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PRESERVICE EFL TEACHERS' PREFERENCES ON THE TOPICS OF MEDIA AND COMMUNICATION COURSE

Annotation. *More elective courses are placed in the curriculum of teaching departments in line with The Council of Higher Education (CoHE) in the last years. This study intended to examine and suggest the integration of Media and Communication course into ELT programme. This research study used a mixed-method design. The first part of the study contains content analysis of the data gathered from the documents. Research articles, books, university syllabi and other documents from Google were examined to form the items of the survey for pre-service EFL teachers. Following that, the possible contents to be included within the survey were ordered and composed a survey. The survey was carried out on pre-service EFL students for the purpose of finding out their views on an ideal Media and Communication course syllabus. SPSS was put into use for the analysis of the quantitative results. Qualitative results revealed that there were 40 essential topics based on the analysis of the documents. Prospective teachers' preferences were presented at the quantitative phase. Topics for "Media and Communication" course were suggested at the final part of the study.*

Keywords: *Media, Communication, Elective course, ELT, Syllabus.*

Introduction

Language has been considered as a means of communication among characteristics of people in spite of their different races and colors. It would be regarded as a means of access that brings them together or into contact. On the other hand, language teaching has always encountered numerous troubles in the process of attempts to obtain successfulness. Among the outstanding issues that EFL teachers face is to provide learners with the utilization of the language in an efficient and capable way and perform without vagueness in real contexts. Moreover, students have been revealed to have low performance when they are required to complete tasks that ask for communication in class. Besides, this situation becomes more intricate as some instructors are still making use of traditional techniques and methods that do not create the necessary atmosphere for students to take part in communication.

The language instructors achieving desired results modify their teaching techniques and methods to meet the students' needs, demands and wants and those of the society. Since the media plays a crucial role in the lives of the modern era students, the process of putting the media into effect in the EFL setting may be regarded as a concernment of today's pedagogy. The term media first came into use to represent newspapers in 1800s. In the modern period, the media has taken many different forms and types, such as print media, visual media and social media and etc. At that point, media may be said to be a channel of communication. This communication can be through social media, newspapers, videos, movies, magazines, radio, television, internet, and web. Media technology plays an important role in generating learning settings that enlarge the potentials of one-way communication into different areas that ask for learning allowing a two-way flow of information [1]. The advent of the Internet provided a more consolidated learning setting with enhanced-quality instructional materials and effective individual interactions, which supported a perpetual process towards a complete utilization of information and communication technology [2]. With the enhancing obtainability of the Internet, the ways of inquiring, gathering and mutual exchange of knowledge and the character of communication have shifted remarkably, and they all have had suggestions in the ELT which is closely linked to human involvement and technology utilization. It has gone through important changes because of the certain advancements in information and communication technologies. Therefore, the learning setting, classroom implementations, content types and the position of teachers have shifted considerably in the last thirty years [3].

Varying media types have always been an essential part of the EFL classroom periphery as they present the authentic materials in the teaching sessions. These materials aid the students to become acquainted with the real-life circumstances and make the instruction of English more authentic. Moreover, in the communicative language instruction, authentic teaching is expected to occur since the use of authentic objects and materials in the classrooms is boosted. Therefore, the EFL instructors are required to make use of a number of media components in their classrooms. Also, with the arrival of notable learner focused approaches, EFL instructors are more stimulated to engage their students in their own acquisition of knowledge or skills through study and experience. They guide their students to become aware of the link between school learning and their lives and experiences. They improve their students' objective analysis and evaluation processes and their ability to solve problems in an effective and timely manner without any impediments. This may be fulfilled with the use of media to improve their language skills. From this point of view, language instructors may prepare for their students meaningful and rich experiences through utilization of television shows, films, news stories, literature, popular music, video, documentaries and etc.

The language education in Turkey was introduced changes and new ideas and the full-length of high schools became four years. In high schools, English classes were enhanced to twelve hours in a week to boost the process steps for higher education [4]. The language teacher education amendment in 2006 was the adaptation of 1997 curriculum. For the purpose of modification to provide the EU standards, the pre-existing curriculum was changed in the positive direction in terms of objectives, the resources teachers use to deliver instruction, a wide range of methods or tools that they utilize to measure and document the progress and educational needs of students, the role of teacher and curriculum designs, and the difference between the process by which students acquire the capacity to perceive and comprehend language and the process of improving the ability to convey or share their ideas and feelings in the second or foreign language. On the other hand, in 2018, one of the important problems was that in pre-service English teacher education programs were presenting problems in terms of authentic implementations and activities. At that point, general changes in the curriculum were carried out on the grounds of contents particularly in elective courses [5]. Moreover, the total amount of credits for the English Language Teaching undergraduate program was reduced from 159 to 148 in the old program, and the total course hours from 175 to 155.

Examining different university syllabi and other documents, this study aimed at providing the most frequently preferred contents of Media and Communication elective course for ELT departments in education faculties. In order to achieve this particular aim, this research intended to investigate which topics should constitute the syllabus of Media and Communication elective course. Empirical studies need more data for Media and Communication course in the field of the teacher education in Turkey. Hence, there is a room to examine more about investigating previous studies in literature on the use of Media and Communication course. This study is significant in that no research has been implemented to suggest a list of topics to teachers or institutions on Media and Communication course.

Materials and methods

This research study used a mixed-method design [6]. The first part of the study contains content analysis of the data gathered from the documents. Research articles, books, university syllabi and other documents from Google were examined to form the items of the survey for pre-service EFL students. Following that, the possible contents to be included within the survey were ordered and composed a survey. The survey was carried out with pre-service EFL teachers for the purpose of finding out their views on an ideal list of topics for Media and Communication course.

The target sampling population of the study was pre-service EFL teachers from distinct universities in Turkey. Snowball sampling method was used, where the participants

of the study were reached through the connections of the researchers' surrounding circle of people by forming a kind of chain reaction [7]. These participants were expected to order the syllabus topics which they favored in terms of their preference of significance. The procedure of data collection was conducted by means of online survey.

As the data collection tools of the qualitative phase, 75 articles, 21 books, 23 university syllabi and 20 documents from Google were utilized. In the study, books (coded as 'B'), articles (coded as 'A'), university syllabi (coded as 'U'), and documents from Google Search (coded as 'G') were generated. A qualitative thematic analysis was generated on these tools with the help of Microsoft Excel [8]. Following the analysis of these documents, for the quantitative phase of the study, a questionnaire was developed by the researchers including of 40 items. Topics for Media and Communication course were listed and formed a Likert Scale in which the items were from 1 to 5 (not important – absolutely essential). Five categories identified the scale, ranging from 1.00–1.79 = not important, 1.80–2.59 = less important, 2.60–3.39 = undecided, 3.40–4.19 = important and 4.20–5.00 = absolutely essential [9]. Media and Communication questionnaire was formed as a web-based survey with Google Forms. In order to verify the reliability of Media and Communication questionnaire, SPSS was put into use. Cronbach Alfa was identified as 0.920 that revealed high reliability.

Results

The qualitative data collected from research books, articles, university syllabi and documents from Google were typed into Microsoft Excel and 79 topics were picked up in total. Same topics were merged to form under one title and resulting in 69 distinct topics. The generality of these topics was analyzed by Microsoft Excel [8] and 40 topics were taken from the list with a frequency of 3 and more.

Table 1. Findings of the content analysis

Topics	f	%	*Codes
1. What is media and communication in ELT teaching and learning?	24	17	U1, U2, U3, U8, U9, U11, U14, B3, B7, B5, B9, A1, A3, A5, A9, A11, A12, A14, A16, A18, A21, A23, G2, G4
2. Media and communication skills in ELT teaching and learning	23	16	U4, U15, U18, U7, U12, U13, U17, B1, B2, B4, B11, A2, A4, A6, A8, A13, A17, A24, A27, A29, A36, G1, G7
3. Communication process and types of communication in ELT settings	21	15	U5, U10, U16, U20, U19, U21, B6, B10, B12, B14, B15, A4, A6, A8, A13, A7, A24, A15, A29, A33, G1
4. Models and barriers in communication in ELT settings	19	14	U6, U11, U14, B6, B10, B12, B14, B15, A1, A5, A9, A10, A12, A14, A16, A18, A19, A31, G3

Continuation of table 1

Topics	f	%	*Codes
5. Role and functions of media in ELT teaching and learning	18	13	U6, U2, U11, U22, B3, B7, B9, B13, B15, A1, A3, A5, A9, A10, A11, A12, A14, G2
6. Characteristics of media in ELT teaching and learning	17	12	U2, U3, U8, U11, U14, B3, B7, B5, B9, A22, A3, A5, A9, A11, A12, G2, G3
7. Language and Linguistics for media and communication in ELT teaching and learning	15	11	U2, U3, U8, B18, B14, B10, A25, A26, A7, A8, A13, A23, A13, A20, G5
8. Theoretical perspectives in media and communication	14	10	U17, U19, U20, B3, B7, B5, B9, B13, A3, A5, A9, A11, A24, G2
9. The 21st century learner in media and communication	12	9	U16, U15, U19, B4, B11, B14, B15, A4, A6, A8, A13, G1
10. Developing receptive and productive skills via Facebook, Twitter, YouTube and WhatsApp	11	8	U3, U11, B3, B5, B9, A33, A34, A35, A40, A41, G10
11. Social media and communication-ideology-culture-identity in ELT	11	8	U16, U11, B25, B26, A6, A34, A35, A33, A44, A45, G8
12. Social media and communicative approach in ELT	11	8	U3, U11, B3, B5, B9, B14, A8, A33, A34, A35, G1
13. Social media and public sphere of communication	11	8	U16, U15, B3, B5, B9, B14, A33, A34, A38, A13, G8
14. Changing landscape and a diverse curriculum in ELT with social media and communication	10	7	B5, B9, B14, B26, A4, A33, A35, A40, G1, G8
15. New approaches to textuality in media and student interactivity in communication	9	6	B5, B14, A6, A33, A34, A35, G6, G1, G5
16. Conducting inter-university English activities, inviting English-speaking guests to exchange ideas and share experiences through social media	9	6	U15, U11, B5, B9, A33, A38, A35, A40, G8
17. The characteristics and trends of communication in using platforms like YouTube inside and outside of classrooms	9	6	U23, A42, A43, A46, A47, A48, A49, G11, G12
18. Curricular and pedagogical issues of social media usage related to media and communication	8	5	U3, U16, B9, A33, A35, A4, A40, G 8
19. Producing class/faculty newspaper that provide communication in English	8	5	A50, A51, A52, A53, A54, G13, G14, G15
20. Cultural and everyday usage of language patterns in terms of communication in newspapers	8	5	A50, A51, A52, A53, A54, G13, G14, G15
21. The language of newspapers in communication	8	5	A56, A55, A51, A52, A58, G13, G14, G13

Continuation of table 1

Topics	f	%	*Codes
22. Communicative language words and phrases in newspapers	7	5	A50, A57, A52, A53, G13, G14, G15
23. Translating newspapers from English to Turkish and vice versa for interactive communication	6	4	A59, A60, A51, A52, A58, G13
24. The cultural communication behind the language in English movies	5	4	A61, A62, A64, A65, G16
25. How to use video projects to communicate effectively	4	3	A61, A62, A67, G17
26. Role-play the movie by using communicative language	4	3	A68, A69, A70, G16
27. Interpreting the messages of communication in movies	3	2	A61, A62, B17
28. How to be in contact with the culture of the language students study through magazines	3	2	A39, A30, A32
29. How to use radio in communication in terms of EFL teaching and learning	3	2	B19, A71, G18
30. Preparing radio interviews to develop communication skills	3	2	B19, A71, G18
31. Developing communicative images through music, programming, sounds effects, hosts, jingles, theme songs through radio	3	2	B19, A71, G18
32. Radio as medium of the imagination for students' communication	3	2	B19, A71, G18
33. Language for communication in radio programmes	3	2	B19, A71, G18
34. Television and communication in language development	3	2	B20, A72, A28
35. Using internet to provide better access to linguistic and cultural materials in communication	3	2	B21, A63, G20
36. How to use collaborative interaction in Internet chat to develop communicative skills	3	2	B21, A63, A66
37. Facilitating communication via internet	3	2	A63, A66, G20
38. Weblogs' role in enhancing EFL students' language learning in communication	3	2	A73, A74, A75
39. Different forms of communication for language acquisition in the Web-based listening environment	3	2	A73, A74, A75
40. Language exchange sites, where students meet for language socializing purposes	3	2	A73, A74, G19

The results show the frequencies, percentages and codes of preferred topic one by one. “What is media and communication in ELT teaching and learning?”, as the results indicate, puts forward the highest percentage and this is almost one-fifth of the analyzed documents. Also, “Media and communication skills in ELT teaching and learning” can be seen as important to be one topic of the Media and Communication syllabus. Nearly one-seventh (15%) of the documents points out that “Communication process and types of communication in ELT settings” is a necessary topic for the course. Following this topic, “Models and barriers in communication in ELT settings” (14%), “Role and functions of media in ELT teaching and learning” (13%), “Characteristics of media in ELT teaching and learning” (12%) and “Language and Linguistics for media and communication in ELT teaching and learning” (11%) are the topics that are over one-tenth of the analyzed documents and these topics should be involved in the syllabus of the course. 10% of the documents introduce “Theoretical perspectives in media and communication. Nine of the following topics (between 6-9%) are “The 21st century learner in media and communication”, “Developing receptive and productive skills via Facebook, Twitter, YouTube and WhatsApp”, “Social media and communication-ideology-culture-identity in ELT”, “Social media and communicative approach in ELT”, “Social media and public sphere of communication”, “Changing landscape and a diverse curriculum in ELT with social media and communication”, “New approaches to textuality in media and student interactivity in communication”, “Conducting inter-university English activities, inviting English-speaking guests to exchange ideas and share experiences through social media”, “The characteristics and trends of communication in using platforms like YouTube inside and outside of classrooms”. Five of the documents underline the topics “Curricular and pedagogical issues of social media usage related to media and communication”, “Producing class/faculty newspaper that provide communication in English”, “Cultural and everyday usage of language patterns in terms of communication in newspapers”, “The language of newspapers in communication” and “Communicative language words and phrases in newspapers” as 5 percent. The topics “Translating newspapers from English to Turkish and vice versa for interactive communication” and “The cultural communication behind the language in English movies” have the percentage (4%). Moreover, the topics “How to use video projects to communicate effectively” and “Role-play the movie by using communicative language” have the same frequency (4). The rest of the Table shows the topics with a frequency of 3.

The quantitative data gathered from preservice EFL teachers via the questionnaire were put into SPSS and analyzed through SPSS. The most frequently preferred contents of Media and Communication elective course for ELT departments in education faculties were found, and the mean values of the items were calculated.

Table 2. Preservice teachers' preferences among 40 topics

n=296	*1	2	3	4	*5	Mean
35. Using internet to provide better access to linguistic and cultural materials in communication	1	6	13	64	212	4.62
40. Language exchange sites, where students meet for language socializing purposes	0	6	31	64	195	4.51
24. The cultural communication behind the language in English movies	1	6	26	81	182	4.48
1. What is media and communication in English Language teaching and learning?	1	2	30	93	170	4.45
37. Facilitating communication via internet	1	5	28	89	173	4.45
2. Media and communication skills in English Language teaching and learning	0	4	31	90	171	4.45
9. The 21st century learner in media and communication	1	7	26	93	169	4.43
16. Conducting inter-university English activities, inviting English-speaking guests to exchange ideas and share experiences through social media	2	5	36	77	176	4.42
7. Language and Linguistics for media and communication in English language teaching and learning	1	7	30	99	159	4.38
39. Different forms of communication for language acquisition in the Web-based listening environment	1	4	35	108	148	4.35
36. How to use collaborative interaction in Internet to develop communicative skills	1	8	30	113	144	4.32
25. How to use video projects to communicate effectively	2	7	42	89	156	4.32
26. Role-play the movie by using communicative language	4	9	38	98	147	4.27
3. Communication process and types of communication in ELT settings	0	9	42	109	136	4.26
22. Communicative language words and phrases in newspapers	5	11	49	72	159	4.25
27. Interpreting the messages of communication in movies	3	7	40	110	136	4.25
15. New approaches to textuality in media and student interactivity in communication	0	10	43	114	129	4.22
20. Cultural and everyday usage of language patterns in terms of communication in newspapers	9	9	47	83	148	4.19
5. Role and functions of media in English language teaching and learning	1	9	54	102	130	4.19
17. The characteristics and trends of communication in using platforms like YouTube inside and outside of classrooms	1	17	50	88	140	4.18
31. Developing communicative images through music, programming, sounds effects, hosts, jingles, theme songs through radio	3	8	53	100	131	4.17

Continuation of table 2

n=296	*1	2	3	4	*5	Mean
23. Translating newspapers from English to Turkish and vice versa for interactive communication	9	11	40	97	139	4.17
11. Social media and communication-ideology-culture-identity in ELT	1	17	51	96	131	4.15
21. The language of newspapers in communication	6	17	50	86	137	4.12
13. Social media and public sphere of communication	1	15	52	117	111	4.09
19. Producing class/faculty newspaper that provide communication in English	10	17	53	83	133	4.05
34. Television and communication in language development	4	22	48	102	120	4.05
10. Developing receptive and productive skills via Facebook, Twitter, YouTube and WhatsApp	5	17	67	80	127	4.04
12. Social media and communicative approach in ELT	3	12	68	107	106	4.02
18. Curricular and pedagogical issues of social media usage related to media and communication	3	13	75	103	102	3.97
6. Characteristics of media in English language teaching and learning	3	16	65	117	95	3.96
14. Changing landscape and a diverse curriculum in ELT with social media and communication	4	18	65	118	91	3.93
28. How to be in contact with the culture of the language students study through magazines	11	19	56	110	100	3.91
38. Weblogs' role in enhancing EFL students' language learning in communication	5	19	68	112	92	3.90
8. Theoretical perspectives in media and communication	5	18	80	96	97	3.86
30. Preparing radio interviews to develop communication skills	8	28	70	97	93	3.81
4. Models and barriers in communication in ELT settings	2	19	89	111	75	3.80
33. Language for communication in radio programmes	9	38	77	87	85	3.68
32. Radio as medium of the imagination for students' communication	8	39	86	91	72	3.61
29. How to use radio in communication in terms of EFL teaching and learning	10	37	88	88	73	3.60

1 = not important, 2 = less important, 3 = undecided, 4 = important and 5 = absolutely essential

The results point out that the most preferred topic for this course is 'Using internet to provide better access to linguistic and cultural materials in communication' by 212 of the participants who regarded this item as absolutely essential. Also, 'Language exchange sites, where students meet for language socializing purposes?' is the second most

preferred topic which was with 4.51 mean score. Third, ‘The cultural communication behind the language in English movies’ was selected as absolutely essential by 62 percent of the participants. The topics which were ‘What is media and communication in English Language teaching and learning?’, ‘Facilitating communication via internet’ and ‘Media and communication skills in English Language teaching and learning’ were viewed as the fourth, fifth and sixth significant topics with 4.55 mean scores. ‘The 21st century learner in media and communication’ was selected as the seventh favorable topic by 57% of the participants. Moreover, ‘Conducting inter-university English activities, inviting English-speaking guests to exchange ideas and share experiences through social media’ was identified as the eighth most-preferred topic. Additionally, ‘Language and Linguistics for media and communication in English language teaching and learning’ was indicated as another favorite topic by over half of the participants. ‘Different forms of communication for language acquisition in the Web-based listening environment’ were specified by half of the participants.

Moreover, the least-preferred five topics were selected as ‘Preparing radio interviews to develop communication skills’, ‘Models and barriers in communication in ELT settings’, ‘Language for communication in radio programmes’, ‘Radio as medium of the imagination for students’ communication’ and ‘How to use radio in communication in terms of EFL teaching and learning’.

Conclusion

This study aimed at providing the most frequently preferred contents of Media and Communication elective course for ELT departments in education faculties. The results showed that ‘Using internet to provide better access to linguistic and cultural materials in communication’ has the highest percentage. The students can benefit from the internet to communicate beyond the borders of the classroom and this can contribute to their success [10]. Also, Park and Son reported that the students developed their English language skills via the utilization of the internet [11]. The second most-preferred topic was identified as ‘Language exchange sites, where students meet for language socializing purposes’. Facebook made students’ second language skills better, thus improving their communication skills [12]; and Twitter can be regarded as expanding fluency in students’ socializing skills [13]. Students’ incentives and attitudes about their skills and abilities enhanced when they used language exchange sites [14].

‘The cultural communication behind the language in English movies’ was shown as the third most-selected topic. Movies appropriately having rich content of culture can be a fruitful tool to promote different cultural aspects [15]. Movies provide students a chance to be aware of cultural behaviors which are not overt in texts [16]. The motifs, actions and conversations in movies show a reflection of the components of the culture

such as habits, and this can fulfil an entrance into the multi-sided characteristics for the cultures English-speaking countries [17]. Also, movies can be put into use as a learning tool to learn and teach both the language and the culture [18].

It has been regarded that any of these topics may provide prospective students with a concept of ‘Media and Communication’. The results of the study may contain some capacity to gain a deep intuitive understanding into the design of the elective course for the ELT program. Teacher education in Turkey needs comprehensive and sophisticated movements [19]. Considering the most selected topics, it was implied that participants were mostly attentive to the new advancements and innovations in teaching people to speak and understand a foreign language, designing and creating material and technological tools and devices along with culture and communication-focused topics. Grounded on the results, it can be put forward that current developments in language teaching are necessary to regard to be counted in priority for ELT programs. The preferences of the participants may change gradually. Thus, educational institutions may apply a needs analysis for their students prior to generating the course of Media and Communication.

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Важность для будущих преподавателей иностранного языка курса «Медиа и коммуникация»

Аннотация. В соответствии с Советом по высшему образованию (СоНВ) в последние годы в учебные планы образовательных заведений было включено большое количество курсов по выбору. Данное исследование предназначается для изучения и предложения интеграции курса СМИ и коммуникации в программу изучения иностранного языка. В этом исследовании используется дизайн смешанного метода. Первая часть исследования содержит контент-анализ данных, собранных из документов. Исследовательские статьи, книги, учебные планы университетов и другие документы из Google, которые были изучены до начала работы для того, чтобы сформировать пункты опроса для учителей английского языка. Далее было заказано возможное содержание для включения в обзор и составлен опрос. Опрос был проведен среди студентов до поступления на работу в EFL с целью: выяснить взгляды студентов на (идеальную) (данную) программу курса «Медиа и коммуникация». Для анализа количественных результатов был использован SPSS. Результаты показали, что на основе анализа документов существует 40 основных тем. Предпочтения будущих учителей были представлены на количественном этапе. В заключительной части исследования были предложены темы для курса «Медиа и коммуникация».

Ключевые слова: СМИ, коммуникация, элективный курс, ELT, иностранный язык, силлабус.

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**«БАҚ және коммуникация» тақырыптарының EFL курсы
пәнінің болашақ оқытушылары үшін маңыздылығы**

Анотация. Соңғы жылдары жоғары білім беру кеңесінің (ЖБК) оқу жоспарына сәйкес оқу бөлімдеріне таңдаулы пәндер көбірек енгізілген. Бұл зерттеу БАҚ және коммуникация курсы АТО бағдарламасына біріктіруді қарастыруға және ұсынуға арналған. Зерттеуімізде аралас әдісті стратегия қолданылды. Зерттеудің бірінші бөлімінде құжаттардан жиналған мәліметтерге мазмұндық талдау жасалады. Зерттеу мақалалары, кітаптар, университет силлабустары және Google-дың басқа да құжаттары АТО мұғалімдеріне арналған сауалнаманың элементтерін қалыптастыру үшін зерттелді. Осыдан кейін сауалнамаға лайықты тиіс сұрақтар қалыптастырылды және сауалнама құрастырылды. Сауалнама негізгі БАҚ және коммуникация курсының силлабустары туралы пікірлерін білу мақсатында АШБ даярлық студенттеріне жүргізілді. Сандық нәтижелерді талдау үшін SPSS қолданылды. Сапалық нәтижелер құжаттарды талдау негізінде 40 маңызды тақырып болғанын көрсетті. Сандық кезеңде болашақ мұғалімдердің қалауы ұсынылды. Зерттеудің қорытынды бөлімінде «БАҚ және коммуникация» курсының тақырыптары ұсынылды.

Кілтті сөздер: БАҚ, коммуникация, таңдау курсы, АТО, силлабус.