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ԴԱՍԸՆԹԱՑ 2022**

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Research Paper

Subject: The formation of the value system among learners of English through media literacy and critical thinking during teaching

CONTENTS

1. Introduction	2
— Abstract	2
2 Teaching Critical Thinking	2
3— Teaching media Literacy	
4- Skills for life	4
5- Research Design Media literacy	6
4 Developing Critical Thinking Skills in the English Classroom	8
5. Some Barriers Which the Teacher Must Overcome	11
—	
6. Conclusion	14
—	
7 References	15
—	

Introduction

As one of the 21st century skills, media literacy refers to the ability of individuals to critically evaluate and creatively produce representations in a variety of media. A rapidly changing world of media, information and communication, which is reshaping the future of work trends, changes literacy demands and requires more complex literacy skills. Thus, it is necessary for students to build the 21st century literacy skills through technology-integrated instructions and classroom practices

The rapidly evolving media and information landscape is increasingly creating challenges for teachers in the classroom. Pupils are targeted by extremist groups through propaganda, while fake news and conspiracy theories challenge the curriculum. Teachers are confronted with issues on a wider scale, and many find it difficult to catch up on this shift of the digitally infused socio-cultural reality of their pupils. Could media literacy be a solution for teachers and play a role in the prevention of radicalization leading to violent extremism and terrorism? Which media literacy training activities or projects are the most promising? Where are the synergies? How can we use this change in the education landscape as an opportunity for educators to confront violent extremism and boost democracy?

Abstract

I center around the idea of developing students' media literacy through integrating English, American and Armenian mass media resources (multimedia form) into the English classroom. According to the suggested approach, multimedia texts analysis and interpretation allow students to access, analyze, and evaluate various kinds of British, Armenian and American mass media – TV news programs, talk shows, movies, etc. The research is illustrated with recent examples of the mass media incorporated in the media-oriented classroom. I share my own experience of designing methods for media analysis in terms of cultural, political, ideological, and socioeconomic implication. (© 2015 The Authors. Published by Elsevier Ltd. Peer-review under responsibility of National Research Tomsk State University.) Keywords: Analysis; debates; interpretation; mass media; media-oriented classroom; syllabus

1. Introduction

Nowadays, it is universally acknowledged that teaching and learning a foreign language cannot be reduced to the direct teaching of linguistic skills like phonology, morphology, vocabulary, and syntax. Today, English teachers face an unequalled challenge: bridging the gap between traditional teaching aimed at developing all kinds of students' listening, reading, speaking and writing, skills, and communicative teaching focused on contextualizing

2. Teaching critical thinking

3. What is critical thinking, and why is it so important? The Critical Thinking Community defined critical thinking as “the intellectually disciplined process of actively and skillfully conceptualizing, applying,

analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (Scriven & Paul, 2007, p. 1).

4. Critical thinking has also been referred to as metacognition (Tempelaar, 2006) or the process of “thinking about thinking” as defined and originally purposed by Flavell (1979). Critical thinking skills are important because they enable students “to deal effectively with social, scientific, and practical problems” (Shakirova, 2007, p. 42). Simply put, students who are able to think critically are able to solve problems effectively. Merely having knowledge or information is not enough.

5. To be effective in the workplace (and in their personal lives), students must be able to solve problems to make effective decisions; they must be able to think critically. Critical thinking is not a new concept. “Throughout nearly 300 years educators have promoted eight broad goals of schooling: basic academic skills, critical thinking and problem solving, social skills and work ethic, citizenship, physical health, emotional health.

We are living in difficult times. People are confused by what they hear from the media, health officials or politicians. Facts and opinions are not clearly defined to the populace. Accepting “information” presented by the media has become contentious and worrisome when the media is polarized, and the information is not based on facts. Media literacy education offers a response and possible solution to this worldwide problem. Media literacy is the ability to access, analyze, evaluate, and communicate information in a variety of forms and formats. More importantly, media literacy is an action whereby any person is involved in creating, engaging, or delivering information.

Media literacy promotes critical thinking beyond the traditional literacies of reading and writing, including visual and computer literacies. Potter (2005) suggests that these literacies are the key components that compose the greater concept of media literacy is by stating: Media literacy is a set of perspectives that we actively use to expose ourselves to the media to interpret the meaning of the messages we encounter. We build our perspectives from knowledge structures. To build our structures, we need tools and raw materials. These tools are our skills. The raw materials are information from the media and the real world. Active use means that we are aware of the messages and consciously interacting with them

A primary goal of media literacy education is to weave an understanding of the media in daily life. A discourse in media can potentially serve as a transformative component whereby a significant connection can be made from literature to film to television, and other online environments. This transference of learning is necessary within the educational paradigm and communities, as all citizens experience the ‘infodemic.’ In this brief, I will explain how we can help nurture media literacy through education and training. Then, I will explain how we can measure and assess media literacy. Lastly, I will discuss the implications of media literacy education, as misinformation and disinformation impact individuals personally, professionally, and as civic participants in society.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has introduced a global curriculum that incorporates both media and information literacy as necessary for the global development and learning of citizens. As part of this global initiative, a focus was placed on media literacy education. Instead of looking at the media as the enemy, UNESCO took the stance that the media were part of the public discourse and of participatory democracy, and that their role should be to create informed citizenry. UNESCO defined media literacy as the following for teachers: •

Understand the role and functions of media; • Understand the conditions under which media fulfill their functions; • Critically analyze and evaluate media content; • Use media for democratic participation, intercultural dialogue, and learning; • Produce user-generated content; • Learn ICT and other media skills (Wilson et al., 2011). In many educational spaces in the United States, media literacy education emphasizes understanding the five core concepts and five key questions that have been developed by the Center for Media Literacy in Los Angeles, California (2005). These same concepts are transferable to classrooms worldwide. I will provide a broader explanation to help further the understanding of each concept.

<https://rm.coe.int/1680459f97>

SKILLS FOR LIFE

Idea 1. Five Core Concepts and Key Questions developed by the Center for Media Literacy Questions

Description 1 Who creates the message? All media messages are “constructed.”

2 What techniques are used to attract my attention? Media messages are constructed using a creative language with its own rules.

3 How might different people understand this message differently from me? Different people differently experience the same media message.

4 What lifestyles, values, and points of view are represented in or omitted from this message? Media have embedded values and points of view.

5 Why was this message sent? Media messages are constructed to gain profit and/or power. Idea 1: All Media Messages are “Constructed” Knowing that media messages exist is just one part of learning, but understanding ‘who’ is putting the message forth is the more important part. Media messages are placed in the public sphere with an idea in mind. For example, marketers spend time collecting data and interpreting messages so that they can immediately know right away how to construct a message to appeal to that audience (De Abreu, 2019). It is not just happenstance that certain colors are used for certain cultural communities or that words are selected with an idea in mind. Advertisements are placed in certain magazines to deliver the message to the audience. Ads will also include images of the types of people they think would fit the concept of the message, much like stereotyping (De Abreu, 2019)

SKILLS FOR LIFE

Idea 2:

Media Messages are Constructed Using a Creative language with its Own Rules The types of language used in the media are not so much ‘creative’ as much as targeted to a specific audience. To understand the message, students must analyze and deconstruct it from start to finish. For example, brightly colored letters are usually designated for children. Television shows are also developed with a certain constructed language (Glasser, 1988). Programs with a comedic intent tend to begin with fonts and words that roll or move quickly, almost as if laughing. Horror or thriller movies have music that signals to us that a dramatic or frightening event is about to occur. Television dramas are written in ways that make the plots intricate, with three or four stories going on simultaneously.

The actual script is fast-paced, and the actors are directed to speak in that way, with quirky and complex language, which in turn makes viewers presume that this television show is intelligent. The list goes on. Yet this concept is not readily taught in schools. The language of media is just as important as the language of literature, because media intentionally use meanings that almost immediately engage and attract an

audience. This also applies to people on social networks, who are looking at likes and clicks, to make things more appealing to the user (De Abreu, 2019).

Idea 3:

Different People Experience the Same Media Message Differently While this may seem obvious, most children and young adults, (this is true of some adults as well), are not always aware of or open to the idea that another perspective exists. Typically, youth's ways of thinking are shaped by their communities, family backgrounds, racial backgrounds, peer groups, and other influences, which limit their ability to see other perspectives (Potter, 2019). Thus, it is easy to see how a youth will believe what they see on television as truth and believe it without question.

By asking students to consider what someone in a poor neighborhood or an affluent neighborhood would think about a product or a television program, or asking if what they are seeing is "real," we can foster a provoking conversation. This concept that different people experience the same media message differently promotes the teaching and understanding of why someone of a different race, socioeconomic standing, religion, etc., may be offended by a media message.

Analyzing media forms and the news, and understanding that all media representations are not accurate, create invaluable lessons. By furthering the discussion about stereotypes within the context of movies, music videos, television programs, and social media —and examining how the mainstream media subscribes to those stereotypes for the audience to recognize the story, plot, or theme—we can promote higher-order thinking skills (De Abreu, 2019).

SKILLS FOR LIFE

Idea 4:

Media Have Embedded Values and Points of View This concept is most significant to those who are concerned with how the value system is promoted via the media. For example, parents worry that their values and beliefs are not transmitted via the media or at all. Consider how a media message is designed to encourage a certain behavior, whether positive and negative. Who is not a part of that message or who is ignored often? Who is being told by the media that they are unimportant because of the messaging? Look at how news stories position different races—is it positive or negative?

How does that influence the viewer? In schools, teachers have a unique opportunity to discuss and deconstruct the values and messages transmitted via a variety of media. Students are asked to consider that there are many views on any one topic.

When teachers are discussing political messages or even a basic television advertisement, there is an opportunity for understanding the audience, the idea represented behind the message, and who and what is the target audience. Most importantly, the discussion of who is omitted from media messages must also be a part of any media literacy curriculum.

News stories in magazines, television, radio, newspapers, and social media" show time and time again a bias and general underrepresentation of certain racial groups. Images are another avenue for how a story, or a person can be misrepresented. Magazines that show photographs of models who are incredibly thin or that have been airbrushed, strikingly demonstrate an inaccurate perspective not based on how an average American woman looks or feels. All these contemporary issues can provide valuable implications and lessons for consideration in classrooms, community centers, and in building policy (De Abreu, 2019).

Idea 5:

Media Messages are Constructed to Gain Profit and/or Power All messages have the intention, such as gaining profits or power. Money is a key factor for why media messages exist. For example, when car commercials show a vehicle with wonderful new safety gimmicks, their ultimate motive is to convince us, the buyers, to

purchase the vehicle at a high cost. Each medium delivers messages driven by profit motives. The cost of the product includes a portion of the price of advertising. Other media messages have the similar intentions. Yet, how many students know that very fact? The answer is, very few. The most important part of this concept is that talking about money regarding goods can be very informative for students (De Abreu, 2019).

<https://rm.coe.int/1680459f97>

Research Design Media literacy

Research Design Media literacy is typically defined as the ability to access, analyze, evaluate, and produce communication in a variety of forms (The Module 'Mass Media Analysis and Interpretation' incorporated into the practical course of ELT defines media very broadly, including books, newspapers, magazines, videos, movies, recorded music, and everything available via the Internet. Special emphasis, though, is to be put on multimedia.

According to the suggested approach, the module is designed to develop students' skills to interpret mass media messages as well as awareness of the reasons and methods of how these messages are often misrepresented, misinterpreted, and, as a result, might become instruments for manipulating the audience. The whole project endorses the Core Principles for Media Literacy Education in the United States, developed by the National Association for Media Literacy Education in 2007, which state that media literacy education: requires active inquiry and critical thinking about the messages we receive and create; expands the concepts of literacy (i.e., reading and writing) to include all forms of media; builds and reinforces skills for learners of all ages, and like print literacy, those skills necessitate integrated, interactive and repeated practice; develops informed, reflective and engaged participants essential for a democratic society; affirms that people use their individual skills, beliefs and experiences to construct their own meanings from media messages (Scheibe & Rogow, 2008).

Additional factors should also be considered: teaching media literacy is especially important in university classrooms because students, as media consumers, tend to be more influenced in subtle but far-reaching ways by the media they encounter than adults. Besides, "media presentations convey cumulative messages that shape, reflect, and reinforce attitudes, values, behaviors, preoccupations, and myths that define a culture" (Silverblatt, 2001). This occurs in part because media consumers, who have limited time and attention, automatically process the bulk of the messages that they encounter rather than expending the effort that would be required to evaluate them (Potter, 2004)

. In this paper we examined how with the Module designed within the present project, students may have a better understanding of the mass media information, if the syllabus, methods of teaching and support materials in the media-oriented ELT classroom could enhance their critical thinking and media literacy. Media literate students are supposed to have a better understanding of the information that they receive and are more likely to consider its quality and assumptions (Facione, 2013). They are capable of making judgments and grounding them in good reasons (Halpern, 2003). They are flexible in their thinking and capable of revising their own judgments when confronted with new ideas and information (Facione, 2013).

As a result, they are better able to succeed when faced with problems that have complex causes or debatable solutions (Halpern, 2003). 194 Olga S. Dvorghets and Yelena A. Shaturnaya / Procedia - Social and Behavioral Sciences 200 (2015) 192 – 198 The aim of our research is: - to design a course/module incorporated into the practical English curriculum to infuse media literacy into the core content; - to evaluate

the effectiveness of mass media analysis and interpretation in the ELT classroom for developing students' media literacy and enhancing their language performance.

More specifically, our research addressed the following questions: 1. Do students report higher levels of judgments and grounding them in good reasons after completing the Module? 2. When confronted with the mass media received from different sources, are they more flexible in their thinking than the students who were not enrolled in the project? 3. As a result of the work in the media-oriented ELT classroom, did the students improve their foreign language performance? What advantages (if any) did the Module give in terms of speaking, listening, and reading skills? 2.2. Subject matter

The Module 'Mass Media Analysis and Interpretation' is intended for ELT classes at high school. It has been successfully integrated into the humanities curricula ranging from critical reading to media studies. Apart from developing students' linguistic competence, the concept syllabus design strategies are built around the idea of providing students with media literacy skills. Following from this, the syllabus is supposed to be both (media education) task-oriented and language-oriented. Since it is an integrated course, principles of logic, reasoning, argumentation are of paramount importance.

Alongside with language skills traditionally developed in an ELT classroom, the media literacy syllabus research design suggested here presupposes the study of topics from a wide range of disciplines. Most of them are associated with journalism as well as global studies – a blend of political, economic, international, ecological and cultural relations and processes influencing the world. Media literacy entails "approaches that make us aware of how the media construct meanings, influence and educate audiences, and impose their messages and values" (Kellner & Share, 2007)

It's a common practice with similar integrated courses to first provide knowledge on critical thinking skills and then ask students to deploy it to deepen intellectual engagement with course materials. A well-designed Module syllabus would also include lectures giving knowledge of media genres, production contexts, and case studies so that students have a set of facts, concepts, and theories that they can draw on as they practice critical interpretation, analysis, evaluation, and explanation. (Wade, 2014).

When planning and designing the Module 'Mass Media Analysis and Interpretation' syllabus for the project, the following principles were involved: - it should deal with cultural attitudes and values, topics and situations preferably with a high degree of visual support; - it should reflect debatable/thought-provoking/various/crucial concepts and issues reflecting modern situation in society as well as students' needs and interests; - it should be focused on language areas as well as media literacy skills development (systems, functions, input and output); - the linguistic items of the study materials (particular grammar structures, language functions, or colloquial expressions) presented in the classroom as well as their speech delivery (speech rate, clarity of speech, and accent) and density of language (the amount of language spoken over the course of a particular sequence) should be an important factor to consider when selecting a sequence for classroom viewing/interpretation; - the study materials should be flexible, informative, and encouraging to students to ensure greater engagement. Olga S. Dvorghets and Yelena A. Shaturnaya / *Procedia - Social and Behavioral Sciences* 200 (2015) 192 – 198 195

Typically, the syllabus is set in advance. However, due to specificity of most mass media constituting the Module subject matter which is to be constantly updated, it should be designed in such a way as to allow space to adopt lessons or deviate from the initial plan. As the course is in progress, the syllabus might evolve in accordance with either the teacher's judgment or students' interests.

Since 'What to include?' is one of the most crucial questions as far as the Module subject matter is concerned, it should be noted that with some groups with a degree of maturity from students, we could afford to have not only a prescriptive-prefabricated syllabus but also formative negotiable one encouraging students to choose themes to adapt the syllabus, offering materials and putting forward their own ideas. Besides, the

more chances we have to get students collaborate on the syllabus of the Module, the more chances are there that they would be engaged in mass media critical analysis and interpretation.

The mass media resources applied to the course are varied and flexible. There are innumerable examples of mass media used for more than two-year teaching experience of the Module. Among the latest materials being accessed, analyzed, and evaluated during the course there are various kinds of British and American mass media – TV news programs, talk shows, movies, etc. The ones which have been most popular in the students’ classroom, there are commencement speeches (e.g. speeches delivered by Steve Jobs, Stanford, 2005, J. K. Rowling, Harvard University, 2008, Neil Gaiman, University of the Arts, 2012, Bill Gates, Harvard, 2014 and others), the TV programs on BBC “Hard Talk” (e. g. interviews of Stephen Sackur with American linguist, philosopher Noam Chomsky, British actor and campaigner Jeremy Irons, Russian State Duma deputy A. Lugovoi, press secretary of the Russian president D.Peskov etc.), news programs on CNN and others. 2

https://dme.childrenshospital.org/wp-content/uploads/2019/02/Optional-_Teaching-Critical-Thinking-and-Problem-Solving-Skills.pdf

Developing Critical Thinking Skills and Media Literacy in the English Classroom

Understanding the world of the pupils, and why media literacy is important for them In a democratic society, education must prepare students to become active citizens able to navigate the news and stay informed. New media can support democratic agency, but they can also undermine it by spreading digital misinformation in disconnected digital communities.

Digitalization and the explosive use of smartphones are creating a scattered media landscape where rumorous, citizen journalism and traditional news coverage, conspiracy theories and propaganda, hype and opinions are nicely lined up in the smartphones of pupils who are always eager to share and feed their peers with the messages that resonate with them. This content is leveraged through algorithms from social media companies, suppressing content diversity and thereby generating echo chambers.

Measuring and understanding the environment that shapes pupils’ lives and the way they communicate amongst each other therefore becomes crucial to better apprehend the dynamics in the school. Another major aspect is the blending of realities, by which pupils pick and choose information, constructing a reality of their own. The tendency to so is often referred to as ‘confirmation bias’. It is a phenomenon that creates a false narrative, a skewed interpretation of the world that is problematic in its own right, but which in this case may also involve a dispiriting portrayal of their (the pupils’) prospects.

Push factors might drive pupils into a feeling of exclusion rather than a sense of belonging. Thus, one thing all pupils have in common is the internet. The problem is that they don’t understand how the internet works, where information comes from, and with what intent this information might be spread. Possibly even worse, we as adults often don’t understand that young people use social media applications differently.

If we wish to help pupils to become critical and constructive citizens, we must let young people contribute their own knowledge by involving them in the development of answers. If we don’t, there is danger risk that students will conclude that all news is (potentially) fake, and therefore unreliable. Empowering teachers with and for media literacy Conspiracy theories, propaganda and fake news create three main challenges for teachers: 1. They undermine the curriculum.

In the modern world, people are exposed to hundreds — even thousands — of images and ideas every day. Media no longer shape our culture... they have become our culture.^[1] Modern society today expects people to correctly interpret a wide variety of messages, some of which are conflicting, in order to skillfully and successfully navigate through life's daily challenges.

Historically, the term *media literacy* was defined as the critical interpretation and production of media — television, radio, print media of all types, movies, advertisements, blogs, websites, video games, billboards and other signage, announcements, etc.

Many modern educators believe that the pervasive influence of media in modern society demands a more comprehensive approach to media literacy. For these pioneers, media literacy is the foundation of a 21st century approach to education. In this model, media literacy provides a framework for accessing, analyzing, evaluating, creating and participating with media messages in a variety of forms — from print to video to the Internet. Furthermore, it builds an understanding of the role of media in society and promotes the skills of inquiry and self-expression essential for citizens of modern democracies. At its core, media literacy teaches people how to think for themselves and to interact responsibly with media. It also empowers them to actively and effectively participate in creating and sustaining their own societies.

English teachers in Armenia sometimes feel that they are at a disadvantage due to a lack of modern English textbooks and digital educational resources. But the reality is that teaching-learning materials do not teach students how to create and understand language. It is what students do with the materials that helps them develop those skills.

This means that *any sample of English* can be used as a tool to empower students to critically analyze what they hear and read, and to learn how to respond responsibly and coherently to those messages. English teachers don't need new or special materials to teach media literacy, they can use whatever they have on hand — textbooks, newspapers, videos and print texts from the internet, TV, movies, product labels, advertisements, cartoons, radio broadcasts, social media, etc. Better still, they don't even have to find these materials themselves. Instead, they can ask their students out to bring in materials that interest them and use those as the basis for teaching media literacy skills.

What English media literacy teachers do need is a different understanding of what it is they are teaching, and a way to approach their materials that optimize their use as tools for teaching literacy.

<https://www.common sense.org/education/articles/4-ways-to-integrate-media-literacy-in-the-classroom>

Media and Teaching-Learning Methodology

Before discussing media literacy as an approach to English education, it is important to understand what is meant by the word *media*. The word *media* in English is used in different ways in different contexts.

1. First, it is used to refer to the people who produce communications for mass consumption. For example, in the utterance “the media have arrived”, the word “media” refers to journalists and reporters.
2. Second, it is also used to refer to the communications themselves. For example, “journalists produce media for their readers to interpret.” Here the word “media” refers to the articles and stories that journalists write for people to read (or listen to).
3. Third, it is used to refer to mass communication outlets. For example, “media are radio, TV, newspapers, and the internet.”
4. Fourth, it is used to refer to mass communication in general. For example, “media influences the way people look at the world.”
5. For the purposes of teaching media literacy in English, *media* refers to any communication product, be it a sentence, a story, a poem, an advertisement, a movie, a paragraph, etc. written to for public consumption. In this context, a journal written for personal use would not be considered media, but a journal written to be published would be. As an English language teacher, you are teaching students how to interpret and create media, i.e., how to interpret and create communication products — language products to share with other people. In the beginning, the audience is small — their peers, their teachers, and perhaps their students. But as they mature, the ability to use English to get your message across to a wider audience, and the ability to interpret messages created by a variety of authors, is what will ensure their success in the 21st century, both personally and professionally.
6. Organizing educational experiences to promote media literacy is not complicated. All one needs is a sample of language from any source where the teacher can be reasonably certain that the English itself is grammatical and coherent. This then can then be used as a basis for the following types of learning activities.
7. Teaching-learning activities are based on the assumption that students learn best when they personally engage with what they are learning in various ways. Although they can be done in any order, students develop critical thinking skills more successfully when the four different types of activities are done in the sequence presented here.

- I. Experience Media

These activities allow students to simply experience samples of language — media — by reading, listening and/or witnessing them.

- I. Reflect on Media

These activities ensure that students understand and remember what they have experienced by interacting with it as a cohesive piece of language. This can involve looking up new words, answering comprehension questions, summarizing it in their own words, explaining what different parts of it means to one another, etc.

I. Analyze Media

Some Barriers Which the Teacher Must Overcome

These activities involve students in two types of inquiries:

.STRUCTURE: The first concerns the language sample itself, how it is written, how it is organized into coherent text, how sentences are formed, how vocabulary is selected, etc. These activities may focus on grammar, and/or discourse structure, and/or vocabulary learning, etc.

- CONTENT: The second type of inquiry encourages students to explore the ideas expressed in the sample, how they connect to their lives, what do they think they mean, do they agree and why or why not, what motivates the media producer to say what they said, what are they trying to get someone to understand, what are the implications of the message(s), what are the different possible interpretations, how context influences meaning, etc.
- Create Media

These activities invite students to experiment with what they have learned in all the preceding activities by creating a similar type of media based upon their personal interests.

English Media Literacy in Practice

The theory of how and why to do something, although interesting to read, does not always reveal how that thing is actually done in practice. The remainder of this essay illustrates the theoretical points discussed in the preceding sections of this article by discussing how one text, a simple poem, found on the internet, can be used to promote media literacy in primary education.

Yes, you can teach young children to think critically. In fact, if you begin this process when children are young, they will carry these skills with them for their lifetime. This discussion focuses on media literacy in English in primary education and describes how to use the text with both very young learners (ages 5-7 years of age) as well as slightly older ones (8-10 years old).

Please not, however, the activities included in the following tables can be used for all ages of students, including adults, as long as the media used is age-appropriate. For example, what makes the following lesson good for primary education is the topic, quality, and simplicity of the media sample.

The media sample to be used for illustrative purposes in this article is a poem:

A Little Brown Bear

A little brown bear

Went in search for some honey

Isn't it funny

A bear wanting honey?

He sniffed at the breeze

And he listened for bees.

And, would you believe it,

He even climbed trees!

There is also a YouTube video of people reciting this poem available for viewing, either by a teacher who wants to practice reciting it with gestures or, if internet is available, by the students themselves, either in the classroom or on students' (or their parents') cell phones.

Conceptual Framework for Media Education *

QUESTIONS TO ASK MEDIA IMAGE INDUSTRY

Who's in charge? What do they want of me; why? What else do they want? HOW DO I KNOW? PRODUCT What kind of text (genre) is this? Are genre conventions followed or broken? How is this message constructed? HOW DO I KNOW? AUDIENCE Who is this intended for? What assumptions does the text make about the audience? Who am I supposed to be in relation to this text? HOW DO I KNOW? VALUES How real is this text? How/where do I find the meaning? What values are presented? What is the commercial message? What is the ideology of this text? What social/artistic/political messages does the text contain? HOW DO I KNOW? PREDISPOSITION Do I

agree with (assent to) this text's message? Do I disagree with (resist) this text's message? Do I argue/negotiate with the message of this text?

SKILLS What skills do I need to apply to this text? How do I deconstruct/reconstruct this text? What new skills does this text demand of me? HOW DO I KNOW? RECEIVER What does all this mean in the end? HOW DO I KNOW?

20 Reasons to Study the Media

1. Like history, because the media interpret the past to us to show us what has gone into making us the way we are
2. Like geography, because the media define for us our own place in the world.
3. Like civics, because the media help us to understand the workings of our immediate world, and our individual roles in it.
4. Like literature, because the media are our major sources of stories and entertainment.
5. Like literature, because the media require us to learn and use critical thinking skills
6. Like business, because the media are major industries and are inextricably involved in commerce
7. Like language, because the media help define how we communicate with each other.
8. Like science and technology, because the media always adopt the leading edge of modern technological innovation.

<https://unesdoc.unesco.org/ark:/48223/pf0000377068/PDF/377068eng.pdf.multi>

9. Like family studies, because the media determine much of our cultural diet and weave part of the fabric of our lives.
10. Like environmental studies, because the media are as big a part of our everyday environment as are trees, mountains, rivers, cities and oceans
11. Like philosophy, because the media interpret our world, its values and ideas to us.
12. Like psychology, because the media help us (mis)understand ourselves and others.
13. Like science, because the media explain to us how things work.
14. Like industrial arts, because the media are carefully planned, designed and constructed products.
15. Like the arts, because the media bring us pleasure, and we experience all the arts
16. Like politics, because the media bring us political and ideological messages all the time - yes - all the time.
17. Like rhetoric, because the media use special codes and conventions of their own languages that we need to understand and control—or we stand in danger of being controlled by them.

18. 18. Like drama, because the media help us understand life by presenting it as larger-than-life, and compel us to think in terms of the audience.
19. 19. Like Everest, because they are there.
20. 20. BECAUSE THE MEDIA GO TO GREAT LENGTHS TO STUDY US.

Conclusion

Developing students' media literacy through integrating English, Armenian and American mass media resources (multimedia form) into the English classroom is a challenging, demanding task for the language teacher who must possess interdisciplinary knowledge and keep developing it alongside with the students. Both the teacher and the students have to fully understand that media literacy is essential for successful cross-cultural communication. In this article, I propose that integrating mass media into the ELT classroom by means of the Module 'Mass Media Analysis and Interpretation' incorporated into the practical course of ELT is a noteworthy form of weaving students' media literacy development.

The results confirm that far from being a simple matter, the media-oriented classroom integrated approach suggested here could be employed in practical English courses across a wide range of English levels to ensure higher level of students' media literacy. Aware of the problems described in the previous section of the paper, I should conclude that my personal experience of working for the Module was really hard work but at the same time highly rewarding and I am delighted to have gained some skills as a syllabus designer. In perspective, a model for including media literacy in the high(er) school curricula at various grade levels could be suggested.

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