

**Media in Teenagers' Daily Life.
Particularities of Young Persons' Media Use in German Language
High Schools in Transylvania**

Delia Cristina BALABAN

Ioana IANCU

Mihai DEAC

Department of Communication and Public Relations

Faculty for Political, Administrative and

Communication Sciences

Babeş-Bolyai University, Cluj

Keywords: media use, press, television, internet

Abstract

The history of the German minority in Romania is older than eight centuries. Although in the last two decades the number of Romanian citizens of German nationality living in Romania has decreased dramatically due to migration, the cultural heritage of this population can still be observed in large parts of Transylvania. The schools and high schools in German language that still function today are certainly part of this heritage. The aim of this research is to analyze both the media use of high school pupils in general and the role of German language in their media use in particular.

E-mail: delia_christina@gmx.de, muresan_ioanar@yahoo.com, mhdeac@yahoo.com

*

Introduction

Due to its German heritage, Romania, in general, and the region of Transylvania in particular, have a large number of schools in which German language is taught both as a primary foreign language and as a secondary one. Based on the National Institute of Statistics, the table below presents the evolution of the number of high school students that study the German language at the national level from 1996 to 2006.¹

¹ National Institute of Statistics, *Romanian Statistical Yearbook*, 2006.

Table no. 1 – The evolution of the number of high school students who have studied German as primary foreign language and as a secondary foreign language

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2001	2002-2003	2003-2004	2004-2005	2005-2006
Primary foreign language	25,711	22,888	20,863	19,189	18,593	19,420	18,291	16,974	17,024	15,041
Secondary foreign language	40,441	37,319	38,593	35,854	35,903	35,088	36,043	39,018	42,062	43,315

Source: National Institute of Statistics – Romanian Statistical Yearbook 2006

As can be observed, although the number of students studying German as a primary foreign language was almost halved from 1996 to 1997, the number of students having German classes as a secondary foreign language has constantly increased at least in the last five years analyzed. One possible explanation is that, lately, more and more emphasis is put on English as a primary foreign language taught in school.

There are also high schools that are teaching their entire curricula in the German language, where the German language is considered to be the mother tongue. Some of these institutions have a very strong tradition and the number of applicants for these classes is still high. (Some of the school teachers whom we spoke with confirmed this tendency.) The number of pupils who are using German as a mother tongue is, as we will see below, very low compared to the number of Romanian and also of Hungarian teenagers attending these classes.

In this context, this paper focuses on how much do high school students use German language in their daily life. At the same time, given the fact that there is a large number of German media tools in Romania, such as newspapers, magazines, television programmes, and web pages, it is interesting to see to what degree students that learn German in school use this type of information.

The research will have eight units of analysis comprising eight cities situated in the Transylvanian region: Cluj-Napoca, Satu Mare, Deva Bistrița, Brașov, Sibiu, Mediaș, and Sighișoara. The main reason for choosing these towns is that they have a common historical German legacy due to the Saxon colonization in Transylvania. Although being similar from the historical point of view, these cities are expected to be different from the point of view of high school students' German language usage.

Based on the above described situation, the main question this paper tries to explicitly answer, mainly in the first part of the analysis, is the following: are there any differences between the analyzed cities in terms of German language usage by high-school students? For instance, do students from Sibiu and Sighișoara use more German media than the students from the rest of the cities? In addition, it is interesting to study if there are specific preferences for certain media tools that provide German information. Relying on the comparative approach, the last part of the analysis will focus on a general overview, the region of Transylvania being considered as a whole.

The theoretical approach towards the media use was developed on the basis of the uses and gratifications approach. In the last years the discussion was focused on the identification of several factors that determine media use. Those are: structural factors (industrialization, urbanization, religion, traditions, life conditions, media offer, alternatives to spending the free time, weather, political system and media legislation), socio-demographical factors (income, activities, professional life, education, age, gender) and also individual factors (necessities, individual psychological structure, experience in media use, family situation, friends, social network, attitudes, orientations and values).¹

Methodological framework

This research aims to analyze to what degree high-school students attending German language schools use German in their daily life. Moreover, the present study refers to the way German mass media is considered an accessible and useful information source for the students.

The paper focuses on the Transylvanian region, which, alongside Banat, has an important German heritage. The method that has been used for data collection is the survey. The sample is formed of 542 students, from all four high-school grades, and coming from the following schools: George Coșbuc National College in Cluj-Napoca, Johann Ettinger German Theoretical High-School in Satu Mare, Decebal National College in Deva, Liviu Rebreanu National College in Bistrița, Johannes Honterus Theoretical High-School in Brașov, Andrei Șaguna Pedagogic High-School in Sibiu, Samuel von Brukenthal National College in Sibiu, Stephan Ludwig Roth Theoretical High-School in Mediaș, and Joseph Haltrich Theoretical High-School in Sighișoara. The

¹ Michael Meyen, *Mediennutzung, Mediaforschung, Medienfunktionen, Nutzungsmuster*, 2nd edition (Konstanz: UVK, 2004), 47.

sample is a representative one, the entire analyzed population being formed of around 2000 students. The self-applied questionnaires were randomly distributed in class-rooms from March the 1st until April the 30th 2008, based on three stages.

The main issues studied refer to the language that is used outside classes, to the frequency of reading German newspapers and magazines, to the use of internet and of German mass media in general.

Based on this context, the main hypothesis of the research is that German language is preponderantly used when watching TV, more than in conversations, reading, or during internet navigation. Moreover, the paper states that in Sibiu and Sighișoara, due to their profound German culture, German language is much more used than in the rest of the cities.

A comparative overview

This part of the paper emphasizes the similarities and differences between the eight analyzed cities in terms of the way German language is used by high-school students. One high-school has been considered from each of the cities, except Sibiu from where two high-schools were analyzed. Students were selected from all four high-school grades and, according to ethnicity. The majority of students are Romanians.

The research shows that there is a general pattern regarding the **language** the students use outside the classes, with schoolmates or with parents. Thus, as the following table shows, the Romanian language seems to be the most often used language. However, an important general aspect is that students use German more often in speaking with their family than with their schoolmates. From the analyzed cities, Mediaș (10.4%) and Sighișoara (15.2%) have the highest number of students who usually use German as the language of conversation within the family.

Table no. 2 – The percentages of students, by cities, who speak Romanian, German or both languages with schoolmates and with family (valid percentages)

	The language spoken with schoolmates			The language spoken with family		
	<i>Romanian</i>	<i>German</i>	<i>Both</i>	<i>Romanian</i>	<i>German</i>	<i>Both</i>
Bistrița	88.9	3.7	7.4	88.9	-	11.1
Brașov	67.8	8	23	78.2	5.7	13.8
Cluj-Napoca	90.3	-	9.7	80.6	-	19.4
Deva	74.1	-	22.2	85.2	-	14.8
Mediaș	82.1	-	17.9	67.2	10.4	17.9
Satu Mare	54	-	11.1	39.7	1.6	-
Sibiu	76.7	1	21.8	81.9	4.1	10.9
Sighișoara	73.9	-	26.1	71.1	15.2	8.7

It is also interesting to observe that students from Brașov, Deva, Sibiu and Sighișoara use both German and Romanian in their relation with schoolmates much more often than students from the other cities. Yet, this pattern is not valid when it comes to family relationships. In the latter situation, Cluj-Napoca has the highest percentage of students who sometimes use German and sometimes use Romanian in family conversations.

As it can be observed, Satu Mare is an exception among the cities due to the fact that there is a significant percentage of students who speak in Hungarian both with schoolmates (34.9%) and with their family (58.7%). An interesting aspect is that students from Brașov, Deva, Sibiu and Sighișoara, yet not in a significant percentage, use English when speaking with their family.

Based on this context, the following analysis will focus on three types of mass-media: publications, internet, and television.

With regard to **publications**, students, in general, read magazines more often than newspapers, which can be observed from the following table. Thus, while more than 40% of the students from Bistrița, Deva, Mediaș, and Sighișoara read magazines every day or almost every day, there are a similar percentage of students who hardly ever or never read newspapers in Bistrița, Sibiu or Sighișoara.

Table no. 3 – The percentage of students, by cities, who read newspapers and magazines (valid percentages)

	The frequency of reading newspapers			The frequency of reading magazines		
	Daily or almost daily	Weekly or less than weekly	Almost never or never	Daily or almost daily	Weekly or less than weekly	Almost never or never
Bistrița	25.9	33.3	40.7	40.7	44.4	14.8
Brașov	20.6	43.6	35.6	32.2	49.4	18.4
Cluj-Napoca	19.4	45.2	35.3	25.9	51.7	22.6
Deva	37	29.6	33.3	40.7	37	22.2
Mediaș	19.4	41.8	38.8	41.8	44.8	13.4
Satu Mare	47.6	28.6	23.8	38.0	50.8	11.1
Sibiu	24.8	33.2	42	37.5	45.8	16.7
Sighișoara	21.7	32.6	45.7	45.6	43.5	10.9

It can be observed that in Satu Mare has the highest percentage (47.6%) of students who read newspapers daily or almost daily, while the lowest percent of students who read newspapers in case of the same frequency is in Cluj-Napoca and Mediaș (19.4%).

While the above presented values refer to publications in general, the following paragraphs are dedicated to German newspapers and magazines. Thus, students were asked to name German newspapers that are published in Romania. Apart from Sibiu, where the percentage of students who were not able to name a German newspaper is lower than 10%, in all the other cities, this percentage is higher than 35%, reaching even 74% in Cluj-Napoca. However, with the respondents that were able to give an answer, the most frequent mentioned German newspapers were Schrei in Bistrița (52.9%), *Allgemeine Deutsche Zeitung* in Brașov (71.4%), *Hermannstädter Zeitung* in Cluj-Napoca (50%), *Allgemeine Deutsche Zeitung* in Deva (53.8%), *Schritte* in Mediaș (40%), *Schwaben Post* in Satu Mare (43.2%), *Hermannstädter Zeitung* in Sibiu (87.4%), and *Allgemeine Deutsche Zeitung* in Satu Mare (81.8%). Thus, apparently, the *Hermannstädter Zeitung* and the *Allgemeine Deutsche Zeitung* are the best known German newspapers in the region of Transylvania.

After the question whether they are familiar with German publications, the respondents were asked a closely related question: if they read such publications or not. The table below presents the results for each of the analyzed cities.

Table no. 4 – The percentage of students who did or did not read German publications

	Do you read German publications?	
	<i>Yes</i>	<i>No</i>
Bistrița	40.7	59.3
Brașov	30.1	69.9
Cluj-Napoca	16.1	83.9
Deva	37	63
Mediaș	29.2	70.8
Satu Mare	44.1	55.9
Sibiu	44.3	55.7
Sighișoara	37.2	62.8

Without exception, in all eight cities the majority of the respondents have declared that they do not read German newspapers or magazines. However, there are at least three cases in which the percentage of those who usually read such publications is significant: Bistrița, Satu Mare, and Sighișoara.

In this context, an important aspect that needs to be understood is why students do not read German publications. The most predominant reason is that such publications are unavailable. Another important reason that has been mentioned in some of the analyzed cities is that German publications do not interest the students mainly because they contain information that is not suitable for their age. Such cities are Cluj-Napoca and Sibiu.

School might have an important influence on the way German publications are perceived. Thus, the fact that German newspapers and magazines are seldom used during classes and for homework explains why students do not use materials written in German.

Table no. 5 – The frequency of using German publication at school and for homework (valid percentages)

	The frequency of using German newspapers and magazines in class			The frequency of using German press for homework		
	<i>Frequently</i>	<i>Seldom</i>	<i>Never</i>	<i>Frequently</i>	<i>Seldom</i>	<i>Never</i>
Bistrița	18.5	77.8	3.7	18.5	70.3	11.1
Brașov	9.4	60	30.6	1.2	50	48.8
Cluj-Napoca	6.6	60	33.3	6.4	51.6	41.9
Deva	7.4	77.8	14.8	7.4	40.7	51.9
Mediaș	9.2	75.4	15.4	9	52.3	38.8
Satu Mare	20.9	54.2	25	14.5	41.9	43.5
Sibiu	26.6	63	10.3	13.9	55.9	30.3
Sighișoara	6.6	73.3	20	11.6	51.1	37.2

As the table above emphasizes, the vast majority of the interviewed students have declared that German publications in general are rarely used in school and for homework. This is the situation everywhere, except Bistrița, Satu Mare and Sibiu, where 18 to 26% of the students said that German publications are frequently used in school, in the rest of the cities this percentage is lower than 10. We encounter almost the same situation in the case of homework, though the percentage is lower. However, in the table, the highest scores can be seen in the middle column in both situations. Therefore, we may draw the conclusion that, though not frequently, German newspapers and magazines are used from time to time either in classes or for homework.

Besides printed materials, the **internet** is a new and useful information tool. In order to evaluate the importance of the internet in student's life, we present below the number of computers connected to internet per household and the frequency of internet use.

Table no. 6 – The number of computers connected to the internet in each household and the frequency of using the internet (valid percentage)

	The number of computers connected to the internet				The frequency of using internet per day			
	0	1	2	3 or more	4 hours or more	Between 2 and 4 hours	Less than 1 hour	Never
Bistrița	3.8	50	42.3	3.8	29.6	44.4	25.9	-
Brașov	3.8	57.7	30.8	7.7	25.9	41.1	31.8	1.2
Cluj-Napoca	-	36.7	41.9	16.6	38.7	42	19.4	-
Deva	3.7	70.4	14.8	11.1	40.7	29.6	29.6	-
Mediaș	6.1	71.2	21.2	1.5	28.3	43.3	25.4	3.0
Satu Mare	4.8	73	15.9	6.4	13.3	53.3	31.7	1.7
Sibiu	1.6	57.4	30.9	9.6	31.9	43.5	24.6	-
Sighișoara	4.3	71.7	21.7	2.2	36.9	32.6	30.4	-

On a general overview we may state that the majority of respondents have one computer connected to the internet at home, and they use internet mainly from two to four hours each day. Regarding the number of computers, Cluj-Napoca is a case apart since there are no students without internet at home. The data show that in this same case the number of students who own one computer connected to internet is the lowest (36.7%), while and the number of respondents who have two or more computers connected to internet is almost the highest (41.9% and 16.6%).

The number of hours students spend on internet is closely related to the number of computers connected to internet. As the table

emphasizes, there are three cases (Braşov, Mediaş and Satu Mare) in which a part of the respondents declared that they do not use the internet. In contrast, in Sibiu, Sighişoara, Cluj-Napoca and Deva more than 30% of the students said that they use the internet approximately four or even more hours per day.

Regardless of their home town, the majority of the respondents declared that they use websites in English. These are followed by Romanian and German sites in students' preferences when navigating on the internet.

When being asked which web page they access the most frequently, most students answered *Google*, regardless of the language of the web page. From 25.9% (Bistriţa) to 55.8% (Sighişoara) of the respondents have chosen this answer. Other web pages preferred by a high percentage of the respondents are *Wikipedia*, *Hi5* and *Yahoo*.

, The German web page accessed lately by the majority of the interviewed students was *Wikipedia.de*. The percentages are between 26.3 in Bistriţa and 47.8 in Braşov. There is only one exception to this pattern, namely Satu Mare, where *Google.de* has been accessed by the greatest number of respondents (35.9%).

Television can be considered one of the most often used media tool due to the fact that a large number of families own TV sets. In this context, it is interesting to analyze how often students studying in German classes watch German programmes compared with the frequency they watch TV in general.

Table no. 7 – The percentages of students who watch TV in general and who watch German channels in particular

	The frequency of watching TV in general			The frequency of watching German channels		
	<i>Daily or almost daily</i>	<i>Weekly or less than weekly</i>	<i>Almost never or never</i>	<i>Daily or almost daily</i>	<i>Weekly or less than weekly</i>	<i>Almost never or never</i>
Bistriţa	77.8	11.1	11.1	55.5	33.3	11.1
Braşov	71.2	21.8	6.9	42.5	33.3	24.1
Cluj-Napoca	83.8	6.5	9.7	58.1	22.6	19.4
Deva	66.7	11.1	22.2	11.5	46.1	42.3
Mediaş	87.6	6.2	6.2	46.2	26.9	26.9
Satu Mare	73	23.8	3.2	50	25	23.5
Sibiu	77.2	14.5	8.3	47.9	30.6	20.5
Sighişoara	78.3	15.2	6.5	71.7	13	15.2

Based on the above presented table, the main conclusion that can be drawn is that students are more likely to watch TV rather than rarely and more people prefer watching non-German programmes than German programmes. For instance, while 87% of the respondents usually watch non-German programmes daily and almost daily in Mediaş, only half of this percentage watches German channels. The case of Sighișoara is an exception; here the number of students who watch German programmes (71.7%) almost equals the number of people who watch non-German programmes daily (78.3%).

As for the German TV channels, the respondents mostly prefer PRO7 and RTL. In only one case, namely Mediaş, the majority of students prefer SAT1 to any other channel. In addition, the most preferred programme types are music, movies, news and entertainment. An interesting result of the survey is that in all the cities, except Cluj-Napoca where the show *Deutschland sucht den Superstar* has the highest rating among respondents, the show named *Galileo* is the most watched German programme. In this context, the students from all eight cities declared that German channels helped them to improve their language skills substantially and then to increase their information level.

Analyzing all these data, one conclusion is that, out of the three mass media forms, television is the most frequently used information tool by the majority of the interviewed students. Moreover, given the fact that German is not very often used outside school, it can be said that students, in general, prefer Romanian media. However, the rare use of German might be due to the lack of access to specialized publications and shows. The table below presents the satisfaction level regarding the access to German mass media.

Table no. 8 – The level of satisfaction among students regarding their access to German mass-media

	How pleased are you of the access to German mass-media?			
	<i>Very pleased</i>	<i>Almost pleased</i>	<i>Not so pleased</i>	<i>Not pleased at all</i>
Bistrița	7.7	53.8	30.8	7.7
Brașov	9	42.3	33.3	15.4
Cluj-Napoca	10	33.3	53.3	3.3
Deva	15.4	46.2	26.9	11.5
Mediaș	10.6	57.6	21.2	10.6
Satu Mare	9.1	41.8	21.8	27.3
Sibiu	14.5	61.3	20.8	3.5
Sighișoara	20.9	55.8	18.6	4.7

The highest numbers are in the middle columns of the table. It means that the respondents are either almost pleased or not so pleased with their access to German mass media. The number of people who are very satisfied with the possibility of finding information in German is the highest in Sighișoara (20.9%). At the same time, the greatest group of people unsatisfied with German mass media access is in Satu Mare (27.3%).

As a conclusion, students who have a German academic profile use this language moderately outside classes. Thus, it can be said that, for the majority of the students, regardless of the city they come from, the most practiced activity that implies German is watching German TV channels.

Specifically, while there the highest number of students who preponderantly speak German with their schoolmates is in Brasov, the German language is the most used in relation with families in Sibiu. German publications are read by the highest percentage of respondents in Satu Mare and Sibiu. At the same time, the majority of students from these two cities and Bistrița, declared that they frequently use German publications both at school and while doing their homework. German TV channels are daily watched by most of the students in Sighișoara.

As expected, the data reveal that German language is more frequently used in cities such as Sibiu, Sighișoara and Brașov, a region where the German legacy is deeper and more visible than in the rest of the analyzed cities.

A General Overview

Approaching the collected data holistically, this part of the paper focuses on the region of Transylvania as a whole.

According to the statistical results of the research and the data presented above, Romanian is the most frequently used language in conversation outside school and within the family. . While 74.2% of the respondents use Romanian when talking to their school mates, 74% use the same language at home. Only 1.8% of the students use German in school conversations and 5.2% of them at home. Moreover, 19.2% of the students use both languages to communicate with their classmates and only 11.4% to talk to their families. One possible explanation is that, although studying in a German profile high school, the majority of the students find Romanian easier to use, German language being probably perceived rather as a foreign language than a mother tongue. In addition

it might happen that some students' parents do not speak German well, so they prefer the Romanian language to it.

In this context, statistical data show that there is a relatively strong connection between the language spoken with schoolmates and the language spoken with the family, the contingency coefficient being 0.564 and the level of significance 0.00.

Table no. 9 – The association results between the language spoken in the family and the language spoken with schoolmates

		In what language do you speak with your family?					TOTAL
		German	Romanian	Both	Hungarian	English	
In what language do you speak with your schoolmates?	German	0	10	0	0	0	10
	Romanian	15	322	44	18	2	401
	Both	12	65	18	9	0	104
	Hungarian	0	1	0	21	0	22
	English	0	2	0	0	0	2
TOTAL		27	400	62	48	2	339

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	,564	,000
N of Valid Cases		540	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Thus, as the table above presents, there is a relationship between the language the students use with schoolmates and the language they use at home. In addition, it is important to note that 322 of the total number of students, which means around 59%, speak in Romanian both with schoolmates and family.

Regarding the frequency of **reading newspapers and magazines** in general, it can be said that this type of activity is not a daily preoccupation, 39% of the students never or seldom read such materials. The results of the research show that students prefer magazines to newspapers. While almost 37% of the respondents read magazines daily or very often, 19% of the students read magazines at least once a week.

There is a very close relation between the students' home town and the German publication they read in their spare time. As we have emphasized in the comparative overview of the paper, we can practically state that in some cities, certain publications are read more often than the

others. For instance, *Allgemeine Deutsche* has a larger readership in Braşov and *Hermannstädter Zeitung* in Sibiu. Moreover, the closeness of the relation between the two variables is given by Pearson’s contingency coefficient presented in the table below.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	,899	,000
N of Valid Cases		162	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

The value of this coefficient is 0.899. Considering that the maximum value it can reach is 1.00, the relation between the resident town of the respondents and the German publication they read in their free time is close. It means that, students are more likely to read certain publications in certain cities than in others. Moreover, we can say that this relationship is significant (sig. = 0.000), which implies the fact that the relation between the two is not accidental.

In this context, it is important to emphasize the fact that the majority of the students, namely 67.2%, purchase German publications from shops or newsstands, only 7.4% of the students declaring that they acquire them at school. This fact is even more emphasized by the frequency German materials are academically used with. Thus, while almost 66% of the pupils sustain that they rarely or very rarely use such publications, only 16% of the students declared that they use German publications are frequently or very frequently.

Based on the above presented frequencies, the research aims to focus on the way certain variables are correlated. The table below presents the fact that the variable “reading German newspaper and magazines” is positively correlated with the “frequency of using German publications for homework”. Differently put, reading German newspapers implies a highest probability of using more frequently German publications for homework.

Table no. 10 – The correlation between “reading German publications” and “the frequency of using German publications for homework”

			Do you read German newspapers and magazines?	The frequency of using German publications for homework
Spearman's rho	Do you read German newspapers and magazines?	Correlation Coefficient	1,000	,286
		Sig. (2-tailed)		,000
		N	518	508
	The frequency of using German publications for homework	Correlation Coefficient	,286	1,000
		Sig. (2-tailed)	,000	
		N	508	529

Within this correlation, due to the fact that one of the variables was dichotomous and the other was ordinal, Spearman's coefficient was used. This coefficient has a value of 0.286, which means that, although not very strong, there is a relation between the two mentioned variables. The relation is a very significant one (sig. = 0.01), which means that the relation is not accidental.

At the same time, the frequency of using German press at school is positively correlated with the frequency of using German publications for homework. Thus, as the table below indicates, Spearman's coefficient has a value of 0.337 and the level of significance is 0.01. This means that the more frequently German press materials are used during academic activities, the more probable is that students use more often German publication for homework.

Table no. 11 – The correlation between “the frequency of using German publications for homework” and “the frequency of using German publications in class”

			The frequency of using German publications for homework	The frequency of using German publications in class
Spearman's rho	The frequency of using German publications for homework	Correlation Coefficient	1,000	,337
		Sig. (2-tailed)		,000
		N	529	502
	The frequency of using German publications in class	Correlation Coefficient	,286	1,000
		Sig. (2-tailed)	,000	
		N	502	511

Reading newspapers and magazines written in German is also an important component regarding its relationship with the average grade students obtained in the last semester. The two variables, as it can be observed in the table below, are negatively correlated. Pearson's correlation coefficient has a relatively low value, yet considerably, of -0.207. It means that, reading German publication implies a high probability of having higher grades.

Table no. 12 – The correlation between “reading German publications” and “the average grade for last semester”

		Do you read German newspapers and magazines?	The average grade for the last semester
Do you read German newspapers and magazines?	Pearson Correlation	1	-.207
	Sig. (2-tailed)		,000
	N	518	487
The average grade for the last semester	Pearson Correlation	-.207	1
	Sig. (2-tailed)	,000	
	N	487	509

Regarding **internet** access, more than 70% of the pupils use this source of information more than 2-3 hours per day. Compared with the national level data, this information is sustained. There are 64% internet users between age 12 and 15 and the average time spent on the internet being 123 minutes per day.¹ The most frequently used websites are those in English (50.6%) followed by those in Romanian (29.8%) and those in German (10.7%). As for the German websites, the majority of students prefer “wikipedia.de” (38.8%) and “google.de” (16.5%).

Beside publications and the internet, the **television**-set is another important information source that can have a significant impact on the way students use German language. Thus, the percentage of respondents who watch TV daily and almost daily is 77%. These data can be completed by emphasizing that children between 12 and 15 years watch TV 143 minutes on average during the week and 208 minutes on average

¹ National Audio-Video Council, *Children's exposure to TV and radio programs. Culture models of consume behavior*, Final Report, September - October 2007, conducted by Metro Media Transilvania, 2007, 26.

in weekends.¹ Moreover, at national level, statistics state that 81.1% of the teenagers between 15 and 22 years watch TV every day.²

However, only 49% of the interviewed students watch German TV channels, the most popular being RTL (38.7%) and PRO7 (49%). It is also important to stress that almost half of the respondents know Romanian TV channels that broadcast shows in German. Overall, the answers to the question what type of German programmes they like to watch show, 48.9% of the students prefer movies, 42.7% prefer entertainment and reality shows, 29.1% prefer documentaries, 27.2% prefer news, 26.5% prefer music, and only 11.9% sport.

Conclusions

One of the characteristics of the sample we analyzed is the large number of computers that the teenagers have at home, which can be a sign of economic well-being. The tendency for young persons who have internet access at home is to use the internet more than they use the television. The internet is used in English, Romanian and German language for information as well as for entertainment and social networking (the websites that are most often accessed are *Google*, *Yahoo*, *Wikipedia* and *hi5*). Television is the source of entertainment, the TV channels student watch in the German language are the German private channels such as PRO 7, SAT 1 or RTL. The teenagers seldom read German newspapers from Germany, but they know that the newspapers in German language from Romania are the *Hermannstädter Zeitung* and *Allgemeine Deutsche Zeitung*. A secondary hypothesis of ours was that the teenagers who are reading newspapers and magazines do not use other media intensively. But, contrary to this, we could identify an interesting user profile: teenagers who read newspapers also use the internet substantially. We have observed that there are some high schools where the students read more than in other high schools. Our hypothesis was that the teachers can play a key role regarding this issue. This can be the starting point for a new research for us. German can be the language of entertainment productions but it is a language of information for their homework especially through the media.

The role of the high school in media education must be emphasized. The media socialization, as the German scientist Michael

¹ *Ibid.*, 18.

² National Audio-Video Council, *Habits, attitudes and radio and TV audience satisfaction*, Final Research Report, September-October 2007, conducted by INSOMAR (National Institute for Marketing and Opinion Studies), 2007, 11.

Meyen stressed, is a factor for the development of the future user profile.¹

¹ Meyen, *Mediennutzung, Mediaforschung...*