

## **MODERN PSYCHOLOGICAL AND PEDAGOGICAL TEACHING METHODS**

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### **INTEGRATING MEDIA LITERACY IN ENGLISH LANGUAGE INSTRUCTION (IMPLEMENTATION OF LEARN TO DISCERN PROJECT INTO THE ENGLISH COURSE SYLLABUS)**

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The digital age we live in and the information we consume daily encompasses a diversity of media and content they broadcast or post on each platform can seriously affect the lives of people. With so many different types of media and the sheer volume of information coming from a wide array of sources, media literacy has become an essential skill that should be trained to young people, students in particular.

However, the importance of media literacy and the necessity of incorporating it in education, there is a lack of research of media literacy and media education in general and in the field of English as a foreign language. Thus, sufficient consideration of more substantial study of the above issue has to be paid. It is crucially important for students to build the literacy skills through technology-integrated instructions and classroom practices.

In terms of our investigation the course of media literacy integration had been compiled aiming to raise awareness of the relevance of media literacy in teaching English as a Foreign Language (EFL) and EFL teacher education. Within the course the students were supposed to learn about the evolution of media literacy with its origin, explore the competencies of media literacy,

analyze various frameworks for media literacy education and elaborate on different teaching approaches [1].

Firstly, the major media competences have been defined, which according to The Pacific Policy Research Center include accessing, understanding, and analyzing media products as well as creating and delivering media messages. Hence, 21st century media education should focus on enhancing learners' abilities to critically evaluate and creatively produce various forms of media. The American Association of Colleges of Teacher Education (AACTE) mentions media literacy (ML) as one of the essential skills that 21st century students need to be trained with the focus on two major skills [1]:

1) *analyzing media* which includes identifying both how and why media messages are constructed, examining how individuals interpret messages differently, examining how values and points of view are included or excluded, examining how media can influence beliefs and behaviors, and identifying the ethical/legal issues surrounding the access and use of media.

2) *creating media products* which includes utilizing the most appropriate media creation tools, characteristics and conventions, and utilizing the most appropriate expressions and interpretations in diverse, multi-cultural environments.

Within our study and the implementation of *Learn to Discern Project into The English Course Syllabus with* 35 students majoring in Ukrainian and English Languages we aimed to present cross-disciplinary examinations of media literacy, specifically investigating its challenges and solutions and its implications in university environment. An assemblage of innovative findings centered on national and international perspectives, with topics including critical thinking and decision-making processes, smart consumerism, recognizing point-of-view, media influence, responsible media creation, cyber threats and others [3].

The special interactive course of 6 Modules was designed to engage students in topics related to globalization to arm youth with information that will help them make informed decisions about their education and future careers:

- *Types of Mass Media and Media Owners*
- *6 Types of Content in Media*
- *Social Media*
- *Manipulative Technologies in Media*
- *Journalistic Standards and Ethics*
- *Fact VS Opinion*

Designing the course we took Experiential Learning Theory (ELT) as the ground for our experiential learning which is a holistic, cyclical process that emphasizes that effective learning occurs when direct experience is tied to personal reflection, opportunities to make relevant connections to the experience, and the ability to demonstrate the appropriate use of the knowledge or skill [4].

Therefore, active training enabled students to engage with training content in an interactive manner, shaping and supporting a participant's learning processes. The drafted activities were designed so that the participants were acquiring knowledge, skills, and attitudes rather than simply receiving them [2]. Warming up and brainstorming activities are most effective when you have a group of people and are able to build on each other's ideas.

The short overview of Module 2 procedure (*Table 1*):

***Activity 1 My information consumption 15 min***

At the beginning the students are asked to complete the log, filling in what media they consume regularly (email, twitter, radio, tv shows, etc.), and what content they consume on each platform. For example, they might watch the «Snidanok z 1+1» Show in the morning, listen to a podcast on the way to university on the bus, and check Facebook or Instagram at lunch. Everyone is told to list as much as possible and whatever comes to mind. The participants are reminded to include **all** media here – it doesn't just have to be the news.

***Activity 2 Video Discussion 20 min.***

The students watch video from <https://verified.ed-era.com/> online course on media literacy in which they learn about types of media content and how to identify markers of persuasive content [5].

***Activity 3 Team work 30 min***

The trainer divides the students into groups and gives each group a different type of communication content: «*reporting,*» «*opinion,*» «*advertising,*» «*social advertising,*» «*PR,*» or «*propaganda.*» Each group will choose one example from their category to analyze. They should decide whether their content type counts as «*information*» or «*persuasion,*» and write the content type in the relevant box.

Table 1

## A Sample of Module Draft

Module name	Topics	Types of activities	Procedure
<b>2. Media Content/Медиа контент</b>	<b>6 Types of Content in Media/ 6 Типы контента</b>  (2 hours)  <b>Learning Objectives</b>  Students will be able to: – Identify their own media consumption habits – Recognize how media evokes emotional reactions from the consumers – Recognize that they have a responsibility when sharing media content – Be able to better understand and examine their own media consumption habits – Learn strategies to help them better recognize and understand the emotional reactions they might have to news and media	Discussion, team work, game, individual project	<a href="https://verified.ed-era.com/">https://verified.ed-era.com/</a> <i>The Module is dedicated to different types of media content and ways of conveying information.</i> <b>Introduction:</b> <i>The importance of identifying different ways of conveying information including informing, propaganda, social advertising, public relations, and commercial advertising.</i> <b>Procedure:</b> <b>Activities</b> <i>Recognizing different types of media content and analyzing personal newsfeed. Interactive exercises, team projects and discussions.</i> <b>Conclusion:</b> <i>Students learned the differences between information and persuasion. While reporting is a form of information, many other types of content in our environment – PR, advertising, propaganda, and so on – are intended to persuade. Participants should feel some familiarity with the markers of particular types of persuasion, as well as persuasive content in general.</i>

The results of our experimental study proved that students who participated in a 6-week English integrated media course that incorporated extensive critical media analysis of print, audio, and visual texts that media literacy instruction improved their text analysis skills, including the ability to identify the purpose, target audience, point of view, construction techniques used in media messages, and the ability to identify omitted information from a news media broadcast in written, audio, or visual formats.

A great number of students learned how to identify their own media consumption habits, recognize how media evokes emotional reactions from the consumers and what is more, realized their responsibility when sharing media content. Learning strategies which were exploited helped them better recognize and understand the emotional reactions they might have to news and media.

Mass media psychologists and scientists have suggested that media literacy is a key plank of the solution to misinformation, and must be pursued in earnest. Therefore, it is crucially important for younger generation as news consumers and students in particular to be equipped with the skills to discern factual information from fakes in the daily onslaught of content and get media literate.

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