

УДК 378.013:07].016:811.111

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INCORPORATING MEDIA LITERACY INTO ESP COURSES FOR PROFESSIONAL EDUCATION IN UKRAINE

ESP (English for Specific Purposes) teaching in a broad sense is aimed at helping university students to perform in English effectively in potential professional environments on the international labour market. Due to the unprecedented circumstances of the Russian war against Ukraine and a toxic world information eco-system, the ability to assess information sources, many of which are in English, identify fake news and manipulation, and make well-informed decisions have become essential and even vital for any young professional. At the same time, students in non-linguistic specialities mainly have A2-B1 level of English which is not sufficient enough to approach current authentic sources of information online. Even if they manage to comprehend the contents, they lack the ability to consume media critically.

This article is a reflection on experiences of teaching media literacy in a university ESP context in Taras Shevchenko National University «Chernihiv Collegium». Working through the English for Media Literacy Coursera MOOC, the participants of the project were able to develop shared understanding through discussion and collaborative analysis of online articles and latest news being guided by the teacher-facilitator who was able not only to quickly address the language gaps but also provide critical questions to help the students' thinking and explain aspects of the media text genre to give a frame for analysis.

The aim of the current work was to study the ways in which language education could incorporate the teaching of media literacy in a Ukrainian HEI.

Methodology involved a thorough literature review related to media literacy and blended learning. Theoretical methods were used to adopt MOOC materials to the project participants' needs which included analysis, synthesis and explanation. Empirical methods were also employed, namely pedagogical observation of the students-participants.

The scientific novelty of the research lay in the fact that it allowed to develop and an effective guidance for a language teacher acting as a facilitator and helping students to develop simultaneously language skills and media literacy skills crucial for fighting propaganda and misinformation. The Student's Book and the Facilitator's Book were published in the course of the project implementation.

We came to the conclusion that interdisciplinary nature of media literacy and its central importance in the post-truth era should enable and encourage educators to transform the ESP syllabus and create tailor-made media literacy courses due to the needs of Ukrainian university students of non-linguistic specialties in turbulent times of war and global crisis.

Key words: *English for Specific Purposes (ESP), media literacy, massive open online course (MOOC), blended learning, a teacher as a facilitator.*

Introduction. In his preface to «ESP for the University» Christopher Brumfit suggested that ESP made English teaching «more purposeful» [11]. In the end of the 20th century ESP as a major project in English teaching at tertiary level generated serious discussion of syllabus design reflecting the students' needs to perform more effectively in English in their potential professional environment. Nowadays teachers working in the ESP field acknowledge that their classes not only open many doors for future job-seekers globally but are a main resource for fostering vital literacy competencies, media literacy being a core one in modern information society.

The philosophy of ESP teaching is based on generative principles, specific language learning materials and activities relevant to particular language needs, attitudes and current societal demand. During war, teaching English as a foreign language in general and English for Specific Purposes in particular becomes socially responsible and goes far beyond correct grammar or perfect pronunciation.

Young people, whom Mark Prensky about 20 years ago called «digital natives» [25], can operate digital devices far better than they can evaluate the information those devices yield. Quoting Sam Wineburg, a famous American educational and cognitive psychologist, researching how individuals evaluate the reliability of digital information, «Young people's ability to navigate the Internet can be summed up in one word: bleak» [32:6]. According to the survey of Stanford History Education Group held in 2015 and 2016, 82 percent of students couldn't distinguish between an ad and a news story. Though fluent in social media, three-quarters of high school students missed the significance of the blue checkmark showing that an account is verified by Facebook. Over 30 percent thought a fake news post was more trustworthy than a verified one [32]. Current research shows that undergraduate students are often unable to distinguish between trustworthy and untrustworthy sources on the Internet [5] as a majority employ ineffective strategies for evaluating digital information [2].

When my university resumed its work at the end of March 2022 after the war began, the first questions my students wanted to know the answers to were those prompted online by the news outlets and mass media: «Did war really begin because of Ukrainian Nazis? Who are Ukrainian Nazis? Does the world consider us Nazis as well? Are we going to be killed because of that? How are they going to demilitarize and denazify us?»

Media was and is full of narratives coming out of the Kremlin and international pro-Kremlin sources and brainwashing the whole world, not only Ukrainian young people [34]. Being just an English teacher, university lecturer and by no means a politician, I had to find out the answers to all those questions. When war breaks out and disinformation spews from everywhere, an educator needs to offer more than regular classes. Together with my students we started exploring, comparing and digging deeper. As most media is in English, our ESP classes turned into EAC practice where EAC stands for English as Armor Contra. We focus on developing critical thinking for fighting massive propaganda and disinformation, the ability to critically evaluate news sources in English, identify types of misinformation and tackle the main forms of media bias.

Current global situation proves that language education today is called to enable the students' participation not only as learners but as users of English to face stoically the war challenges and bravely fight hate speech, fake news and propaganda. More than ever before, media literacy in an uncertain and toxic information eco-system has become a core life skill for the future specialists in any field.

Literature Review. Though media education and media literacy were introduced and defined by UNESCO in 1982, Ukraine is still making the first steps on the way of introducing media learning in the educational process. Recognizing the role of media education in the development of a socially responsible society, the Ministry of Education and Science of Ukraine pays special attention to promoting media literacy teaching in formal and non-formal education. Thus, the National Academy of Pedagogical Sciences adopted the Concept of Administering Media Education in Ukraine [3, 4] and published a textbook for those who deal with media education, teachers and students of various education levels [17].

As our main focus is incorporating media literacy into teaching at tertiary level, it seems expedient to analyse the results of scientific investigations of the problems of theoretical and practical nature of media education in universities.

The conceptual foundations of media competence and media literacy as major competences of a modern teacher are revealed in a number of studies [13, 14]. Various aspects of media education introduction in the higher education system were researched, namely through the use of professionally oriented media sources [22, 23]. There also were studies on methodological aspects of training of future Ukrainian language and literature teachers by means of media education [26, 27] and some attempts to develop a set of teaching materials for integration of media literacy in the EFL classroom [10].

In the current research publications [8, 9] the activities of five media literacy think tanks and their role in the implementation of media education in Ukraine were also analyzed and systematized, namely the Institute of Social and Political Psychology, the Institute of Higher Education of the National Academy of Educational Sciences of Ukraine (Kyiv), the Institute of Media Ecology (Lviv), the Academy of Press of Ukraine (Kyiv) and the College of Press and Television (Mykolaiv).

Though the theory and practice of media education have been in the center of Ukrainian pedagogical discourse for the decade and analyzed in quite a number of publications and conference presentations [15, 16], media literacy does not have a clear home in the university curriculum.

Meanwhile, major developed countries have incorporated new media literacy into their educational curricula. For example, the United Kingdom in 1988 and the United States in 1990s began to add media literacy education to English education programmes [12]. The development of media education is one of the main priorities of the European Union educational policy [20]. Though China's media literacy education development lags behind many Western countries, they also started including media literacy into university courses in the early 2000 [19].

Recent studies pointed out that most students considered media helpful in learning a foreign language [1], some of them [33] also assessed the substantial progress the students had made in improving their English linguistic skills by means of analysing and evaluation of media content. Ukrainian researchers are also aware that the issues of media literacy and critical thinking are of particular importance among the young people and that critical perception of digital media products could be applied into EFL studies [20]. Thus, ESP class is a place where

media literacy could be and should be addressed. However, practical aspects of integrating media literacy teaching into ESP courses at tertiary level in Ukraine have not yet received enough attention.

Taking into consideration mentioned above, I define **the aim of this paper** to reflect on how an ESP lecturer can support students in developing their online media literacy in the current global context in which online disinformation plays significant role in contributing to global instability and conflict in the context of Russia's invasion of Ukraine. I will analyse the ways in which foreign language education could incorporate the teaching of media literacy as a core life skill for the future specialists of professional education at tertiary level in uncertain and toxic information eco-system.

With this aim in mind, in the next sections I will draw on my personal experience of media literacy skills acquisition and learning to facilitate massive open online courses as an ESP specialist. The practical and empirical focus of the paper will affect its structure and further include main outcomes of the «English for Media Literacy» MOOC Camp at the Natural and Mathematical Faculty of Taras Shevchenko National University «Chernihiv Collegium» as a focal point of the project. Next, I will describe the means of dissemination of our media education experience in Chernihiv, Chernihiv region and at all-Ukrainian educational events. I will also dwell on piloting the course of the same name and later incorporating media literacy modules into the ESP course at Natural and Mathematical Faculty of Taras Shevchenko National University «Chernihiv Collegium» in BS and MS programs for future teachers of Mathematics, Physics, Computer Science and Information Technologies. Finally, I will reflect on using freely available online structured resources for developing media literacy skills and a combined role of an EFL teacher and facilitator in media education.

The Details of the Project Undertaken.

The «English for Media Literacy» MOOC Camp. The introduction of media education to the curriculum of Taras Shevchenko National University «Chernihiv Collegium» started at the Natural and Mathematical Faculty and was initiated by the «English for Media Literacy» Project implemented by the Bureau of Educational and Cultural Affairs and the Public Affairs Section of the Embassy of the United States in Kyiv in collaboration with the educational online platform Coursera [6,7]. The program was designed to inform audiences about media literacy and how to know more about modern media. From January to June, 2018 program participants, school teachers, University lecturers and social activists, had an opportunity to improve their English language skills while learning more about the role mass media plays in modern society.

30 English language professionals from 20 Ukrainian towns and cities were selected to take part in the project and to receive special training as course facilitators. After the programme completion they were required to hold dissemination seminars and workshops for multiple audiences, including youth, educators, community leaders, and news professionals in their regions.

What is more, they were engaged in the facilitation of MOOC Camps for the students of their educational establishments. They shared their expertise with Camp participants working together to develop their media literacy strategies. In total, 120 group trainings were held for nearly 700 participants all over Ukraine and 500 people were awarded «English for Media Literacy» Course Facilitator Certificates for successful course completion from Coursera, Pennsylvania University and RELO of the US Embassy in Kyiv.

I was lucky to be selected as a course facilitator in Chernihiv region and to supervise the work of the MOOC Camp in Taras Shevchenko National University «Chernihiv Collegium». MOOC Camp was a series of face-to-face sessions based on a course content. The term «camp» in education means an informal gathering of learners working together to discuss new ideas and concepts [28]. The «English for Media Literacy» MOOC Camps provided the opportunity to blend the online learning of MOOC with in-person learning experiences.

Together with 15 students from the Natural and Mathematical Faculty we had 6 weeks of fruitful collaboration, learning from each other, unexpected insights and heated debates. The course gave the participants a great opportunity to develop a broader understanding of media and its role in our lives as well as the language skills needed to analyse what you read and watch. The main topics studied and discussed were: «Introduction to media literacy», «Types of media: traditional vs social», «Advertising», «Bias in the media», «Diversity in the media».

One of the main benefits of the course was getting acquainted with the idea of massive open online courses and the introduction of a blended learning model which is a combination of in-person learning experience, face-to-face instruction as well as collaboration and interaction of all course learners. The students had 24:7 access to traditional course materials online on Coursera platform, such as readings and problem sets, interactive tools, videos, quizzes, user forums, social media chats and articles that all generated discussion and debate. In addition to immense learning opportunities the course participants joined the community of lifelong learners and their CVs grew with one more University certificate.

Though the course was quite intense and required 3-4 hours of study per week, all the course participants managed to reach the finish line successfully, receive a shared course certificate and add it to their resume and LinkedIn profile. My profit was also substantial: I gained new teaching experience, enriched my media literacy skill set and tried on a hat of facilitator.

Dissemination. Successful launch of the project led to high interest in media education among the students and faculty members of the University as well as the EFL community of Chernihiv and Chernihiv region. I was asked to conduct a series of dissemination sessions for the lecturers of other faculties of our university to share my experience of blended learning implementation in teaching practice.

In addition to this, participation in the program became a valuable educational experience and revealed for me and my students the great opportunities for life-long learning. What's more, I was invited to share our experience at 2019 TEDx IvanaFrankaStED conference in Chernivtsi which took place in Marble Hall of Y. Fedkovych National University. My idea worth sharing was the way I implemented the model of blended learning while teaching media literacy at our university. The grant I received from TEDx allowed me to bring to Chernivtsi one of the students who took an active part in the MOOC Camp and successfully completed the course.

Dmytro Shchur, a master-to-be of Natural and Mathematical Faculty and a beginning IT specialist, told the audience about the opportunities which blended learning provides the students with. Being a representative of the modern student generation, he is aware of the modern pace of life and is eager to combine learning and work at the same time. Thus, he shared the idea how he managed to do it and enjoyed the process. His presentation was a success and he received many encouraging commentaries.

As I wanted to disseminate all I learnt in the project among my school colleagues, so I initiated collaboration with K. Ushynskiy In-Service Teacher Training Institute and conducted a series of Media Literacy trainings for English school teachers of Chernihiv.

What is more, Chernihiv Broadcasting Company turned to be eager to improve the English language skills of its journalists and reporters. I was invited to their main office as a facilitator for discussing modern media-related issues in English. Thus, the trainings I had with them were very productive and useful for me as the course facilitator. They brought me to a higher level of critical consuming of information and gave me some insights which I could implement in the academic course.

As I had an ambition to disseminate not only in Chernihiv but in Chernihiv region as well, I managed to organize an English Teacher Development Institute on Media Literacy on 2 November, 2019. This was the first ELT project of Taras Shevchenko National University «Chernihiv Collegium» on Media Literacy and Critical Thinking aimed at providing continuous professional development and sustaining an ELT professional network in Chernihiv Region. 50 school teachers from Ichnia, Oster, Kozelets, Nizhyn, Slavutych and Chernihiv had an opportunity to broaden their experience with media and learn effective tools for integrating media education into teaching English in secondary schools and universities.

Meanwhile, the successful launch of the project soon entailed changes in specialty curriculum. A new academic course «English for Media Literacy» was introduced into teaching practice at Natural and Mathematical Faculty of our university at the beginning of the fall semester, 2018. It was provided for the students of the 4th year of study majoring in Computer Science and IT. The course included 20 hours of lectures and 20 hours of practical classes which were to be held twice a week for half a year. At the end of the course the students were supposed to be assessed in a written form and receive their Coursera certificates. The mark for the course completion is an official one and is to be registered in the Bachelor's Certificate after graduation.

Teaching Materials and Methodology. To involve the course participants and bring variety to learning and exploring I managed to design a set of teaching materials and activities which were used at MOOC Camp. These worksheets put the beginning to the Class Set development during September – December of 2018 and finally successful publication in January 2019 [29,30]. The set is intended to guide the participants towards successful online course completion, help them to develop English language skills and build their media literacy strategies.

The Class Set consists of a Student's and Facilitator's Books. The facilitator's guide gives some helpful tips how to start a course and engage all the participants. It contains the Keys Section and Additional Resources. Teacher-controlled exercises, pair and small-group work activities in Student's book involve role plays, problem solving tasks and projects. Besides, the Classroom Set can save the facilitator's time and efforts in case of no Internet access or poor technical support.

This course consisted of five units. First, we defined media and media literacy. Then, we talked about the difference between traditional media and social media. Next, we looked at the advertisements in the media or how people try to sell products using the media. We followed that unit with one that looks at bias in the media. Lastly, we looked at diversity in the media and how different groups of people are shown in the media.

The rapid and constant development of media industry inevitably requires changes and amendments of educational content. Nowadays English for Media Literacy Module has a broader structure and much extended tasks. Currently, the process of media literacy formation of future teachers of Mathematics, Physics, Computer Science and Information Technologies at the Natural and Mathematical Faculty of Taras Shevchenko National University «Chernihiv Collegium» is carried out within educational and professional programs of both bachelor's and master's levels. Students are offered BS mandatory and elective course «English for Professional Purposes» every term of which contains «Media Literacy» module.

One of the objectives of the course is to provide the students with the tools of smart consumption and production of media resources. The tasks and activities are designed to simultaneously develop linguistic and communicative as well as media competence of young people who are encouraged to develop their critical thinking and fact checking skills, social tolerance and awareness of the role of media in Ukraine and globally. Further on, the students are offered MS mandatory course «English for Academic Purposes» which also contains «Media Literacy» modules. They are mainly focused on learning about academic integrity as well as benefits and challenges of using artificial intelligence for study and research.

As media landscape is rapidly changing it is impossible to build up a set of media literacy skills limiting the students with textbooks, MOOC or even tailor-made learning materials. News is a perishable commodity and gets outdated in no time. Apart from Classroom Set materials, freely available online structured resources are actively used for the «Media Literacy» course implementing. They allow to bring life into classroom, create

inquiry-based lessons and provide application of news and media literacy skills in current context. With the right support, it helps the students learn how to better navigate biased and challenging media world with its viral trends, breaking news and screaming headlines. Created by famous English-speaking bloggers and influencers, recent media content also gives a lot of food for thought and the platform for the discussion of important and complex ideas. Critical thinking is an activity and it has to be practiced. Online resources ensure countless opportunities for such practice.

It goes without saying that there is a need to approach media education as a combined course facilitator and ESP lecturer. Providing in-the-moment language support as needed turns out to be very helpful for the majority of the students who are not language specialists. Through individual and collaborative work scaffolded by the language teacher the students are able to build their vocabulary, develop grammar skills and other language aspects needed to analyse what they read and watch. Thus, grammar areas covered are countable and uncountable adjectives in connection with different types of media, degrees of comparison and order of adjectives dealing with advertising, reduced verb forms for social media analysis and modal verbs for expressing opinions.

The students practice skimming and scanning reading techniques, learn to distinguish between positive, negative and neutral connotation of the text, hone their writing skills completing peer-graded assignments online. All these enable the learners to participate in the discussions and collaborative analysis of online articles and latest news in class. In addition, it supports development of students' autonomy.

Another aspect of the teaching methodology to highlight is supporting development of critical thinking skills essential for media education as well as professional training of future specialists. The task is to assist the students in practical ways such as helping them to:

- be more observant of what they see or hear;
- examine closely the opinions, views and arguments presented in media;
- challenge those views from an informed perspective when it is appropriate;
- apply critical thinking techniques when producing their own content.

Improving important sub-skills of critical thinking such as focusing attention, identifying similarities and differences, sequencing, categorizing can benefit media education, academic work and working life.

As a course facilitator, one is more of a guide than a teacher and the aim is to set up activities so that your participants are able to learn, practice, and discover meaning. Being an ESP teacher, the course facilitator could not only quickly address language gaps making course content accessible for the students of non-linguistic specialties but also assist in building strategy to overcome highly manipulative features of today's informational ecosystem. Nurturing media literacy is more about asking good questions than delivering lectures. Thus, it is crucial to ask critical questions to help the students' thinking and explain aspects of the media text genre to give a frame for analysis.

According to Douglas N. Walton, critical questions and argumentation schemes as elements of presumptive reasoning enable one to evaluate a given argument in a particular case in relation to a context of dialogue in which the argument occurred. They are an indispensable tool for students and teachers in the areas of critical thinking, argumentation, speech communication, informal logic and discourse analysis [31]. Thus, critical questions, a key concept from Walton's dialogue theory, can be usefully applied to media-literacy instruction as an immediate facilitator's instrument to scaffold the students' attempts to evaluate media arguments in a particular context as correct or fallacious, acceptable or questionable. The scaffold affords students to reflect on multiple sides of an issue and formulate their own position.

The initial part of the session is typically spent on prediscussion activities that are aimed at helping students understand the topic. Students do not always have sufficient background knowledge or vocabulary to fully understand the media message, so during the prediscussion phase, the facilitator or specific students typically read the text out loud, with the facilitator providing explanation of various terms and ideas. In case of the video, it can be stopped or played back again for better understanding. During the discussion phase, the facilitator's role is to put critical questions, invite the students' reasoning and reactions, ask to explain or clarify, to repeat or paraphrase if needed. Sometimes the facilitator has to paraphrase the student's contribution so that all can hear and understand what was said. It is essential to be non-evaluative to encourage student-student interaction and exchange of ideas. At the end of each session, the facilitator summarizes the discussion and has students draw their own conclusions. Feedback on language performance and group interaction is also typically provided.

While conducting pair, group or whole-class discussion the facilitator also stimulates the students to come up with critical questions to their peers. Asking critical questions creates a burden of proof on those who are to answer. If a critical question is answered satisfactorily, it strengthens the argument, whereas if it is not, it weakens the argument. In fact, critical questions suggest possible refutations and make the discourse more evaluative [21]. Thus, critical questions may be the utility not only of the facilitator providing scaffolding in a class discussion. Students being able to pose critical questions to themselves or to their peers while analysing a media message, learn to consider actively their media experience. It is a skill that has to be honed as an essential part of their professional training and language learning as well.

Apart from described above, the facilitator's responsibilities also include the following: organizing and scheduling sessions; preparing for and facilitating different types of sessions; encouraging learners to attend and actively participate in sessions; supporting and helping participants with problems or difficulties that arise [28].

Additionally, the facilitator might take on other responsibilities such as offering extra help with digital skills or assignment-related tasks. In the case with MOOC, the course facilitator helps the students to start work with the platform and build their learning success strategy especially when it is their first online course. So, previous experience with MOOCs and MOOC Camps is helpful. It is highly recommended for the facilitator to cover the course in advance.

Special training as a MOOC facilitator received in the «English for Media Literacy» programme was an insightful experience which taught me that the most important attributes of a MOOC Camp facilitator are enthusiasm and empathy. As it was revealed, the learners' initial enthusiasm tends to drop off. Among the reasons are troubles with the course content, difficulties with technologies, not sufficient language level, lack of motivation, need of assistance, support and interaction. What is good, the participants can reach the facilitator personally in class or on line every time they come across any problem with course learning. Because a MOOC Camp offers support from the facilitator and peers throughout the entire course, the participants are more likely to cover the whole way from enrolment to the course completion.

Conclusions. To sum up, incorporating media literacy learning into ESP courses across university curriculum is a complex and complicated task with many aspects to consider. However, it is highly required nowadays. Many of us used to believe that propaganda and manipulation is so obvious, primitive and ridiculous that it is not a problem for us. But current situation in the world reveals the vulnerability of human civil sanity and demonstrates that more attention needs to be paid to media education of younger generation. When my university resumed its work at the end of March 2022 after the war began, the first questions my students wanted to know the answers to were those prompted online by the news outlets and mass media. Then I struggled to answer them. Now I know how to approach them in my classroom.

To solve this task on the one hand, an ESP specialist needs to identify linguistic and media demands in academic and professional context of our students; keep updated with current media, information, digital trends and their potential implementation in education; engage with techniques for planning relevant lessons and courses with professionally oriented media literacy components. On the other hand, it is crucial to consider professional challenges and address the issues of the language educators who have taught in such contexts and develop the teaching methodology which will allow the specialist working as a facilitator to build up simultaneously language skills and media literacy skills more effectively.

This article does not cover all aspects of the outlined problem. The prospects for further research are seen by the author in the analysis of new trends in media education and ESP teaching in Ukraine, developing an effective teaching methodology for media literacy skills development of the students of non-linguistic specialties, designing new English language courses aiming at combating misinformation and propaganda, in particular in the context of unprecedented Russian invasion to Ukraine and the challenges global instability imposes.

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ЗАПРОВАДЖЕННЯ МЕДІАГРАМОТНОСТІ В КУРСАХ АНГЛІЙСЬКОЇ МОВИ ДЛЯ ПРОФЕСІЙНОГО СПІЛКУВАННЯ В УНІВЕРСИТЕТСЬКІЙ ПРАКТИЦІ В УКРАЇНІ

Викладання англійської мови для професійного спілкування у широкому розумінні має на меті допомогти студентам закладів вищої освіти ефективно взаємодіяти англійською мовою у потенційному професійному середовищі на міжнародному ринку праці. Через безпрецедентні обставини розв'язаної Росією війни проти України та токсичність світової інформаційної екосистеми вміння оцінювати джерела інформації, багато з яких є англомовними, виявляти фіктивні новини та маніпуляції, а також приймати зважені рішення стали важливими і навіть життєво необхідними для будь-якого молодого фахівця. Водночас переважна більшість студентів немовних спеціальностей володіють англійською мовою на рівні A2-B1, що не є достатнім для роботи з сучасними автентичними джерелами інформації в Інтернеті. Навіть якщо їм вдається зрозуміти зміст повідомлення, їм бракує здатності критично його сприймати.

Ця стаття є узагальненням досвіду навчання медіаграмотності в курсі англійської для професійного спілкування в Національному університеті «Чернігівський колегіум» імені Т. Г. Шевченка. Проходячи відкритий онлайн курс «Англійська мова для медіаграмотності» на платформі Coursera, учасники проєкту мали змогу сформувати спільне розуміння змісту статей та останніх новин з мережі Інтернет завдяки обговоренню та спільному аналізу онлайн-статей та останніх новин під керівництвом викладача-фасилітатора, який міг не лише швидко ліквідувати мовні прогалини, але й ставити критичні запитання, щоб допомогти студентам осмислити матеріал, а також пояснити особливості медіатексту як жанру, та створити основу для аналізу.

Метою цієї роботи було дослідити, яким чином мовна освіта може інтегрувати викладання медіаграмотності в українському ЗВО.

Методологія дослідження передбачала ретельний аналіз літератури, пов'язаної з медіаграмотністю та змішаним навчанням. Для адаптації матеріалів масового відкритого онлайн-курсу до потреб учасників проєкту були використані теоретичні методи, які включали аналіз, синтез і пояснення. Також були використані емпіричні методи, а саме педагогічне спостереження за студентами-учасниками проєкту.

Наукова новизна дослідження полягає в тому, що воно дозволило розробити ефективні методичні рекомендації для вчителя іноземної мови, який виступає в ролі фасилітатора і допомагає учням паралельно розвивати мовні навички та навички медіаграмотності, вкрай важливі для боротьби з пропагандою та дезінформацією. Ми дійшли **висновку**, що міждисциплінарний характер медіаграмотності та її ключове значення в епоху пост-правди має уможливити та заохотити викладачів до трансформування навчальної програми курсу англійської мови професійного спрямування відповідно до потреб українських студентів немовних спеціальностей у часи війни та глобальної кризи.

Ключові слова: англійська мова для професійного спілкування, медіаграмотність, масовий відкритий онлайн курс, змішане навчання, фасилітатор.

Стаття надійшла до редакції 30.09.2024 р.

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