

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 0.126
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2021 Issue: 06 Volume: 98

Published: 30.06.2021 <http://T-Science.org>

QR – Issue



QR – Article



Zebo Pulatovna Aminova

Tashkent Institute of Engineers of Irrigation and Mechanization of Agriculture
Associate Professor, PhD, Karshi Department,
Karshi, Uzbekistan

DESIGNING ESP COURSES WITH MEDIA LITERACY

Abstract: In teaching and learning ESP, video data plays crucial role in improving learners' listening and speaking comprehension because it contains subject matter which is needed to acquire. Furthermore, the idea of developing students' media literacy through integrating English mass media resources (multimedia form) into the English for Specific purposes classroom. According to visual texts analysis and its interpretation allow students to access, analyze, and evaluate various kinds of mass media – TV news programs, talk shows, movies, and documentaries on profession. This article illustrates some thoughts of scholars and its analysis.

Key words: ESP classes, media literacy, ESP learners.

Language: English

Citation: Aminova, Z. P. (2021). Designing ESP Courses with Media Literacy. *ISJ Theoretical & Applied Science*, 06 (98), 754-756.

Soi: <http://s-o-i.org/1.1/TAS-06-98-104> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.06.98.104>

Scopus ASCC: 3304.

Introduction

In recent years, media literacy is being more demandable than before due to requirement of ESP learner in acquisition of technical and semi-technical vocabularies. Additionally, 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 the language (Simpson, Obdalova, 2014). In order to meet the challenge, teachers should have a well-planned and balanced curriculum motivating students by meaningful and relevant activities. One of the most effective and modern approaches from this perspective would be integrating mass media into the ESP classroom. The approach is based on the concept of weaving media literacy development into the curriculum. While having media literacy as an isolated topic, students may face certain difficulties in their efforts to discuss mass media because they have mastered neither the vocabulary nor

proper speaking skills, integration of media literacy into practical course of ESP might provide them with scaffolding support and language input needed to access, analyze, and evaluate various kinds of mass media – TV news programs, talk shows, movies, and documentaries. We have widely discussed the issues, presented some examples pointing to media resources.

Features of media literacy

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. Media literate students are supposed to have a better understanding of the information that

Impact Factor:

ISRA (India)	= 6.317	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 1.582	PIHII (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 9.035	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 7.184	OAJI (USA)	= 0.350

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. They are flexible in their thinking and capable of revising their own judgments when confronted with new ideas and information. As a result, they are better able to succeed when faced with problems that have complex causes or debatable solutions (Halpern, 2003). The aim of our research is:

- to design a course 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 ESP classroom for enhancing students' media literacy and improving their language performance.

The main criteria used for evaluating students' media literacy performance used for the project are as follows:

- knowledge of various media formats specificity;

- accurate identification of the core issues;

- understanding depth and significance of the problem;

- ability to make deep inferences consistent with each other;

- improved foreign language performance;

- demonstration of high levels of critical judgment, interpretation skills.

- being aware of profession;

- be able to acquire necessary instruments to implement;

Reading and media comprehension

An individual envisages while reading and evaluates the thoughts in a text. Therefore, teaching reading is an important focal point of education. Pointing out the importance of teaching reading, Yalcin (2002: 51) argues that every stage of it should be handled studiously with scientific data. According to Yalcin, this depends on not only the efforts of

teachers but also the arrangement of course books and educational materials in a proper way.

While reading as thinking and understanding, learners are able to enhance a structure and a strategy including the stages of activation, attribution, interrogation, visualization, deduction, summarization, and synthesize. It is seen that habits of watching television and using Internet prevail against the information obtained by reading or at university. This situation makes media literacy more important. Moreover, There are different definitions concerning the concept of media literacy in the relevant literature. While Thoman (1999: 50) defines media literacy as an ability to derive visual and verbal symbols from television, newspaper, radio, computer, magazine and advertisements which we encounter in our everyday life, Cantor and Wilson (2003: 363) defines it as maintaining a critical thinking ability against media violence and questioning the applications, messages and impacts of media. Media literacy means integrating the abilities of media reading, following, speaking and listening with the thinking ability. Aufderheide (1993) defines it as the ability to access, analyze, evaluate and convey messages in "a variety of written and unwritten forms" (television, video, cinema, advertisements, Internet etc.).

Conclusion

Increasing awareness of students' on media literacy through integrating English 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. We learn a lot through media literacy (TV, Internet and other platforms). Those gave us a great opportunity to extend of horizons of knowledge, and understand the phenomena around the world.

References:

1. Aufderheide, P. (1993). *Conference report. National Leadership Conference On Media Literacy*, Washington, DC: Aspen Institute.
2. Cantor, J., & Wilson, J. B. (2003). Media and violence: intervention strategies for reducing aggression. *Media Psychology*, 5, 363-403.
3. Thoman, E. (1999). Skills and strategies for media education. *Educational Leadership*, 56(5), 50-54.
4. Yalcin, A. (2002). *Turkci ogretim yontemleri*. Ankara: Akcağ Yayınları. Retrieved 28.10.2009 from <http://earged.meb.gov.tr/pisa/dil/tr/sunum.html>

Impact Factor:	ISRA (India) = 6.317	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 1.582	РИИЦ (Russia) = 0.126	PIF (India) = 1.940
	GIF (Australia) = 0.564	ESJI (KZ) = 9.035	IBI (India) = 4.260
	JIF = 1.500	SJIF (Morocco) = 7.184	OAJI (USA) = 0.350

5. Facione, P. A. (2013). *Critical Thinking: What it is and why it counts*. Millbrae, CA: Measured Reasons and the California Academic Press.
6. Halpern, D. F. (2003). *Thought and Knowledge: An introduction to critical thinking* (4th ed.). Mahwah, NJ: Erlbaum.
7. Silverblatt, A. (2001). *Media literacy: Keys to interpreting media messages* (2nd ed.). Westport, CT: Praeger.