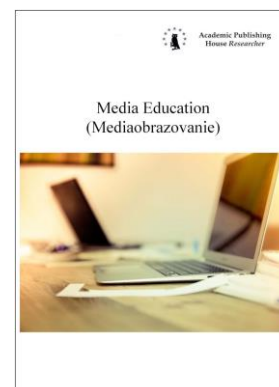




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## **Practical Use of Media Education Components in the Development of Linguistic and Cultural Patterns by Foreign Students in the Process of their Adaptation Training in the US Higher Education Institutions**

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### **Abstract**

The article examines the experience of the practical application of video, audio, text and Internet components of media education in the process of formation and development of linguistic and cultural patterns by foreign students at universities and colleges in the US. It focuses on the contribution of linguistic and cultural patterns to more effective acculturation of a foreign student and, subsequently, their ability to have quality interpersonal interactions academically and socially. The analysis of the theoretical framework of the media education components and programs using certain media components is based on research methods such as analysis and synthesis (which allowed separating and combining practical programs and identify existing connections within a program that ensured the integrity of the adaptation training of foreign students), deduction (which, in fact, allowed singling out the video, audio, text and Internet components of media educations in the educational, cultural, linguistic and psychological elements of the acculturation triad), induction (in order to classify the practical programs of the US HEIs by media education components), classification (which provided the interpretation of the Internet direction of adaptation training as a separate component of media education), analogy (demonstrating the existence of close connections and similar characteristics between the media education components, which make them complementary). In the course of examination of the influence of media education on adaptation programs in the US HEIs, we identified the use of four components: video, audio, text and Internet, which are used both for the “direct” (adaptation of foreign students) and “reverse” (adaptation of representatives of the host country) acculturation. The article emphasizes that media education components can be used simultaneously (leading to the minimisation of their separate use). Since it is important for foreign students to learn about historical and cultural events that had a direct impact on the society of the host country, as well as to form and develop linguistic and cultural patterns, we created a list of films that have had a historical, social and cultural impact on the society of the United States.

**Keywords:** media education components, linguistic and cultural patterns, foreign student, digitalisation, text decoding.

### **1. Introduction**

Globalisation processes directly impact education, which is reflected in the increase in the number of foreign students in higher educational institutions. This leads to the issue of building the most effective strategy for their adaptation, which is necessary in connection with the negative

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impact of cultural shock arising from cultural, mental, linguistic and other differences. The adaptation process takes place in several directions, namely educational and cultural, linguistic and psychological, which can be jointly defined as the acculturation triad. However, for the formation of each of the above directions, foreign students should develop certain patterns, which we can describe as *linguistic and cultural*. It is important to note that these patterns are specific paradigms to conduct interpersonal academic and social interaction. These paradigms can be learned through theory, however, they are fully formed through direct communication with representatives of other social and cultural groups, which allows analysing the theoretical knowledge obtained (adjusting as may be required), as well as to develop the ability of their spontaneous application in practice.

The system of social and pedagogical support of foreign students (which includes the formation and subsequent development of linguistic and cultural patterns) must be continuously evolving in order to expand the range of methods that are used for adaptation, and, therefore, contribute to the positive dynamics of the effectiveness of acculturation activities. Nowadays, the use of media in education has been growing in relevance, which can also be actively used in adaptation for the development of linguistic and cultural patterns requiring the competence of critical thinking (Bazalgett et al., 1992). For instance, R. Tyner, a famous American media education researcher, reasons that audiovisual means can be used for analytical actions aimed at studying the information component (Tyner, 1999: 186-187). This kind of activity allows critically evaluating a particular media product regardless of its definition as a literary work or a film. Critical skills can develop in group classroom sessions discussing a piece of media and the social and cultural background of the society of the host country; as well as when conducting a personal analysis of media content, when a foreign student can independently analyse certain cultural aspects highlighted in the media product viewed, listened or read.

In the adaptation training of a foreign student, such media education components as video, audio and text can be applied. However, the development of technical teaching aids, combined with quarantine restrictions, further increased the role of the Internet component, which provides foreign (and other) students with remote access to video, audio and text electronic archives, without the need for personal visits to libraries or training centres for foreign students, which expands the possibilities of time management. Students' access to the media education components using the Internet component under quarantine restrictions allows continuing the adaptation training and the development of linguistic and cultural patterns, since communication can take place remotely, which means that personality patterns can also be critically analysed without direct contact between participants.

Thus, it should be noted that the issue of the practical application of the above media education components in the adaptation process is relevant for many countries where foreign students that represent other socio-cultural groups are attending higher education institutions (HEIs).

Due to the fact that the largest number of foreign students, according to UNESCO, are studying in the US HEIs (Global..., 2020), we believe it necessary to consider the practical experience of this particular country as an example for the credible subsequent extrapolation of this experience to the educational and adaptation systems in other countries.

Therefore, the relevance of our research allows us to define the *objective of the article as follows: to analyse the use of video, audio, text and Internet media education components for the development of linguistic and cultural patterns by foreign students in the course of their adaptation training in the US HEIs.*

## **2. Materials and methods**

For the purpose of the comprehensive study of the role of media education components in the development of linguistic and cultural patterns by foreign students in the US, a range of methods was used that allowed fulfilling the stated objective of the article. Among these methods, it is necessary to emphasise *analysis and synthesis*. For instance, the analysis was used to perform separative mental actions aimed at the programs used in the US HEIs, which allowed studying the structure of the activities of each initiative in detail and identify elements that directly impact the effectiveness of their practical application. In turn, the synthesis method allowed combining the parts separated during the analysis as well as establishing whether there are any connections within the program that allow characterising these training programs as integral initiatives or those

that require further improvement and cannot be implemented as is in preparatory and adaptation educational processes in other countries.

The system of social and pedagogical support of foreign students, which includes the formation and development of linguistic and cultural patterns, is a complex mechanism for adaptive training for representatives of other socio-cultural groups. In this regard, we applied the *deduction* method, which allowed singling out the media education components. We determined that the system of social and pedagogical support consists of elements of the acculturation triad, including educational and cultural, linguistic and psychological. This triad is united by the need to form linguistic and cultural patterns that will allow a foreign student to build interpersonal interactions academically and socially. As a result, we concluded that the formation and development of linguistic and cultural patterns should be ensured by certain processes, among which we have highlighted media education that includes the use of video, audio, text and Internet components.

We examined the above media education components in terms of their practical application in the US HEIs, which contributed to the use of the *induction* method that allowed combining all analysed programs according to a certain component of media education and drawing conclusions regarding the role of a particular program in the general process of adaptation training of a foreign student. In other words, having studied the practical application of individual programs aimed at the formation and development of media education components in detail, we discovered a close association between the components, their complementarity and the need for their comprehensive application for the effectiveness of the entire process of social and pedagogical support of a foreign student.

Furthermore, in the course of the study, within the framework of our article, the *classification* method was used to classify the media education components by certain directions depending on their essential characteristics. For example, in addition to video, audio and text components of media education, this method contributed to singling out the Internet component as a separate media due to its increased practical application and role in providing remote access to the other three components.

The Internet component of media education was identified as an important component of the formation/development of linguistic and cultural patterns using the *analogy* method, which allowed identifying similarities between the practical use of video, audio, text as well as the Internet components. As a result, we came to the conclusion that the Internet component facilitates access to the three above media education components, but remotely and in a more convenient format in terms of time management. Thus, the ability of the Internet component to perform similar functions, which include the option of preparatory activities (using video, audio and text components), allowed singling out this component as a component of media education.

### 3. Discussion

Media education is an important component of the construction of a personality capable of interacting and building social and cultural ties with other people in the modern world using the appropriate components. The importance of media education for personal development has also been pointed out by international organisations. For example, UNESCO recommended introducing the principles of media education into the curricula of additional and non-formal education in all countries (Wilson et al., 2012: 12).

However, the phenomenon of media education itself arose much earlier than the actual terminological component. For instance, M. Maklyuen's study reasons that the media (communications) impact society by the features that distinguish them from other similar media rather than by the content they carry (Maklyuen, 2005: 84-85). Based on this conclusion, it should be noted that the content of the media education components does not have a defining role in the process of formation/development of linguistic and cultural patterns by foreign students. Their features that facilitate the adaptation of students to the new social and cultural environment through a specific strategy of each of the components take centre stage.

A great contribution to the study of media education was made by A. Fedorov (Fedorov et al., 2014), A. Korochemistry (Korochemistry, 2004) and many others researchers, whose works on media education clearly defined film, photography, mass media and radio directions. Thus, this gradation confirms the correctness of our selection of video, audio and text as media education components. It is important to note that the modern education community is actively introducing a component related to Internet technology, which allows combining the above components in a single electronic storage and providing remote access to them.

As for the research on the media education components, the following should be noted. The importance of the audio format in the educational process is confirmed by the findings of J. Boyle (Boyle, 1987) that the listening process must be considered as a separate skill, since it is not completely spontaneous or existing separately from the educational system. Consequently, the need to include listening in classroom studies (Byrnes et al., 1982; James, 1984; Richards, 1983; Taylor, 1981), as well as conducting psychological research of this process, contributed to the understanding of the complexity (for the individual) of the formation of linguistic and cultural patterns directly through communication. This contributed to the separation of listening (or comprehension) into a separate linguistic direction, along with reading, speaking, writing and studying vocabularies.

In turn, D. Nunan (Nunan, 1997) pointed out the pivotal role of comprehension and listening to audio recordings. According to the results of the researcher, a person cannot learn without understanding the basic input data, therefore listening is the basis for the further process of speaking.

The issue of learning a foreign language through media education has been studied by many scientists, among whom much attention was paid to the use of listening in language learning (Rost, 2013), as well as the importance of sound effects and the use of music as an additional aspect of presentations during academic studies (Curran, 2018). Some researchers have developed methods of teaching a foreign language based on the use of video and audio means, thus characterising the process of learning a language as the use of a number of media education means by educational institutions. For example, T. Secules, C. Herron and M. Tomasello (Secules, et al., 1992) studied the effect of using videos during classes for the study of a foreign language. In turn, T. Umino (Umino, 1999) aimed to review the practice of using video materials in case of learning a second foreign language by Japanese students.

However, some researchers (Yang et al., 2006) came to the conclusion that rather than a separate process, the study of a foreign language should be an integral part of cross-cultural adaptation that includes the development of social and cultural interaction skills, which cannot be achieved without mastering a foreign language and developing linguistic and cultural patterns.

In general, the development of the system of internationalisation of education raised the question of other methods that must be applied in the context of the adaptation process to prevent the negative consequences of culture shock. It should be noted that staying in the country of study requires foreign students to be able to transform the text into information that takes into account the existing social and cultural background. Therefore, the text component (which can provide information when it is read by a person) plays a key role in the process of media education.

The use of reading as a method of obtaining textual information that may contain data on the cultural aspects of the host country was researched by K. Koda (Koda, 2005) and defined as a cross-linguistic method.

The issue of the effectiveness of using the text component in teaching a foreign language and the development of lingual and cultural skills of foreign students was explored in the works by W. Ruphley, T. Blair and W. Nichols – detailed rules that will help in the effective application of reading as a direct aspect of learning (Ruphley et al., 2009: 125-138), E. Bernhardt, K. Lems, D. Lean, T. Soro – the value of reading in the process of learning a foreign language (Bernhardt, 2000; Lems et al., 2010), J. Hedgcock and D. Ferris – the importance of reading in teaching students and in the work of teachers (Hedgcock et al., 2009), M. Ko – development of strategies for the proper formation of the process of using reading in educational activities and motivating students to read (Ko, 2002), Ch. Nutall and Ch. Alderson – developing reading skills while learning a foreign language (Nutall et al., 1996), A. Phakiti – study of theoretical and practical aspects of using the reading method in the study of a foreign language (Phakiti, 2006), M. Kredátusová – positive aspects of using the reading method while learning a foreign language (Kredátusová, 2007), Y. Saito, E. Horwitz, T. Garza – negative manifestations when using the reading method in learning a foreign language (Saito et al., 1999). In turn, M. Simons, T. Smits и P. Janssenswillen (Simons et al., 2020) studied the importance of developing media literacy and critical thinking by students when using newspapers to develop the students' ability to recognise textual elements of a social or linguistic nature.

Various theoretical papers also focus on the Internet component. For instance, the use of modern information technology in education was studied by O. Buinits'ka (Buinits'ka, 2012), O. Vinoslavs'ka (Vinoslavs'ka, 2014), Yu. Burovits'ka (Burovits'ka, 2016), J. Pieper and N. Mentzer



(Pieper et al., 2013) et al. In turn, researchers determined the main role of Internet technology in the educational process as a repository of a large amount of information data, which is confirmed, among others, by S. Nowell (Nowell, 2014) and N. Maier (Maier, 2017). According to their findings, educational Internet technology has certain functions, including information storage, facilitating cross-cultural interaction, interactive online learning, etc.

Internet technology, according to the findings of M. Bond and S. Bedenlier (Bond et al., 2019), is increasingly introduced into the educational process at educational institutions and is becoming an integral part of it. In particular, we would like to highlight the conclusions of O. Omadara and E. Adu, which indicate that computer technology “cannot be regarded as media” (Omodara et al., 2014: 48) since the computer programs are not limited to a certain type of activity. However, we believe this statement is not entirely correct. Indeed, on the one hand, computer and Internet technology is only used to display and play other media components: video, audio and text, and is not, at first glance, a distinctive component. Yet the question arises: Can ensuring remote access to various media archives be considered a feature of this component? Moreover, we would like to note that computer and Internet technology allows organising distance events aimed at the active use of other media education components and, according to H. Mellieon, Jr. and P. Robinson (Mellieon et al., 2020), does not require students to be in the same room with the teacher or lecturer at the same time. In addition, considering the practical use of other components, we can trace an important pattern: they also contribute to building the association between components – a video component consists of video and audio elements; a text component can include an audio element (for example, audiobooks). Therefore, we can conclude that computer and Internet technology can be considered a component of media education that provides access to other components and facilitates the development of the necessary skills in a foreign student in the course of the adaptation process. Still, it should be kept in mind that the Internet component is at the stage of active development, which requires addressing certain issues such as an increase in the media literacy of the teaching staff, improving the synchronisation of teaching with the use of video material (Choi, 2018), an increase in opportunities for feedback from students (Sarcona, 2020), etc.

Moreover, we would like to note that the introduction of a computer/Internet component into the practical application of media education components contributes to the digitalisation of the entire media system, which increases the quality of the education, tools and technological infrastructure of the educational institution and facilitates the development of online courses, which forms an environment where foreign students participate in the educational process without having to visit the country of study (Titarenko et al., 2017). However this does not negate the importance of linguistic and cultural patterns.

Forming linguistic and cultural patterns among foreign students allows expanding the preparatory potential of the HEIs and, as a result, quickly forming the necessary linguistic and social and cultural skills, including through web-based learning management systems that ensure interpersonal communication activities in real time (Marden et al., 2020). Let us turn to the findings of L. Masterman, who highlighted the prospects associated with the use of media education components (Masterman, 1990). To build a connection between the conclusions of the researcher and our work, let us determine the significance of these prospects for the formation and development of linguistic and cultural patterns by foreign students. The advantages of media education are as follows (Table 1):

**Table 1.** Advantages of media education and their association with the process of linguistic and cultural adaptation of foreign students

Advantages of media education (according to L. Masterman)	Association between linguistic and cultural adaptation of foreign students and the advantages of media education
Strengthening the democratic institutions of society	A democratic society is more tolerant to representatives of other national groups and ethnicities, which contributes to an increase in the number of foreign students in these states and subsequently leads to the need for the adaptation training of such students, which includes the formation/development of linguistic and cultural patterns aimed at ensuring communication and overcoming the negative consequences of culture shock.

Development of lifelong critical thinking skills	Critical perception of reality contributes to a foreign student forming immunity to cultural prejudices, which will mitigate cultural shock when interacting (academically or socially) with representatives of the host country.
Creation of prerequisites for the introduction of innovations in the educational process, since media education is aimed at analysing reality in its continuous transformational development.	The development of linguistic as well as social and cultural skills should be based on innovative techniques that include the media education components, and meet modern requirements for the digitalisation of the educational process.
Media education is a process that unites the activities of the entire educational community	The process of formation and subsequent development of linguistic and cultural patterns includes all representatives of the academia and society, from experts at consulting centres (providing theory-related informational support) to students of the host country (by communicating with them, including through media education, a foreign student is able to analyse their progress in the formation of personal linguistic and cultural patterns and determine how to develop them further).
Focus on overcoming “learning through memorisation”	The theoretical component is a necessary part of the formation of linguistic and cultural patterns by foreign students, however, their quality directly depends on the variety of socio-cultural activities and communication they take part in, which depends, among other things, on the variety of used media education components aimed at being applied in practice.
Media education facilitates the identification of new academic strategies: dialogue-based interaction between a student and a teacher, stimulating students’ involvement in the life of the educational institution and society.	Linguistic and cultural patterns contribute to the development of the ability of a foreign student to have interpersonal interactions with representatives of the academia and social communities of the host country. In this regard, new forms of interaction resulting from quarantine restrictions allow forming new strategies for adaptive training of foreign students linguistically and culturally using remote video, audio and text tools in the future.

#### 4. Results

The adaptation training of foreign students in the US HEIs is carried out using a variety of methods, including media education that implements all the above components, namely video, audio, text and the Internet. To identify their importance in the development of linguistic and cultural patterns, we consider it necessary to conduct a more detailed analysis of programs that use media education components.

Since video and audio components are closely related, let us highlight the programs that are focused on both components. For example, let us take a closer look at the experience of Brown University ([History..., 2021](#)). An important component of its media education is an archive of audio and video resources aimed to introduce international students to music and films that are fundamental for the American culture such as the archive of important films; International Federation of Film Archives; archive of periodicals about films and TV; jazz music library, etc.

In this regard, the question arises. Which films can be shown to foreign students to let them develop a general understanding of historical and cultural events and social transformations that have changed the cultural component? Having analysed various lists of significant films for the United States, we can distinguish the following films we divided into three categories: historically and culturally relevant – films that have a direct or indirect connection with historical events and influenced transformative changes in the cultural consciousness of people ([Table 2](#)), socially relevant – films that are directly related to the issues of society and attempts to demonstrate possible ways of solving certain problems ([Table 3](#)), culturally relevant – to a greater extent influencing society in cultural terms than rethinking historical events ([Table 4](#)).

**Table 2.** Historically and culturally relevant films that can be used for the formation of linguistic and cultural patterns by foreign students

Year of release	Name
1939	<i>Gone with the Wind</i>
1941	<i>How Green Was My Valley</i>
1953	<i>From Here to Eternity</i>
1954	<i>On the Waterfront</i>
1960	<i>The Alamo</i>
1967	<i>In the Heat of the Night</i>
1970	<i>Patton</i>
1976	<i>All the President's Men</i>
1979	<i>Apocalypse Now</i>
1986	<i>Platoon</i>
1989	<i>Born on the Fourth of July</i>
1990	<i>Dances with Wolves</i>
1998	<i>Saving Private Ryan</i>
2002	<i>Gangs of New York</i>
2003	<i>Seabiscuit</i>
2005	<i>Capote</i>
2007	<i>There Will Be Blood</i>
2008	<i>The Hurt Locker</i>
2011	<i>The Help</i>
2012	<i>Argo</i>
2012	<i>Lincoln</i>
2013	<i>12 Years a Slave</i>
2014	<i>Selma</i>
2016	<i>Hidden Figures</i>
2018	<i>Green Book</i>
2020	<i>The Trial of the Chicago 7</i>
2021	<i>Judas and the Black Messiah</i>

**Table 3.** Socially relevant films that can be used for the formation of linguistic and cultural patterns by foreign students

Year of release	Name
1941	<i>Citizen Kane</i>
1946	<i>The Best Years of Our Lives</i>
1949	<i>All the King's Men</i>
1961	<i>West Side Story</i>
1973	<i>The Sting</i>
1975	<i>One Flew Over the Cuckoo's Nest</i>
1976	<i>Rocky</i>
1977	<i>Annie Hall</i>
1978	<i>The Deer Hunter</i>
1979	<i>Kramer vs. Kramer</i>
1988	<i>Rain Man</i>
1989	<i>Driving Miss Daisy</i>
2010	<i>The Social Network</i>
2016	<i>Fences</i>
2017	<i>Three Billboards Outside Ebbing, Missouri</i>
2018	<i>Vice</i>
2020	<i>Nomadland</i>

**Table 4.** Culturally relevant films that can be used for the formation of linguistic and cultural patterns by foreign students

Year of release	Name
1934	<i>It Happened One Night</i>
1940	<i>Rebecca</i>
1942	<i>Casablanca</i>
1960	<i>The Apartment</i>
1965	<i>The Sound of Music</i>
1972	<i>The Godfather</i>
1974	<i>The Godfather Part II</i>
1975	<i>Jaws</i>
1976	<i>Taxi Driver</i>
1977	<i>Star Wars. Episode IV: A New Hope</i>
1982	<i>E.T. the Extra-Terrestrial</i>
1991	<i>The Silence of the Lambs</i>
1994	<i>Forrest Gump</i>
1994	<i>The Shawshank Redemption</i>
1997	<i>Titanic</i>
1997	<i>Good Will Hunting</i>
2002	<i>Chicago</i>
2010	<i>Toy Story 3</i>

Thus, Brown University's audiovisual archive includes four media education components (however, the main components are still video and audio): audio (allowing listening to musical compositions and learning about films), video (aimed at direct viewing of films of cultural value for the United States), text (offering periodicals), Internet component (providing electronic support for all three of the above components).

As a result, the practical application of all four media education components leads to the development of linguistic and cultural patterns as a foreign student learns the cultural traditions and peculiarities of the host country (which is provided by music and cinema) and is able to do this in the language of the country of study.

Another example of the practical application of various media education components is the Audiovisual Services program at Eastern Michigan University (Media..., 2021). It should be noted that this initiative provides access to the archive, which contains collections of videos, audio recordings and photographs. It is thematically diverse, from academic content, which allows learning more about the chosen topic; to dance tutorials. Thus, it should be noted that the program Audiovisual Services provides access to three media education components providing access to audio recordings, videos and photos using the Internet. It is worth mentioning that only the text component is not sufficiently represented in this program to define it as a four-component system of media education.

Obviously, the knowledge of the culture of the host country has a pivotal role in the ability of a foreign student to become a part of the academic and social life of the community. Media education tools are actively used to form such knowledge. For instance, the University of South Carolina has been providing access to Digital Collections (Browse..., 2021) since 2004, including many audiovisual elements (including videos, photographs, etc.) representing various historical and cultural topics that have had an immediate impact on the development of the society in the US, from World War II to the civil rights movement.

The video component can also be used for professional development. Let us take a look at the experience of the practical application of media education components at Boston College, as its library provides access to services and platforms that ensure the development of general educational skills and linguistic and cultural patterns.

For example, its Films on Demand option (COMM..., 2021) provides online video delivery services in various subject areas; allows users to create their own video collections, share them, etc. In this case, the video component of media education has two main directions: the use of long-distance media education (which differs from the practice of acquiring knowledge and skills



directly during academic studies or social and cultural events) and the professional direction of the video component (which already implies dividing the component itself into two goals, the formation/development of linguistic and cultural skills using the video component as a visual and text message, as well as the development of professional skills in a certain area of knowledge when watching a video on a relevant topic). Thus, this element of media education at Boston College is characterised by a specialised video component, which does not provide for watching feature films.

In addition to the video component, an important role in the formation of linguistic and cultural patterns by a foreign student is played by audio tools, which can be used in conjunction with other media education components, and also act as a separate adaptive media. Let us take a look at the Tone Perfect program ([Tone..., 2021](#)) introduced at Michigan State University. It should be noted that this program is an important example of the use of modern media education in the training of students. The program offers a database for learning Mandarin Chinese, so it can mainly be used as a preparatory tool in the process of reverse acculturation. Training of foreign students and the development of their linguistic and cultural patterns is a manifestation of direct acculturation, when adaptation activities, including those that use media, are provided for a representative of another social and cultural group that needs to build interpersonal interaction in the host country. As for reverse acculturation, it means preparing the students of the host country to interacting with foreigners studying at a college or a university. Naturally, it takes into account that a different strategy of reverse acculturation is required in preparation for interaction with a person of a particular nationality. Therefore, the Tone Perfect program introduced in this HEI can be considered as a reverse acculturation tool. However, its practical application needs to be introduced into the direct acculturation strategy, i.e. during the linguistic training of foreign students. Due to the relevance of the Tone Perfect program, we consider it possible to define it as a component of media education (which has the potential to be implemented in direct acculturation).

The reason this program was used specifically for Mandarin Chinese is that the tone of the sounds it uses has a direct impact on the final meaning of the words. In light of this, the program includes a catalogue of monosyllabic sounds in four different tones. It should be noted that the program features audio recordings with female and male voices. As a result, the student gets a wider choice of audio recordings.

In addition to listening and developing linguistic aspects, the audio component of media education can include the formation of linguistic and cultural patterns when using musical content. When considering the audio component in this perspective, we should highlight the program introduced at Boston College, namely New Online Audio Series from Irish Music Archives ([New..., 2021](#)), which provides access to rare audio recordings of Irish music from the 1950s-1960s. It should be noted that Irish music had a significant impact on the culture of New York in the early 20th century. Therefore, this program has a pronounced cultural component, presenting the records of historical and social and cultural significance, which will allow forming cultural patterns and subsequently successfully understanding the culture of the host country and, accordingly, ensuring more effective interpersonal academic and social interactions.

It is also worth mentioning the Brown University library, which provides access to audio recordings covering both music itself and music theory ([Music..., 2021](#)). Thus, the audio component of media education, in this case, is applied for education.

The social and cultural development of a foreign student should also be based on the historical foundation of the development of the host country's society. In this regard, special attention should be paid to the audio and text archive of the Music Library ([Music Library..., 2021](#)) operating at Northwestern University. This collection of books, scores, sound recordings, magazines, composers' manuscripts is an important baseline for the practical application of several media education components, including audio (allowing listening to compositions, including those written in the 20th century, thus involving cultural component), text (formed as a result of reading historically and culturally significant text collections), Internet component (providing the opportunity to receive advisory services and guidance via e-mail). Finally, it should be noted that the Music Library archive is important in the development of representatives of other social and cultural groups, while using the media education components.

The existing connection between audio and text directions shows the importance of the text component of media education. Let us consider an example of the development of linguistic and cultural patterns using a text component as illustrated by Michigan State University where Book

Club meetings are held as part of the International Studies & Programs initiative. For example, on 13 March 2018, the topic of a series of discussions in the Book Club (with the support of Islamic Society of Greater Lansing and the Interfaith Clergy Association of Greater Lansing) ([Muslim..., 2018](#)) was the discussion of literary works of various genres that touched on the issues such as racism, genocide, etc. Thus, it should be noted that it is the diversity of the thematic component that plays an important role in the development of linguistic and cultural patterns, which should ensure the ability of a person to held discussions on various topics. In addition, the students are encouraged to read the books to be discussed before the event, which allows forming the personal opinion on the work and preparing for the discussion. That is, in this case, the foreign student is able to practice their communication skills outside of spontaneous situations. After the subsequent development of the ability to discuss and, accordingly, more confidently and automatically apply linguistic and cultural patterns, preliminary preparation will no longer be necessary.

The media education components are actively developing, ensuring the formation and development of linguistic and cultural patterns in the Book Club, operating on the basis of Office of International Student and Scholar Services в Northwestern University ([Spouse..., 2021](#)).

The use of the text component of media education is observed in Boston College at the Online Book Club ([Online ..., 2021](#)). Although the club's program involves reading and holding discussions on religious books, this does not affect the formation of linguistic and cultural patterns. It is important to understand that the thematic element of the text component is of secondary importance in the formation of these templates. The key role is played by the process of reading itself and the development of the individual skill to decipher the author's possible hidden messages (the so-called "reading between the lines"), as well as conducting a follow-up discussion of the reading material, where the student can express their thoughts using communication skills. Thus, the Online Book Club is associated with the media education components such as text (reading a book and revealing its hidden meanings; the ability to build sentences in a foreign language with various combinations of words – which is necessary for representatives of other linguistic and socio-cultural groups), audio (involved during the contributions of other club members, which requires a foreign student to be able to both catch logical connections between sentences and quickly translate what was said), video (resulting from the remote format of club meetings), an Internet component (allowing participants to connect and facilitating video and audio components without being directly present in the same room). Thus, we can conclude that the discussion club using a text component, which might seem ordinary at first glance, can have a direct connection with other media education components.

Participation in the book club also contributes to both direct and reverse acculturation, as representatives of the host country learn the linguistic and cultural peculiarities of foreign students. As an example, let us take a look at the Japanese Book Club run by East Asian Studies at Brown University ([Japanese..., 2021](#)).

When working with test information, it is important to recognise the need for consistency, i.e., holding a discussion after a quick reading of any source (for example, in one week) will not bring the desired results in terms of the formation and development of linguistic and cultural patterns.

In this regard, we would like to note that the reading process, in the context of foreign students, should take place at a pace that allows a student to decipher the semantic messages of the author. A student from a different social and cultural environment needs more time for deciphering. In fact, a qualitative discussion of the textual information read (ensuring the development of linguistic and cultural patterns) is possible only with the full understanding of the reading material by a foreign student, which will contribute to their ability to communicate (hold a discussion) on a deep rather than superficial level. For instance, the Alumni Book Club operating at the University of Nevada, Reno ([Alumni..., 2021](#)) is an example of the consistency of the initiative to use the text component of media education. Although this program is aimed primarily at university graduates, let us focus on its consistency, as the reading of books (before the start of the discussion, i.e. the manifestation of linguistic abilities) takes place for 2-3 months. As a result, we can conclude that this period for studying textual information is due to the need to decipher it, understand socio-cultural messages, which ultimately allows for high-quality communication.

The quarantine restrictions due to the COVID-19 pandemic emphasised the importance of the use of technical teaching aids (the Internet component of media education), which led, for example, to the Virtual International Education Week 2020 held by the Office of International

Services at the University of Southern California. This promotional and pre-adaptation event offered participation in many sections. However, the most relevant for the development of linguistic and cultural templates using media components were ([Virtual International..., 2020](#)):

1. Mobilized by Memories: Countering Incarceration Culture from WWII Japanese American Incarceration to ICE (the section is an introduction to the social and cultural background of the United States, which were influenced by historical events such as World War II. Japanese-American artists raised the issue of protesting against violence ([Mobilized..., 2020](#)).

Special attention should be given to the interest in this method of presenting the ins and outs of the American society through discussing those events and challenges that eventually became catalysts for socio-cultural changes in the United States rather than talking about tolerance, the struggle for minority rights, the meaning of freedom of speech, etc.. The event involved the entire scope of the main media education components: audio (which allowed future foreign students to receive an audio information component), video (the remote format allowed showing the video related to the topic under discussion), text (the presentation of a speaker from the university was accompanied by presentation materials that used textual information), a component of Internet technology (joining the event using the Zoom platform allowed increasing the audience and holding the necessary educational, consulting, and adaptation activities).

2. Social Movements: From the 'Arab Spring' to Black Lives Matter.

The section is primarily aimed at the development of cultural understanding about the current American society. Topics involved social movements such as BLM, their ideological connection to the Arab Spring movements of the 2010s, and a discussion of how they ultimately influenced socio-cultural shifts in the United States and other countries ([Social..., 2020](#)).

3. Dornsife Dialogues: Food for Thought: How L.A.'s Cuisine Opens Doors to New Tastes and Cultures.

The active introduction of a component of media education such as Internet technology, which combines video, audio and text components, into education allowed representatives of other countries to be able to form certain cultural ideas about the country where they will receive education during the pre-adaptation period ([Dornsife..., 2020](#)). For example, this section of Virtual International Education Week 2020 provided an opportunity (using the above media education components) to obtain information about the food preferences of the people living in Los Angeles. Considering that food is an integral part of the culture (an essential part, including in the context of interpersonal interaction of a communication type), we believe this section to be important for the formation of linguistic and cultural patterns.

4. Virtual International Coffee Hour (this initiative is a continuation of the International Coffee Hour events, which have been held in many colleges and universities in the United States and are aimed at building interaction between representatives of different ethnicities studying at the educational institutions ([Virtual..., 2020](#)). However, due to quarantine restrictions, the event was held online, which did not prevent discussions between potential and current university students. This kind of interaction is critical for the formation and development of linguistic and cultural patterns, and the virtual format ensured this interaction and contributed to the development of the necessary linguistic and socio-cultural skills in the practical use of media).

## 5. Conclusion

Social and pedagogical support of foreign students is a layered process that should include various methods providing an opportunity for representatives of different cultural environments to have effective interactions academically and socially. One of the main prerequisites for the formation and development of the ability of such interaction is the existence of linguistic and cultural patterns, i.e. sets of certain knowledge that should be automatically applied during interpersonal interactions. The formation and development of these patterns in the US HEIs actively involves media education components such as video, audio, text and Internet components. Based on the analysis of programs that are aimed at the development of these components by foreign students, we came to the following conclusions:

1) Media education components are often interconnected, and, therefore, the practical use of one component may entail the use of others that are directly involved in its practical implementation (for example, an Internet component can interact with video, audio and text components).

2) Media education components can simultaneously act both as methods of formation/development of linguistic and cultural patterns and as auxiliary means of transferring

an educational information component, i.e. can be directly used in the academic process.

3) Video, audio, text and Internet components can be applied both for direct acculturation (adaptation of a foreign student to a new academic and social and cultural environment) and inverse acculturation (adaptation of representatives of the host country to the social and cultural norms of a foreign student).

4) The formation and development of linguistic and cultural patterns by foreign students should be based on knowledge of the historical and cultural events that influenced changes in the society of the host country, which requires the students to be introduced to films, music, literature, newspapers and other elements that reflect ideas of a society on certain issues during the historical period of the last decades.

5) The text component of media education is actively used within the framework of Book Clubs that allows foreign students to conduct discussions on various topics, which helps prepare the students for spontaneous linguistic interactions when linguistic and cultural patterns should be applied automatically.

6) The Internet component allows accessing archives and libraries with video, audio and text collections, as well as conducting discussions remotely, which contributes to the digitalisation of the adaptation process and facilitates unassisted development of linguistic and cultural patterns.

Summarising the above, we can conclude that the active implementation of programs using video, audio, text and Internet components of media education contributes to the direct formation of linguistic and cultural patterns that will allow a foreign student to overcome the consequences of culture shock, as well as have more successful academic and social interactions with representatives of the host country.

Further research in this direction can be based on the need to analyse the use of media education components in other countries, to carry out a comparative analysis of the experience in the formation and development of linguistic and cultural patterns by foreign students in the United States and European countries, as well as to study both theoretical and practical aspects of adaptation categories such as “direct acculturation” – “reverse acculturation” in more detail.

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