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THE IMPACT OF MASS MEDIA OF LEARNING FOREIGN LANGUAGES

Abstract

This study investigates the impact of mass media on language learning in students enrolled in the Foreign Language: Two Foreign Languages program. Using quantitative approach, it examines how exposure to mass media affects listening, reading, speaking, and writing skills, as well as intercultural competence. The research also investigates learners' perceptions of the effectiveness of mass media in language learning and how different media types contribute to language acquisition. The study aims to identify strategies for integrating mass media into formal language education, providing valuable insights for educators and learners. The findings will contribute to a deeper understanding of the role of mass media in enhancing language learning and teaching practices.

Keywords: *authentic materials, intercultural competence, communication styles, media types, language skills, language education.*

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ВЛИЯНИЕ СРЕДСТВ МАССОВОЙ ИНФОРМАЦИИ НА ИЗУЧЕНИЕ ИНОСТРАННЫХ ЯЗЫКОВ

Аннотация

В данном исследовании изучается влияние средств массовой информации на изучение языка студентами, обучающимися по программе «Иностранный язык: Два иностранных языка. С помощью количественного подхода изучается, как воздействие средств массовой информации влияет на навыки аудирования, чтения, говорения и письма, а также на межкультурную компетенцию. В исследовании также изучается восприятие учащимися эффективности СМИ в изучении языка и то, как различные типы СМИ способствуют овладению языком. Исследование направлено на определение стратегий интеграции СМИ в формальное языковое образование, предоставляя ценные сведения для преподавателей и учащихся. Полученные результаты будут способствовать более глубокому пониманию роли средств массовой информации в повышении эффективности изучения языка и практики преподавания.

Ключевые слова: *аутентичные материалы, межкультурная компетенция, стили общения, типы медиа, языковые навыки, языковое образование.*

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Аңдатпа

Бұл зерттеуде "Шет тілі: екі шет тілі" бағдарламасы бойынша оқитын студенттердің тіл үйренуіне бұқаралық ақпарат құралдарының әсері зерттеледі. Сандық тәсіл арқылы бұқаралық ақпарат құралдарының әсері тыңдау, оқу, сөйлеу және жазу дағдыларына, сондай-ақ мәдениетаралық құзыреттілікке қалай әсер ететіні зерттеледі. Зерттеу сонымен қатар оқушылардың тілді үйренудегі БАҚ тиімділігі туралы түсініктерін және әртүрлі медиа түрлерінің тілді меңгеруге қалай ықпал ететінін зерттейді. Зерттеу оқытушылар мен студенттер үшін құнды түсініктер бере отырып, БАҚ-ты ресми тілдік білімге интеграциялау стратегияларын анықтауға бағытталған. Алынған нәтижелер тіл үйрену мен оқыту практикасының тиімділігін арттырудағы бұқаралық ақпарат құралдарының рөлін тереңірек түсінуге ықпал етеді.

Түйін сөздер: *аутентивті материалдар, мәдениетаралық құзыреттілік, қарым-қатынас стильдері, медиа түрлері, тілдік дағдылар, тілдік білім.*

Introduction

Mass media has a big influence on language acquisition because it exposes students to native speech, dialects, and vocabulary while also offering authentic material. By fostering real-world situations and enhancing reading, listening, and comprehension abilities, it improves language acquisition. By making language acquisition more relatable, it also increases motivation and engagement. By promoting cultural conventions, values, and communication styles, the mass media also aids in the development of intercultural competency. Mass media is being more and more incorporated into teaching strategies in contemporary education, providing adaptable resources for both classroom-based and self-directed learning that closes the gap between formal education and real-world application.

Although there are a number of study gaps, mass media has a substantial effect in language learning. These include an inadequate examination of intercultural competency, a lack of attention to particular media forms, and an underemphasis on individual diversity. The majority of studies concentrate on short-term gains in language proficiency, which leaves a gap in our knowledge of its long-term effects on fluency and cultural awareness. Furthermore, little is known about the best ways to include mass media into formal foreign language courses. By addressing these issues, we may be able to gain a better understanding of how to best utilize mass media for language acquisition.

This study examines how mass media affects the development of foreign language skills such as speaking, listening, reading, and writing; how it improves intercultural-communicative competence; what kinds of mass media affect the acquisition of foreign languages; and how to successfully incorporate mass media into formal foreign language instruction.

Literature Review (LR)

The review examines the impact of mass media on foreign language learning, intercultural competence, and the integration of media into language education, highlighting its potential to provide authentic linguistic input and cultural context.

Semenog, O., Semenikhina, O., Oleshko, P., Prima, R., Varava, O., & Pykaliuk, R. [5, p.219] discusses the integration of media literacy into education, emphasizing the need for educators to develop their competencies in this area. It emphasises how important digital media is becoming to education and how educators must adjust to new media and technology. The development of media

literacy, digital competency, and technological integration are important topics. Better critical thinking and analytical abilities can result from media literacy instruction that works. The paper highlights the importance of continual professional development while reviewing research on digital competency among educational stakeholders. With a trend towards improving learning outcomes and experiences, the incorporation of technology into teaching techniques is also recognized. The article cites instances where media literacy initiatives have been successfully implemented in classrooms. In order to better understand the opportunities and problems in this discipline, future paths will involve investigating the long-term effects of media literacy instruction as well as a variety of educational situations.

The paper assesses aspiring Ukrainian language teachers' media literacy using a survey. 256 undergraduate students studying Ukrainian language and literature, ages 18 to 25, participated in the poll. Their knowledge of media ideas, content creation, and critical analysis of media messages were evaluated by the survey. To ascertain the efficacy of media literacy instruction and to guide the creation of a skill-improvement model, the data was examined. In order to guarantee that aspiring teachers are prepared to incorporate media literacy into their lesson plans, the results are meant to serve as a roadmap for the introduction of media education in teacher preparation programs.

The literature on listening skills in language acquisition emphasizes the challenges learners face, especially in the context of mass media. Mass media, such as movies, songs, audiobooks, and news, can enhance learners' listening comprehension by providing authentic language input [1, p.58]. The integration of mass media into language learning has been shown to increase engagement and motivation among students, which are crucial factors for effective learning.

According to research, the media is an important source of real-world language exposure, which is necessary for linguistic competency development. According to Rivers [4, p.84], media exposure to real-world language usage can improve students' reading and listening comprehension because it puts language in perspective and reflects how it is used in daily life. Additionally, Mol [3, p.145], emphasizes how media not only transmits information but also reflects cultural quirks, which enhances students' comprehension of the social background of the target language.

The use of mass media in language instruction has been repeatedly demonstrated to improve linguistic results by empirical study. Kultanova's study [2, p.84], for instance, shows that students who are exposed to media resources have improved vocabulary learning and comprehension abilities. According to the study, media can help students express their thoughts in the target language and promote conversations about current affairs, which in turn helps them develop their communication skills.

Mass media significantly impacts language learning by providing authentic exposure, improving listening skills, increasing motivation, offering diverse learning resources, fostering cultural understanding, and developing critical thinking skills. However, it also presents challenges like potential exposure to incorrect language use or complex language. Educators must guide students in selecting appropriate media and integrating it effectively into their learning process [6, p.46]. Despite these challenges, mass media remains an invaluable tool for language learners.

The use of multimedia materials like podcasts and videos in language learning can cater to different learning preferences and provide unlimited access to linguistic resources. However, the ideological orientation of media content can influence students' perceptions and understanding of the language, necessitating a critical approach to media literacy. Additionally, the potential for information overload and careful material selection are concerns educators must address. Future research should focus on longitudinal studies and exploring digital media and social networking platforms in language learning.

Methods

This study uses a quantitative research design, experimental survey, to investigate students' perceptions of the impact of mass media on learning foreign languages. The design allows for statistical analysis of trends, usage patterns, and perceived effectiveness, providing generalizable insights into how students engage with mass media for language acquisition.

This study aims to explore the impact of mass media on language learning in 1st group (control) and 2nd group (experimental) are third-year students in the “6B01703 – Foreign Language: Two Foreign Languages” educational program at the Faculty of Philology at Abai Kazakh National Pedagogical University.

The study compared the effectiveness of using mass media in teaching languages in two groups of third-year students at Abay Kazakh National Pedagogical University. The first group, consisting of 20 students, studied "Language for Specific Purposes" for one semester, did not use mass media in the learning process, focusing on theoretical aspects of language, grammar, and vocabulary using textbooks and lectures. The course covered specialized vocabulary and skills related to specific fields of study.

The second group, consisting of 20 students, studied "Language for Specific Purposes" and actively used mass media, such as films, videos, podcasts, news sites, and social media, to improve listening skills, expand vocabulary, and develop communication skills. The course focused on using language in real media contexts, allowing students to develop skills in working with various forms of mass media communication.

Teaching methods for the first group involved traditional teaching methods, with textbooks, lectures, and written exercises, while the second group used mass media, integrating multimedia resources like podcasts, video lessons, news programs, and films. This allowed students to become familiar with real language contexts and practical use of language.

Results

The study compared the language skills of two groups of third-year students in the "6B01703 – Foreign Language: Two Foreign Languages" educational program, focusing on Grammar, Vocabulary, Listening Comprehension, and Reading Comprehension. The test was prepared to study the influence of mass media on the language learning process. The test consists of 3 parts: grammar and vocabulary, listening, reading. Each part contains 5 questions related to the materials studied in the semester. 15-question test was designed to compare two groups of students: Group 1 and Group 2. The test results showed the following data, which allows us to study how the use of mass media affects the development of students' language skills (*table 1*).

Table 1.
Comparison of Language Learning Performance: Group 1 vs. Group 2

Test Component	Group 1 Control	Group 2 Experimental	Impact of Mass Media
Grammar & Vocabulary	80%	85%	Significant
Listening Comprehension	70%	90%	High Impact
Reading Comprehension	78%	88%	High Impact
Overall Performance	76%	87%	Clear Impact

Group 1 (Control) performed well in grammar and vocabulary, but their performance in Listening Comprehension and Reading Comprehension was lower, indicating less proficiency in handling media-based content and less exposure to real-world language usage in informal contexts.

Group 2 (Experimental) showed a higher percentage across all test components, particularly in Listening Comprehension and Reading Comprehension. This suggests that exposure to mass

media enhances the ability to understand spoken and written language, including informal and creative styles.

Discussion

The study's findings offer strong proof of the beneficial effects of mass media on language acquisition. Particularly in reading and listening comprehension, Group 2, which incorporated mass media into their courses, continuously surpassed Group 1. This implies that students' comprehension of spoken and written language in authentic, context-rich settings can be greatly improved by exposing them to authentic, media-rich content.

The immersing quality of mass media may be the reason for Group 2's higher scores. This group's exposure to a range of accents, slang terms, and cultural allusions helped the students develop a more sophisticated grasp of the language. According to studies, listening to audio content from the actual world—like podcasts, TV series, and news broadcasts—can enhance pronunciation, vocabulary recall, and understanding. Social media and educational applications are examples of interactive media that can further engage students and promote active language use outside of the classroom.

It's crucial to recognize this study's limitations, though. The results' dependability may be impacted by the sample size's relative smallness. Furthermore, the results might have been affected by the students' particular learning preferences as well as their past exposure to the media. Future research should look more closely at these factors, including the impact of various forms of mass media and the possible contribution of personal learning preferences.

The study's conclusions have important ramifications for language instruction. By exposing students to real-world language usage, mass media integration into language curriculum offers a means of enhancing the educational process. Language instructors should think about using different kinds of mass media to enhance conventional teaching techniques and give students a more dynamic and interesting learning environment.

To examine the long-term impacts of mass media on language learning and evaluate its influence across various cultural settings and skill levels, more study is required. Larger sample numbers and longitudinal research would provide important information on how long these advantages last and whether mass media could be a fundamental part of language instruction.

Conclusion

In the digital age, mass media—such as radio, television, social media, and online platforms—has a big influence on language learning because it creates an engaging and dynamic environment. By exposing students to genuine, everyday language use, it improves language acquisition. Key language abilities including vocabulary development, listening comprehension, and cultural awareness are all greatly aided by mass media. By exposing students to a variety of accents, dialects, and slang, engaging with different media content helps them understand the cultural context. This fills the gap between learning a language theoretically and having effective conversational abilities. Increased motivation, improved vocabulary retention, and a more interesting learning environment are some benefits of integrating mass media into language instruction. To guarantee that the materials are suitable for students' skill levels and learning goals, the integration should be done carefully. To sum up, the media is an effective teaching tool for foreign languages since it provides real-world exposure and practice chances. To establish a well-rounded and productive learning environment, educators should carefully integrate mass media into their curricula and combine it with more conventional teaching techniques. To investigate its long-term effects on language proficiency and create best practices for incorporating it into language instruction, more research is required.

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