and in writing. German language students need to do this because the reader needs the ability to understand the text well to distill the correct information ([Sukirman et al., 2021](#)). [Bruen \(2020\)](#) also adds that students in tertiary institutions often use various strategies in understanding foreign language texts. This means that to understand the text, a combination of various strategies used by the learner in understanding German texts is required. The most appropriate strategy depends on the level of language skills possessed by the students.

The urgency of this research is that German language education students should have the ability to understand German texts at the linguistic level up to the GER B1 level, which refers to the graduate profile of the study program. To achieve the ability to understand texts at this level, students must pass several levels. However, based on observations and experience in class, students at the basic level or beginners still cannot understand such texts properly. In other words, it is necessary to use a better strategy to improve the ability to understand the text. In the Hör-Sehen Learning Strategy, students not only focus on listening skills but on a combination of what is heard and what is seen in class. According to [Chudak \(2012, p. 92\)](#), using an Audio-visual strategy in learning is very effective because it provides opportunities for students to practice their ability to hear and analyze what they see together. As a result, this strategy is expected to aid students with problems in understanding German language texts. To test this, this study aims to implement the Hör-Sehen strategy in improving the ability to understand beginner German texts with the expectation that beginner-level students can apply this strategy in the process of understanding German texts with various specific themes, to draw conclusions and obtain ideas and information through approaching texts both visually and audio-visually.

This study aims to explore Hör-Sehen strategy. This study is expected to give the insights on the use of Hör-Sehen strategy to analyze and interpret the information from the video as well as to identify the sounds in the video. Hör und Sehen strategy helps learners to develop their cognitive and metacognitive skills through presenting their work and analyzing the video.

## RESEARCH METHODS

The method used in this research is a mixed methods research design: a combination of quantitative and qualitative descriptive methods ([Creswell, 2018](#)). This research uses a combination method of a concurrent embedded design model that combines quantitative and qualitative research methods simultaneously or together, but the weight of the process is different. The quantitative system with experimental methods was used as a primary data in conjunction with a descriptive qualitative approach. Because the immediate process is quantitative, the weight of the technique rests more on the experimental way, which aims to measure whether or not the practical method has an effect. The experimental method aims to measure whether or not there is an effect of using the Hör-Sehen Strategy to Improve Text Understanding in Learning German for Beginners. The steps of quantitative research methods as primary methods and qualitative research methods as secondary methods are shown in Figure 2 ([Rusilowati et al., 2021](#)).



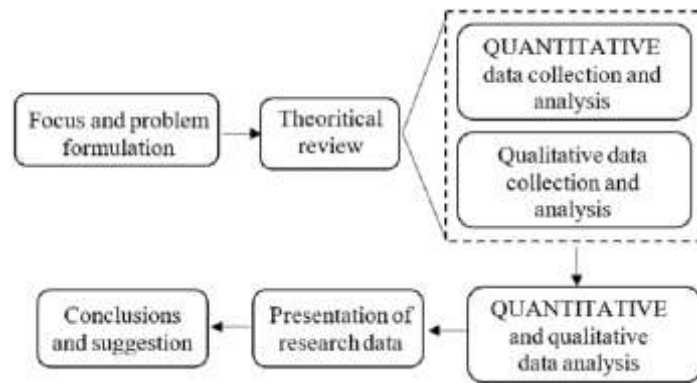


Figure 2. Concurrent embedded research method

The experimental design used in the study is the One-Group Pretest-Posttest Design, where researchers can determine whether there is an influence by comparing students' abilities before and after the study effect by comparing students' abilities before and after being given treatment (Marantika et al., 2022).

**Table 1.** Pretest and Posttest Research Design

Pretest	Treatment	Posttest
O <sub>1</sub>	X	O <sub>2</sub>

Meanwhile, the descriptive method was used to describe the learning process of German text learning in class and student behavior during the learning process. From the descriptive data, information can be obtained on the effect of the Hör-Sehen strategy. The quantitative data is analysed to find how the data strengthens, expands, or negates the hypothesis while the qualitative data reinforces, expands, or invalidates the theory given.

This research was conducted from April to November 2022 at the German Language Education Study Program, at Pattimura University. The subjects of this study consisted of 30 students of the German Language Education Study Program, Faculty of Teacher Training and Education, University of Pattimura through a random sampling technique. The research instruments used in this study are test sheets (pretest and posttest), questionnaire sheets, and interview guidelines to analyze implementation of the Hör-Sehen strategy to improve the student's ability to understand beginner German texts.

The data collection techniques used in conducting this research were: (1) conducting observation and interviews, to obtain initial data about the situation or state of learning in the German Language Education Study Program, (2) carrying out a pre-test to obtain data about student learning outcomes in the Rezeptive zur Grundstufe A1 course, (3) implementation of experiments, to apply the Hör-Sehen strategy in improving the ability to understand German language texts for beginners through the three steps (vor dem Hör-Seh Strategien, Während des Hör-Seh Strategien and Nach dem Hör-Seh Strategien), and (4) carrying out a post-test, to obtain an overview of the results of learning German, after conducting the experiment. (5) distributing questionnaires on the implementation of the learning

model to review the effectiveness of using the Hör-Sehen strategy; (6) conducting interviews related to the application of the learning model.

Data were analyzed in two ways: (1) Quantitative data: Data on the student learning outcomes in the *Rezeptive zur Grundstufe* course were obtained, processed and analyzed using the IBM SPSS 26 application, to get accurate and reliable statistical results. (2). Qualitative data: Data analysis in this study was carried out using descriptive analysis. This analysis begins with reducing data, selecting and simplifying data, focusing on data obtained from the results of questionnaires and interviews and then describing the data in tables and graphs.

## **RESULTS AND DISCUSSION**

### **Quantitative data collection and analysis**

As stated above, one of the aims of this research is to review whether or not there is an effect of using the Hör-Sehen strategy on the ability to understand German texts for beginners. The first purpose of the above test activity was to investigate the extent of students' understanding of German texts before applying appropriate text reading strategies according to students' needs. For this purpose, the test results were sorted by students' linguistic level to get an idea of the students' German learning experience and, thus, the language level expected from the students, which is at the primary level. The second objective is to determine the difference in students' German text reading comprehension performance when and when the Hör-Sehen strategy is applied.

Furthermore, the listening-reading comprehension test results were examined more thoroughly by comparing the number of items that could only be accepted auditorially with the number of things that could be taken audiovisually. Thus, a more concrete picture was obtained of the extent to which simultaneous processing of visual and audiovisual material in proximity and modality principles affects comprehension performance and the time to which image-based comprehension enables more efficient understanding.

For this reason, the data described in this chapter is data on student learning outcomes in the *Rezeptive zur Grundstufe* course. The data was obtained from the results of the pretest, treatment and posttest. The data then was processed using different kinds of test analysis with the IBM SPSS Statistics 26 program. Data from the pretest and posttest results of student learning in the *Rezeptive zur Grundstufe* course are presented in the following table.

**Table 2.** T-Test Result

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	Pretest – Posttest	-14.33333	11.25667	2.05518	-18.53664	-10.13002	-6.974	.000

The Paired Samples Test shows the output with the results of the tests performed. The table shows the significant value of sig = 0.000, which means that it is less than  $\alpha$  (0.05). This means that there are significant differences in the scores of students' learning outcomes before and after the implementation of the Hör-Sehen strategy in improving the ability to understand beginner German texts.

**Table 3.** Descriptive Statistics

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	68.4000	30	17.61974	3.21691
	Posttest	82.7333	30	9.17618	1.67533

**Table 4.** Pretest and Posttest Scores

Pretest	Posttest
O <sub>1</sub>	O <sub>2</sub>
88	92
78	88
78	88
88	96
88	92
68	83
47	78
78	90
68	88
78	88
37	68
78	83
78	92
37	62
68	88
37	68
47	78



68	88
78	78
47	62
78	82
68	78
68	78
78	78
37	78
47	78
78	82
88	90
88	92
88	96

Furthermore, the data from the Pre-test (O<sub>1</sub>) and Post-test (O<sub>2</sub>) in the Rezeptive zur Grundstufe course from 30 respondents before and after the application of the Hör-Sehen strategy in improving the ability to understand novice German texts obtained significant changes. This shows that the final test scores are higher than those for the initial test. The distribution range of the final test data has also become wider and with a smaller standard error. Thus, it can be concluded that the application of the Hör-Sehen strategy has a significant effect on improving the ability to understand German language texts for beginner students.

The data from the research results are presented in Table 2. The results of the t-test, Table 3 and 4 show that the application of the Hör-Sehen strategy had a positive influence and contribution to improving the ability to understand German language texts for beginners who enrolled in the Rezeptive zur Grundstufe course. Before the application of the Hör-Sehen strategy in the teaching and learning process, the learning outcomes achieved by students were generally lower.

### Qualitative data collection and analysis

Listening to oral and written texts is very good for students in learning correct German pronunciation. By listening, students can learn exactly about intonation and the emphasis of each German word. Audio media can be used in all learning phases, from the introduction to the evaluation of learning. The use of this media is very supportive of a complete learning system for understanding oral and written German texts.

In addition, the habit of reading texts is beneficial for language proficiency. Reading also positively impacts vocabulary knowledge, pronunciation, and writing for students. Another benefit of reading is that it can generate interest in the topic and encourage students to discuss it. To understand German texts, students must combine these two abilities by applying the right reading strategy, which in this study uses the Hör-Sehen strategy. After conducting the test on students, the next step is to collect student responses or student reflections on applying the Hör-Sehen strategy, as shown in the table below:

**Table 5.** Students' reflections on the Implementation of Hör-Sehen Strategy

Criteria	Percentage
The <i>Vor dem Hör-sehen</i> strategy step shapes students' understanding of the text	90% Agree
The <i>Während des Hör-Sehen</i> step makes students watch the video according to the content of the text	90% Agree
After going through the two steps of the Hör-Sehen strategy, students find it easier to write the text in their own words in the <i>Während des Hör-Sehen</i> step	90% Agree
The <i>Während des Hör-Sehen</i> step makes students understand the content of the text	80% Agree
With the video's help, Students understand the difficult words in the text better	60% Totally Agree

The table with student responses show that, overall, students agreed or strongly agreed with the use of the Hör-seh strategy to improve their text comprehension. Unfortunately, in the *Während des Hör-Sehen* step, 10% of the respondents disagreed with the statement that they understood the text. This is because 10% of the respondents adopted a Kinesthetic learning style, so special guidance and modifications are needed for students who adopt this learning style.

Based on the results of data analysis, both quantitative and qualitative prove that the use of Hör-Sehen strategy in German teaching can contribute to more natural acceptance behavior and better self-confidence of students. This finding indeed proven to be extremely helpful for beginner learners who are still facing difficulties in perceiving texts due to limited vocabulary and grammar. These results confirm what was previously stated by Chudak (2012, p. 92), that the use of an Audio-Visual strategy in learning is very effective because it provides opportunities for students to practice their ability to hear and analyze what they visually observed simultaneously. The usage of images and text through videos can help them to construct a general understanding of the text. This is in line with the opinion of Bilytska (2017) and Irfani (2020) that the use of visual symbols and images in the Hör-Sehverstehen approach can help learners to concentrate in understanding texts and remembering information both orally and in writing.

The analyzed data also shows that an appropriate level of audiovisual materials when assigned to the appropriate students linguistic level will resulted to an enhanced and maximized the cognitive process in understanding German texts. This thus defined, that the selection of texts as audiovisual materials greatly determines the level of understanding of beginner learners. According to Yang, (2020) a German audiovisual-based text with subtitles plays more positive roles in motivating the German learners from intermediate to advanced levels due to more efficient German processing and effectively trained linguistic understanding. Therefore, this study has been adapted to the language level of the students, which is specialized in the comprehension of German texts for beginner learners. Should

the results of this previous study are proven effective for the intermediate and the advanced level, the equal effectiveness result can as well be expected for within the beginner levels learners, accompanied by the usage of appropriate reading-listening strategies, namely the Hör-Sehen strategy.

According to [Montero Perez, \(2022\)](#), the implementation of this strategy in learning a foreign or second language is very suitable. Students are presented with videos and text on the screen to hone and practice their understanding of vocabularies, grammars and practice German reading and listening skills through this audiovisual medium. The use of concrete presentation materials that have the effect of attracting attention through moving images will able the students to achieve global understanding better than the purely usage of the audio texts method. Another thing that can also be seen from the research findings that encourage enhancement of student understanding is their enthusiasm in answering questions according to the contents of the text which is packaged in an interesting, unique and authentic way. This is align with the result of the study of [Erim & Biyik, \(2021\)](#) who found that Hör-Sehen's learning material must be packaged in an authentic and sophisticated video application equipped with exercises and transcripts with high image and sound quality that will attract students' attention.

In addition, to strengthen the findings in this study, [Wenno, \(2021\)](#) added that German learning at the university level had implemented the audiovisual media through Youtube in the teaching and learning process during the online and offline classes. For most exercises and homework, both in receptive (reading and listening) and productive abilities, the output obtained is audiovisual texts in the form of innovative student works related to specific themes in German. This opinion is in line with what was stated by [Adnyani et al., \(2020\)](#) that audio-visual media not only produce effective ways of learning in a shorter time, but what is received through audio-visual media can be stored longer and better. in the cognitive structure of the learner. This confirms that lecturers can use the result output as a medium for implementing the Hör-Sehen strategy in learning to understand texts at the beginner level flexibly, either through direct comprehension exercises in class, or through project assignments or homework. Related to the flexibility of implementing this strategy for beginner learners [Würffel \(2019\)](#), suggests that students apply the Hör-Sehen strategy in the homework phase which does not affected by the location and time. These strategies can be repeated and guided by the interests or the types of authenticity texts such as radio or TV programs, pop songs, computer games, podcasts, etc., and in this way, can promote various listening strategies and listening skills (Hör-Sehen).

Even though the results of this study have a positive impact in increasing students' understanding, lecturers need to pay attention to the selection of videos to be used, especially for beginner learners. [Tarchi et al., \(2021\)](#) stated that lecturers should be careful in choosing videos with subtitles for in-depth language learning. Selection of text with subtitles in the material is a necessity because the teacher can directly activate the learner's schemata. This can be a suitable strategy for understanding German texts for beginner learners. It should also be noted that in implementing the Hör-Sehen strategy, each stage of implementation must be in

accordance with the needs of students. Likewise with the connection between the theme and the video chosen. At the initial understanding stage of the text, for example the lecturer chooses a video that contains themes and images that can directly stimulate students to develop cognitive and metacognitive abilities according to the content of the text. In the next stage, students use their knowledge to understand and interpret information in the text by answering questions about the content of the text, and in the final stage, students can reflect on the text through structured assignments.

The stages of reading that students go through are also very helpful because they develop the ability to analyze and interpret information from the video material presented. Thus, on the one hand, moving images help students understand the whole text through aspects of language more effectively and coherently and on the other hand, moving images simultaneously promote the activation and generation of linguistic knowledge through visual stimulation.

Thus it can be concluded that, through the use of audio-visual or video-based teaching materials, the lack of understanding, which sometimes occurs with audio texts in teaching German, can be overcome. Lecturers only need to consider the characteristics and language level of students so that they are able to simultaneously perceive the meaning of the text through verbal and visual input.

## **CONCLUSION**

Based on the analysis of the use of the Hörsehen Strategy, it can be concluded that there is a significant effect in the use of this strategy shown by the changing results of students' pretest and posttest. Thus, it is recommended that beginner students can use this strategy to understand German texts. In addition, this strategy can help students to develop their cognitive and metacognitive abilities. Students can use it to present the work and analyse the video by understanding and interpreting the information in the text, as well as reflecting on the texts through structured assignments.

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