





# **English for Media Literacy for Educators Media Literacy Extension Activity Template**

Part A: Your Teaching Context	
Your Name: Taukebayeva Elmira	
Your studen	ts' age range: 18-20
Your class si	ze: 10 students
Institution: /	Auezov University, Shymkent
Part B: Existing Lesson	
Title of	Globalization and global challenges of our time
existing	
lesson:	
Brief	The lesson is about globalization as a contemporary phenomenon of our world and
descriptio	challenges, caused by its effects. The lesson is built on students' prior knowledge
n of	and is aimed at promoting meaningful discussions about the main trends in
lesson:	development of modern international relations. It also includes a role game to
	provide real-world scenarios to help students to assimilate learned information. Students' attention is additionally focused on media involvement in our perception
	of globalization and its challenges and importance of media literacy.
Target	Vocabulary: a global village, influence, intervene, international cooperation, solve
language	problems, debate, pros and cons, a borderless world, communication technologies,
of lesson:	interdependence, media-generated reality, hybridity, information society, soft
	power
Objectives:	By the end of the lesson, students will be able to
	a) Demonstrate knowledge and understanding of global trends
	b) Apply theoretical knowledge in practice, creating media products
	c) Improve their critical thinking skills
C	Part C: Media Literacy Extension Activity
Title of	Re-imaging the news
media	
literacy extension	
activity	
Brief	Warm-up activity: to use pollev.com to conduct a survey of students'
descriptio	associations to the terms 'globalization' and 'global challenges' – discussion
n of media	of a final result
literacy	2) The students will be provided by a link to a short news clip or a social media
extension	post, devoted to the theme of globalization (negative/positive character).
activity	They need to evaluate this piece of media (negative, positive, neutral

vocabulary used by the author and possible caused impact), afterwards they are divided into 2 groups. Each group is given 5 minutes to choose a role (a representative of power, representative (s) of media, representative(s) of civil society), then their task is to find ways of the message change into the opposite tone, depending on the skills of students to persuade, defend their point of view (biased or unbiased, depending on their role) and provide facts in favor of their role. Examples of media can be a substitution of images, supported by the changed text. This can be presented in the form of PPT (2-3 slides) or a social media post. Criteria of assessment: 1. Demonstrate organizational and social skills – 0-25% Demonstrate research skills - 0-25% Demonstrate critical thinking – 0-25% Demonstrate creative thinking – 0 -25% Language of learning: Language to talk about globalization and global changes (target language of the lesson above) Language for learning: language of common information, sentence forms, classification of media, types of biases and problem solving Language through learning: language of survey (pollev.com), language of interview (questions: why? Who? What? How?) and debates (I suppose, I observe, I insist, I agree/disagree) covers factors action infections challenges "challenges" civilisation international global increasing economy cultural problem globalization

Sample of expected product:

Target language

for CLIL

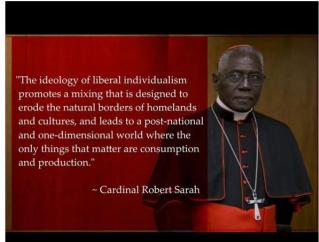
activity

This is a sample of the survey results



These are samples of original and changed social posts for this media literacy extension activity. I can provide this as a model for my students.

## **Original Post**





nationalistcat Globalisation is the endgame of liberal individualism.

First, liberalism subverted the nationstate and nationalism by changing the perception of what a nation is to "a collection of individuals" instead of an organised, usually organic community.

And now, it will do the same thing on an international scale: a massive homogenisation campaign in which the same consumer culture, the same political talking points, the same ultraindividualism and the same liberal ideas will sweep across all nations and cultures, so that all the unique diversity of Mankind will be destroyed and the only things that will matter will be materialism and hedonism.









188 отметок "Нравится"

#### Change the post, answering the following questions?

- What kind of picture is added? What is 1. used to attract attention? How it can influence on perception of media consumers?
- Who is the target audience of the post? 2. Who is my target audience?
- What connotation does the post have? 3. What words are used for expressing this connotation? How can I change the vocabulary?
- 4. Is the post biased? How can I overcome the bias?

Changed post



**Globalization** comes from "Globe" and means the worldwide coming together of countries and nations. There are two main opposite approaches to this process.

Advances in technology such as mobile phones, airplanes, and the Internet have made the growth of transport and communication networks possible. Amongst other things, this means that people and countries can exchange information and goods more quickly and in a less complicated way. An exchange of services , knowledge, cultural good and even languages take place. All of these individual elements are closely linked and influence each other.

But, where there is light, there is also shadow. Because of globalization and its intense exchange of goods, people and the environment often suffer. If a company decides to move production to an economically disadvantaged country, people in industrialized countries lose their jobs. At the same time, job opportunities open up to many locals in the economically disadvantaged countries, where people do not have sufficient insurance, social insurance or health insurance cover. A further disadvantage of globalization is ecological problems such as climate change. The use of airplanes, ships and lorries to transport goods over international borders is constantly on the increase.

There are, therefore, many **sides to globalization** which affect almost all aspects of life causing me to think that the chain of positive and negative effects will continue to grow further. What's important is to realize that globalization itself is **neither good nor bad**. It just depends how the **people deal with all the new possibilities in the future**.

#### Part D: How activity develops media literacy and promotes communication in English

This extension develops media literacy by using critical thinking for evaluation of a media product and its transformation to the opposite meaning of the message. Students will learn to analyze and differentiate positive and negative connotations of the media. They will be able to determine the target audience of their media product, reveal and overcome different types of bias and consequently create their own media product.

This activity also promotes communication in English by having students cooperate, take on a role and express the corresponding point of view in groups to create a media product. They expand their language vocabulary and are able to practice language expressing their thoughts and positions

### Post and image credits

- Post from Nationalistcat https://www.instagram.com/p/ChMa9oWNlhK/?igshid=MDJmNzVkMjY=
- 2. Photo for the changed post is used from Getty Images/iStockphoto
- The changed text is derived from <u>https://www.youtube.com/watch?v=JJ0nFD19eT8</u>