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Developing students' critical and creative communication by incorporating media literacy into English language teaching

Abstract. *The article outlines the results of a study that surveyed incorporating media literacy education into the educational environment and English language teaching in particular. Authors reflect on media literacy practices in language classrooms as modes of teaching that challenge students' critical communication to resist fake news and disinformation. Language learners usually face the enormous task of learning new vocabulary, syntactic patterns, phonology, and the socio-cultural dimensions of the target language through authentic materials. The objective of the present study is to investigate how best the ability to access, analyze, evaluate and create messages in various forms can enhance the student's language awareness within language teaching and learning. Our educational approach has drawn on a communication and media literacy framework. The results revealed that suggested teaching strategies to incorporate media and language literacies have contributed to the development of Kazakh students' critical thinking and creative communication in their English language classrooms. Students demonstrated significant improvements in critical reading and listening and productive and interactive speaking and writing. We assume that learning instructions for text analysis and interpretation within the Communication and Media Literacy framework have great educational potential; since they guide students to acquire additional knowledge and enhance communication skills (planning, information retrieval, decision-making, group communication, discussions, presentation of results, evaluation, etc.).*

Keywords: *communication skills, critical thinking, language teaching, creative communications, communication, and media literacy model.*

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Introduction

This article reviews the authors' survey on media literacy (ML) implication for language learning and teaching practices to support students' critical thinking skills, foster their motivation, and promote creative engagement in the classroom. Since language learning and

teaching (LLT) is not limited to phonology, morphology, vocabulary, and syntax or reading, listening, writing, and speaking skills, critical and creative communication appears particularly important in a diverse media-dominated society.

Over the decades, numerous researchers such as Hobbs [1,2,3], Buckingham [4,5], Goodman, [6], Kress, G.[7], Worsnop [8], Kellner & Share

[9], Gee [10], Cope and Kalantzis [11], Mihailidis [12,13], Chen [14], and others have written extensively about the importance of incorporating ML in education to enhance student's abilities of understanding and analyzing media to detect, resist and counter the flood of disinformation, and fake news. Buckingham indicates schooling is the first factor to challenge media and technology use [4]. Building upon Buckingham's research on the importance of introducing ML to education, Worsnop and Mihailidis underscore that ML promotes critical thinking skills necessary to understand the complex issues facing modern society [8, 12,13]. Kellner and Share's incisive point is that ML, as an essential survival set of skills, is one of the most potent and far-reaching social institutions of modern societies that can be affected by the school system [9]. These skills enable individuals to use media materials accurately, scrutinize and evaluate media content, critically dissect media forms, investigate media effects and uses, and create their own media messages on various media platforms.

To meet ongoing global trends and challenges, educators should be equipped with a well-designed curriculum that stimulates students to use written and spoken language effectively, meaningfully, and creatively in constructing their thoughts using various types of technologies of communication [15]. Thus, educators need to be able to design adequate classroom instructions using media materials to master general observation, analytical and production skills by encouraging students to think critically about media messages before they comprehend, manipulate, or create their content.

Objectives & research questions

As the world develops, which often happens daily, educators need resources to stay abreast of current trends. Although prospective teachers are strictly social media users, they tend not to create media messages, share them with others, or even use media products in their classrooms. This seems to stem from their perspectives rather than a lack of technical competence [14]. In terms of our research, we suggest a didactic framework

for designing classroom activities with media products that stimulate students to interpret media messages, recognise facts versus opinions, evaluate the effect of those messages on media consumers' thoughts and behaviours, create meaningful messages and communicate them effectively within their content.

Thus, our research addressed the following pedagogical questions and challenges for media-oriented LT classrooms:

1. Does the language and media literacy incorporation promote students' language proficiency and critical awareness?
2. Are students satisfied with the CML mode of teaching?

This study has drawn on the Communication and Media Literacy framework to advance communication skills with second-year International Relations students at Kazakh Ablai Khan University. The initial goal of this initiative is to prepare students for changes in industries and to have continued access to the right tools for their prospective job.

Literature review

ML has been defined variously at different times and in different places. Still, most commonly, it is understood as a set of skills that enable people to browse, access, analyse, evaluate images, sounds, and messages, and create new ones in both spoken and written communication. Using the media content critically, creatively, and independently is crucial in participating in social life as informed and educated adults [4,5]. Thoman turns the readers' attention to the notion that the heart of media literacy is the principle of inquiry. The author formulates a kind of frame for media literacy in "Five Concepts", which is:

1. All media messages are 'constructed'.
2. Media messages are constructed using a creative language with its own rules.
3. Different people experience the same media message differently.
4. Media are primarily businesses driven by a profit motive.
5. Media have embedded values and points of view.

The author's decisive point is that ML seeks to offer media consumers the ability to understand the role of media in society and develop essential skills of inquiry and self-expression necessary for all citizens [16]. In his in-depth analysis of the ML, Hobbs astutely identifies it as the process of accessing, critically analysing media content, and creating messages using media tools [1]. Additionally, ML is considered the knowledge, skills, and competencies essential to using and interpreting media content [2]. In Potter's terms, ML can be seen as a set of perspectives that individuals use to analyse the meaning of the media messages. The author's point is that individuals would be able to participate adequately in social life and contribute to the public discourse due to mindful and critical media consumption [17].

Due to the growing significance of mass-mediated information during the COVID-19, children and youth's increased media experiences on digital platforms and the presumed dangers of illiteracy. Therefore, what is significant for our purposes is to deepen students' critical skills and broaden their understanding and awareness of what is happening around them during in-class activities.

As an essential skill to promote enhancement in many ways, ML seems to boost students to be informed, engaged, and empowered to think critically while making decisions about message consumption or/and content production to respond to global trends and challenges [18]. In other words, ML should be treated as a set of approaches to consider the language and society interaction, which goes beyond the textual analysis of language.

Methodology

This part of the paper describes the teaching mode for incorporating media literacy into language learning. These modes are targeted at a better understanding of how the ability to access, analyse, evaluate, create and communicate messages in various formats enhances students' language awareness in language classrooms. It is widely accepted that during the language

learning process, learners usually face the big task of learning socio-cultural dimensions of the target language alongside essential aspects such as new vocabulary, syntactic patterns, and phonology [18,19,20].

Communication and Media Literacy Model as pedagogical guidance for classroom activities

The authors of the present study attempt to demonstrate that assignments designed to collaborate media and language literacy make students use authentic language to complete meaningful tasks. The need for an improved method that navigates students in a high rate of media consumption and facilitates their sense of 'self' along the way is due to the inability of traditional approaches to meet new challenges. Having media literacy as an isolated course, students challenge discussing media content as they haven't mastered either unit of language system (phonology, morphology, syntax, or lexicology) or basic language skills (reading, listening, writing, and speaking). Integrating media literacy into LT based on a well-designed didactic approach might provide them with scaffolding support and language input needed to access, analyse, and evaluate TV news programs, talk shows, movies, etc. Moreover, there is considerable promise for research and pedagogy for at-risk students and all students.

The key concepts around media education by Buckingham are Production, Language, Representation, and Audiences [4,5]. The notion of 'Production' states that media texts are consciously constructed. 'Language' encompasses both verbal and nonverbal languages. 'Representation' refers to the presentation of stereotypes, i.e. what is represented/omitted from the message, or bias and evident-based message. 'Audiences' deals with the focus groups targeted by the message, the access and usage of the text by the audience in its daily life.

Mihailidis adopts and applies the 5As of the ML framework for promoting media literacy education (Access to media, Awareness of media's power, Assessment of how media cover events and issues, Appreciation for media's role

in creating societies, and Action to encourage better communication). The author believes that students who can engage with global media around the 5As can develop habits of inquiry around how media defines issues on a worldwide scale [12]. Figure 1 reports the critical concepts around media education by Buckingham and Mihailidis.

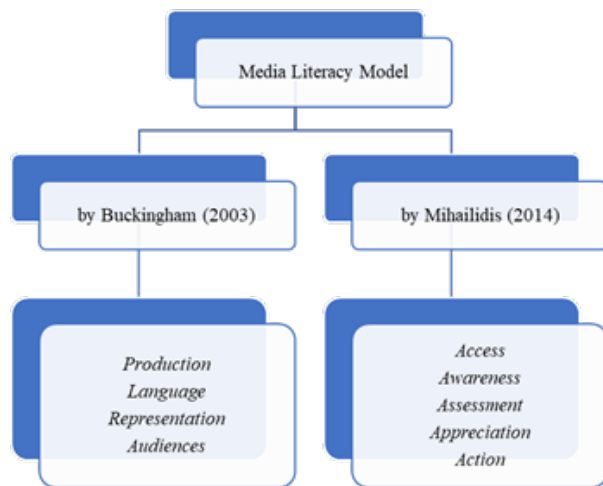


Figure 1. Different ML frameworks

In terms of language teaching/learning, we believe that a more tangible and meaningful approach is needed to master students' metacognitive skills. We think that the new process should reflect thoroughly on the realities of media content, exploring how words, issues, and ideas are formed, function, and are related across contexts. Considering the results of prior theoretical and empirical research, we suggest the pedagogical framework that takes students through all necessary stages, ideas, and assumptions about media content and structure to empower their critical and creative communication. By critical and creative communication, we mean the attainment of competence that fosters a critical understanding of how communication functions in different contexts, identifying its key concepts, making connections between multiple ideas, adapting messages to situations and audiences, and creating messages with compassion and mutual respect. This model focuses on enhancing students' competencies, including accessing, understanding, analysing, evaluating, creating,

and communicating messages in various media formats (Figure 2). The Communication and Media Literacy (CML) Model is a pedagogical framework for organising and structuring classroom activities that create educational environments for practical application of theoretical concepts to tackle real, tangible problems, demonstrating the complexity and unpredictability of actual issues. The CML framework can stimulate designing flexible, engaging, and inclusive classroom activities to develop students' critical thinking and creative communication skills.



Figure 2. Communication and Media Literacy Model

We assume that classroom instructions for 'Accessing' to various messages and technologies are targeted at considering the origins of information and defining the incidence of the data to society and the obstacles to access. 'Understanding' skills foster a critical understanding of how messages are constructed to provide context, reflect values, develop ideology, and cultivate representation for a target audience. 'Analyzing' considers examining the target audience's interpretation of the messages using compare/contrast, fact/opinion, cause/effect, listing and sequencing strategies. 'Evaluating' the information extracted from the text is implemented by evaluating messages' quality based on its content and form, assessing the credibility of data from different sources, etc., that are used to build a specific meaning or intensify an idea. Classroom instructions for 'Creating' messages consider constructing messages with the most appropriate expressions and interpretations using relevant types and genres, media languages, basic terms, theories, and basic historical facts to develop or reinforce an idea. Speaking skills further towards productive and interactive communication are central to the lives of all young people, who will increasingly communicate and rely upon

Table 1. Communication and Media Literacy Model Descriptors

Accessing	Understanding	Analysing	Evaluating	Creating	Communicating	
Messages						
Abilities	- navigate in various media formats and technologies for facilitating, sharing, and expressing communication needs; - use various technologies of communication to create, edit and disseminate messages;	- recognise vocabulary, symbols, and information techniques; - select the type of information suitable to the purpose of a task; - locate and interpret message; - understand how messages are constructed to carry a specific idea for a target audience, etc.	- analyse messages using genre, plot, character, theme, and context. - examine the consumers' interpretation of the messages using compare/contrast, fact/opinion, cause/effect, listing, and sequencing strategies; - examine how viewpoints/values are included/excluded; - deconstruct physical attributes used to develop/reinforce an idea, etc.	- evaluate messages' quality based on their content and form; - judge the value of messages based on one's ethical, religious or democratic principles; - estimate ways the messages influence consumers' worldviews and deeds; - reflect on the central idea of messages; - assess the credibility of information from different sources, etc.	- construct messages using relevant types and genres, basic terms, theories, basic historical facts to build meaning; - create and select various physical attributes effectively to achieve multiple goals; - utilise the most appropriate expressions and interpretations to develop a specific meaning or reinforce an idea, etc.	- make use of brainstorming, planning, composing, and revising processes to interact with others; - extract contextual information or critical perspectives from a text and place it in communication; - communicate thoughts and ideas using physical attributes, etc.

technology in their adult lives. Thus, the principle behind 'Communication' is to extract contextual information or critical perspectives from a text and place it in communication (Table 1).

The classroom activities within the CML framework are aimed at developing students' skills:

- to determine the topic, idea, and genre of authentic media material in a range of linguistic and social structures within the constraints of what they know of the target language;
- to carry out the choice of the most effective methods of working on the text;
- analyse materials from the point of view of the presence in the texts of a verbal reflection of social processes;

- to determine the appropriateness of various communication strategies and tactics, depending on the type of media communication and a specific speech situation;

- develop assignments and questions to help students detect and resist communicative manipulations;

- create and edit texts of various genres, considering their communication tasks, etc.

In this study, authentic paper-based and screen-based materials are mainly from news networking platforms like BBC Global News (bbcglobalnews.com), The Guardian (<https://www.theguardian.com>), Euronews (euronews.com) and others. Numerous studies have stated that authenticity should be a central component

of classroom instructions [21, 22, 23, 14]. The tasks themselves should be authentic because they resemble tasks that the L2 learners are likely to encounter in their everyday lives. Namely, Molek-Kozakowska notes that bringing target language mass-mediated materials for critical analysis within their language-learning environment may be far more effective and engaging than education focused solely on exposing media manipulation to bridge the gap between the classroom and students' real-life experience with the media [23]. According to Nunan, authentic language use enables students to explore and improve their communication skills. The author suggests EFL teachers should make their teaching practices as accurate as possible to accustom EFL learners to come across the real-life situations and language used beyond the classroom [22]. This approach allows for making information more accessible and extends social networking. Hence, we can presume that the integrated mass media ELT classroom is a suitable environment for students to expose to natural language, extract accurate information from a simple text and react to trends and challenges the same way the L1 speakers do.

Examples of practical applications

The next stage of the study is devoted to analysing and evaluating the effectiveness of this statement in practice. Here are several classroom activities which stimulate students' meaningful and valuable conversation, enhancing their creativity and self-expression.

1. Search the Internet for the latest news or a magazine article from various sources on current Unit topics. To what extent is the message accessible to mass consumers? Are there any restrictions to accessing the news? Make mini-presentations on your findings to the rest of the groups.

2. Case: Your siblings interact with the media every day. Some of it might inform or entertain them, and some will try to sell them things or ideas. It can be overwhelming for your brothers or sisters – and you! But you can help them learn to understand and question media messages.

Task: In a group of two or three, create a poster or a mind map listing different kinds of sources, identifying reliable and unreliable sources. Justify your decisions.

3. You need some information to decide what political party to vote for. Watch TV, listen to the radio, open a website or read a newspaper, magazine, or book to evaluate who produced the message, the target audience, and what biases may be attributed to the source. Decide to what extent those messages are reliable, valid, and efficient for your choice.

4. Write an essay analysing connections between messages and their inherent perspectives that would allow a deeper understanding of the creator's intentions and motivation.

5. (1) Share your content (ex. essay) via social media. Tag the subject of your post for notifications and recipients' responses. (2) Respond to all comments, whether they're positive, neutral, or negative. Based on what the comment says, try to take this as an opportunity to engage the commenter, either by striking up a conversation or asking a related question to continue the conversation.

The activities suggested here are just a few among many assignments which can help students think critically and creatively. We believe that a well-planned lesson plan with a strong delivery and effective management is a good technique to engage students in classroom activities. Thus, along with critical ML skills, students will improve their English proficiency, increase their social network, and master presentation skills essential in personal, academic, and professional environments.

Results and Discussion

Ninety-one students were enrolled and completed the surveys. Forty-five students out of forty-eight (groups 201,202,203) were determined as the control groups (CG), and forty-three students (groups 204,205,206) were defined as the treatment groups (TG). The selection of groups 204, 205, and 206 as TG was based on the fact that students from those groups were less active in sessions of questioning

Table 2. Pre and Post-Test English Proficiency Level Results

Sections	Pre- experimental test					Post-experimental test					Difference
	Reading	Listening	Writing	Speaking	Total	Reading	Listening	Writing	Speaking	Total	
	25	25	25	25	100	25	25	25	25	100	+/-
CG (48)	18 / 72%	19 / 76%	17 / 68%	21 / 84%	75	21 / 84%	20 / 80%	18 / 72%	22 / 88%	80	+5
TG (43)	17 / 68%	18 / 72%	16 / 64%	19 / 76%	70	20 / 80%	22 / 88%	19 / 76%	22 (88%)	82	+13

and answering and discussion during learning before the experiment. In addition, the academic performance of these groups was lower than in CGs, and the authors set themselves to raise the level of students experimentally. Three facilitators were involved in the study to make the participants feel comfortable in the online dialogue sessions and support them in their interactions with their peers.

To facilitate both practical and deep learning of effective critical and creative communication skills, the researchers ran pre- and post-experimental tests. Participants passed English language proficiency tests at the beginning and end of the experimental teaching. While selecting the tests, the authors concentrated on tests with texts for reading and listening from media resources. The pre and post-experimental test results in both CG and TG can be observed in Table 2.

Both groups showed progress in their language skills; the TG demonstrates significant levels of progress (+13), whereas +5 points were observed in the CGs in their overall performance. However, the pre-experimental test showed that the English Proficiency Level scores of the participants in TG were lower than those in CG. In this analysis, while writing constructs still scored as the weakest in control groups, all productive

and receptive skills were improved (Table 2). The attempts to incorporate ML into LLT revealed that learners favoured communication and discussion in English with others and were actively involved in-class activities.

During the experiment, the survey was conducted to estimate the effectiveness of incorporating the media into the language classroom and reply to the research questions of the present study. The application of the CML Model was administered with the TGs as this Model was not experienced with the CG. The study was conducted to indicate students' pre (PrE) and post-experimental (PE) critical thinking ability, communication, and media literacy. In this survey, the students were assessed as media consumers. Within the tests, students were provided with a brief non-fiction print, audio, video, or visual media message and then a set of open and checklist questions. The results can be observed in Table 3.

The TG learners demonstrated progress in their communication and media literacy in their overall performance. A high level of progress +11 and +14 was observed in analysing, evaluating, and creating messages skills. This might indicate that the participants were very anxious about critical thinking, problem-solving, and creative communication. Their message analysis and

Table 3. Pre- & Post-experiment CML skills result

Groups	Access	Criteria / Scores (out of 100)													
		Understand		Analyse		Evaluate		Create		Communicate		Total			
		PrE	PE	PrE	PE	PrE	PE	PrE	PE	PrE	PE	PrE	PE		
TG	204	75	84	75	83	70	81	70	82	69	83	70	79	72	83
	205	77	86	74	81	68	82	68	78	69	82	73	81	72	81
	206	78	87	74	84	72	81	71	82	70	84	72	80	73	83
	Total 76		85	74	83	70	81	70	81	69	83	72	80	72	82

Table 4. Critical and Creative Communication Criteria

	Accessing	Understanding	Analysing	Evaluating	Creating	Communicating
Excellent	Maintains control of a wide range of media formats and technologies.	Demonstrates a complete understanding of how messages are constructed to express ideas and concepts.	Analyses accurately and appropriately linguistic resources and extract complex ideas and concepts to interpret extended discourse.	Demonstrates excellent use of a wide range of assessment tools of linguistic resources.	Produces extended discourse that is coherent and easy to follow with minimal hesitation.	Handles communication on various topics, including unfamiliar and abstract ones, with greater mutual understanding and recognition of multicultural diversity.
Good	Shows a reasonable degree of control of complex and straightforward media technologies.	Demonstrates how messages are constructed with inaccuracies, improper use & misunderstanding in some situations.	Analyses accurately and appropriately linguistic resources to express ideas and produce a generally coherent extended discourse.	Demonstrates proper use of a wide range of assessment tools of linguistic resources with some inaccuracies and improper interpretation.	Produces extended discourse with minimal hesitation.	Handles communication on a range of familiar and unfamiliar topics, with minimal delay in mutual understanding and recognition of multicultural diversity.
Satisfactory	Shows a reasonable degree of control of simple media technologies.	Demonstrates frequent problems in understanding and expressing the meaning.	Analyses linguistic resources but produces utterances that lack coherence, and some inappropriate usage occurs.	Practical command of assessment tools with occasional inaccuracies and wrong interpretation.	Has extended stretches of messages despite some hesitation.	Handles communication on familiar topics, despite some uncertainty in understanding and recognising multicultural diversity.
Poor	Shows inability in accessing to various media formats and technologies	Demonstrates excellent difficulties in understanding and expressing the meaning.	Shows inability in identifying the way messages are constructed to build sense.	Frequent failures in evaluating the information to develop specific meaning.	Demonstrates incapability to produce messages.	Frequent failures in communication.

evaluation proficiency showed 81% and 81%; when creating and communication depicted 83% and 80%, respectively (cf. Table 3).

After completing the two-and-a-half-month research study from October to mid-December, language instructors and students were interviewed voluntarily. The follow-up interview examined the perceived advantages and disadvantages of the experiment.

The criteria (Table 4) used for evaluating students' criticism and creativity performance in communication are as follows:

- accessing to various media formats and technologies to facilitate information and create, share and communicate messages;
- understanding how messages are constructed to carry a specific message for a particular audience;
- analysing the way messages are constructed to build meaning for the target audience;
- evaluating the information extracted from the text to develop a specific meaning or reinforce an idea;

- creating contextual information and critical perspectives extracted from a text to demonstrate critical judgment and interpretation skills;
- communicating with greater mutual understanding, recognition of diversity in multicultural and multilingual societies, and respect for such diversities.

The criterion was developed to explore specifically student dispositions towards mass media and the influence on their personal, social, and professional lives.

According to the results of the final assessment (Figure 3) in TG, the experiment confirmed that students possess the following literate abilities:

- sophisticated understanding of and critical stance toward the dominant means of communication in their lives.
- ability to conceptualise ideas for themselves and others.
- express ideas in various physical attributes of messages.
- encode ideas in organised, sequential, and explicit presentations, including articulating their sensibilities.
- participate openly in exchanging ideas and opinions as scholars/producers of media texts.
- use inquiry and critical thinking skills to develop their interests.
- develop self-expression and feelings of self-worth.
- evidence that meaning in texts is determined not by what individual words express but rather by what words convey through their relationship.

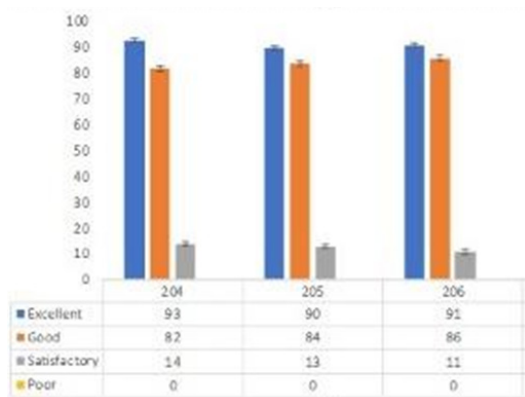


Figure 3. Final assessment results

Suggested in this paper, teaching approaches have focused on activities where students demonstrate their literate behaviours in working with media texts. We believe that the CML framework enabled us to identify some of the parameters of students' literacy and to confirm the effectiveness of the pedagogy in integrating ML in language classrooms to develop students' critical and creative communication. Figure 4 reports the results of the students' perception of the CML Model.



Figure 4. Students' Perception of the CML Model

Based on interview questions on participants' perception of the effectiveness and feasibility of the CML model, we can state the positive outcomes of our attempts to incorporate media literacy into English language teaching. 85% of interviewees found the approach effective, whereas 79% were feasible. Interviewees claimed that they could demonstrate their growing ability to make inferences, higher levels of critical judgment, and interpretation skills as media consumers. The remaining participants could not reach similar achievements due to poor class attendance or the failure to do home assignments to view mass media outside the class.

Conclusion

Mastering students' language and media literacy skills is a complex pedagogical task as it challenges educators to possess and demonstrate interdisciplinary knowledge and keep developing it alongside their students. Introducing mass media into the ELT classroom using the Communication and Media Literacy framework is noteworthy for weaving students' media literacy development and boosting

communication performance. The results suggest that the language and media integrated approach could be successfully employed in ELT classrooms across a wide range of English proficiency to ensure students' language and media literacy.

As current research shows, trends in the labour market require the development of 'over-professional' skills, including critical reading and listening, creative cooperation, collaborative problem-solving, and responsible decision-making skills upon the massive flow of information. Therefore, using language and media integrated approaches to ELT in universities will enable specialists to remain in demand and competitive in a changing labour market.

We assume that learning instructions for text analysis and interpretation within the CML framework have great educational potential; since they guide students to acquire additional knowledge and enhance communication skills (planning, information retrieval, decision-making, group communication, discussions, presentation of results, evaluation, etc.). Because the emphasis is on spontaneous, creative language use, whether spoken or written. Students are offered to shape value systems, ideologies, and representations; define media bias; mediate the differences between various perceptions; identify facts versus opinions and accurately use that experience within their content for engaged, responsible, inclusive, and active participation in their daily civic life.

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Ағылшын тілін оқытуға медиасауаттылықты қосу арқылы студенттердің сыни және креативті коммуникациясын жетілдіру

Аңдатпа. Мақалада медиасауаттылықты оқытуды білім беру саласына, атап айтқанда ағылшын тілін оқыту үрдісіне қосуды зерттеу нәтижелері келтірілген. Авторлар тілдік сабақтардағы медиасауаттылық тәжірибесін жалған жаңалықтар мен жалған ақпараттарды анықтап қарсы тұру үшін студенттердің сыни коммуникациясын сынайтын оқыту әдісі ретінде қарастырады. Тіл үйренушілер, әдетте, жаңа лексиканы, синтаксис пен фонологияны ғана емес, сонымен бірге түпнұсқа материалдарды қолдана отырып, оқытылатын тілдің әлеуметтік-мәдени аспектілерін де үйренуге тура келеді. Аталмыш зерттеудің мақсаты – әр түрлі формадағы хабарламаларға қол жеткізу, талдау, бағалау және құру қабілеті студенттердің тілді оқыту мен үйрену шеңберіндегі тілдік хабардарлығын қалай жақсартуға болатындығын зерттеу. Біздің білім беру тәсіліміз коммуникация және медиасауаттылық моделіне негізделген. Зерттеу нәтижелері медиа және тілдік сауаттылықтарын қамти оқыту стратегиялары қазақ студенттерінің ағылшын тілі сабақтарында сыни ойлау мен креативті коммуникацияны дамытуға ықпал ететінін көрсетіп отыр. Зерттеу нәтижесінде коммуникация және медиасауаттылық моделі студенттердің сыни оқу мен тыңдау, сондай-ақ ауызша және жазбаша сыни және креативті сөйлеу дамуына айтарлықтай әсер етті.

Түйін сөздер: коммуникативті дағдылар, сыни ойлау, тілді оқыту, креативті коммуникация, коммуникация және медиасауаттылық моделі.

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Развитие критической и творческой коммуникации студентов путем включения медиagramотности в преподавание английского языка

Аннотация. В данной статье излагаются результаты исследования, в ходе которого изучалось внедрение медиagramотности в образовательную среду и преподавание английского языка, в частности. Авторы размышляют о практике медиagramотности в языковых классах как о способах совершенствования

обучения языкам, которые способствуют развитию критического мышления студентов чтобы выявлять и противостоять фальшивым новостям и дезинформации. Цель настоящего исследования состоит в выявлении как способности получать доступ, анализировать, оценивать и создавать сообщения в различных формах могут повысить языковую грамотность учащихся. Наш подход основан на модели формирования коммуникативной компетенции и медиа грамотности. Результаты показали, что предложенные стратегии обучения, включающие медиа и языковую грамотность, способствовали развитию критического мышления и творческого общения казахских студентов на занятиях английского языка. Студенты продемонстрировали значительные улучшения в критическом чтении и аудировании, а также в продуктивной и интерактивной устной и письменной речи.

Ключевые слова: коммуникативные навыки, критическое мышление, обучение языку, креативная коммуникация, модель развития коммуникации и медиаграмотности.

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