



ENGLISH FOR MEDIA LITERACY FOR EDUCATORS (EML-E) (MATERIAL RESUME AND REVIEW OF THE ONLINE PROFESSIONAL ENGLISH NETWORK (OPEN) BY GEORGE MASON UNIVERSITY)

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ARTICLE

ABSTRACT

Keywords:

English Education,

Media Literacy,

Literacy Education,

OPEN MOOC

People are often discussing the media these days. In personal, professional, and educational contexts, social media, mass media, and media bias are regularly debated. Media literacy can understand, critique, and create media messages, while media messages are communicated via traditional or digital media. English Media Literacy (EML) analyses, provides and embeds media literacy as English language teaching in class. Educators realized in the late 20th century that they need to help their students "read" or "understand" different types of texts to guide students with a good mindset and acquire media messages as a skill and knowledge to become successful citizens of the 21st century. The new technologies and media started happening in the early 2000s or the beginning of the 21st century. This article served as material resume and review for the English for Media Literacy for Educators (EML-E) course as one of The Online Professional English Network (OPEN) By George Mason University. It is sponsored by the U.S. Department of State with funding provided by the U.S. government and administered by FHI 360. As media literacy is essential, this material resume is served by the author to cascade her new knowledge about this topic to increase its benefit. This paper will discuss five elements, they are: 1) Introduction to English for Media Literacy for Educators; 2) Approaches and Strategies for Media Literacy Education; 3) Managing Student Media Consumption and Production; 4) Language for Teaching English for Media Literacy, and 5) English for Media Literacy Unit Planning..

INTRODUCTION

Media literacy is the ability to understand, critique, and create media messages. Media messages are communicated via traditional media like print newspapers and television shows and digitals (or new media) like podcasts, video platforms, and video games (George Mason University, 2021e). So, English Media Literacy (EML) analyses, provides, and embed media literacy as English language teaching in class. As English is an international language used by all countries, students must be equipped with knowledge and provisions on using and understanding English correctly and adequately. It can be started from school through teaching English provided by educators. Therefore, educators must be brave in presenting teaching methods that are fun, effective, and durable, or able to

be digested and applied by students in the long term or permanent at once—one of the teaching methods that can be used by teachers in English Media Literacy (EML).

Why is EML important? Because right currently, more than 50% of the media presented is in English. Both traditional and digital media, English and the mother tongue of students are given side by side, in the sense that humans can set what language they want to use in the media display. English which has become the language of necessity, must be presented in a school curriculum from elementary to university levels. In addition, the human need for media, children to adults, has become a consumption that is consumed almost every time, from waking up to falling asleep and waking up again. Technological developments lead humans to create new habits, namely surfing in cyberspace, building social relations called social networks through available social media platforms, such as Facebook, Twitter, Instagram, YouTube, Television, Radio, etc. Therefore, we need to expand our thinking of what literacy is. A traditional understanding of literacy involves reading and writing letters, words, paragraphs, essays, and other types of writing. This ability helps filter what to consume and what to leave out.

Another reason is why media literacy critical for today's English language students. Students from all around the world interact with their international classmates in English in digital venues regularly. If they wish to engage and communicate successfully, your pupils will need to employ English language skills and media literacy abilities. As your pupils get older and join the workforce, they will almost certainly need to go online to obtain information, create material, and collaborate with their peers. In English, there are several practical and innovative tools, resources, applications, and media. People with a mix of English and media literacy abilities will be better equipped to employ 21st-century technology for their own and others' advantage (George Mason University, 2021e).

The author presents this paper as a resume and review of course material followed by the author on the course "English for Media Literacy for Educators", provided by George Mason University, as part of the Online Professional English Network (OPEN). This program is sponsored by the U.S. Department of State with funding provided by the U.S. government and administered by FHI 360. This course is conducted online through the Learning Management System (LMS) Canvas Network as a Massive Open Online Course (MOOC), which starts and is active from May 10 - June 13, 2021. The author's goals are to cascade new knowledge, increase the course impact with those who have not had a chance to join the program, and double learning. As we explain something new to others, it pushes us to think more profound and more complex about that concept. We reorganize our knowledge, which improves our understanding. Therefore, we can provide a productive and enjoyable learning experience to be explored innovative ways to teach media literacy in English language classrooms for students toward becoming informed, ethical, and creative 21st-century citizens.

INTRODUCTION TO ENGLISH FOR MEDIA LITERACY FOR EDUCATORS

What is media?

People are often discussing the media these days. In personal, professional, and educational contexts, social media, mass media, and media bias are regularly debated. We all utilize different forms of media in our everyday lives, but what exactly does the term "media" imply? Media is the various channels or ways in which news, entertainment, marketing messages, or other information are spread.

There are several sorts of media, each of which has developed throughout time. Traditional media and digital media (or new media). First, traditional media refers to any mass communication that existed before the internet and digital media. They are: 1) Print media is one of the oldest forms of conventional media (Newspapers, magazines, and books all fall within this category; 2) Outdoor media, such as billboards, posters, flyers, and transit media (An advertising you could see on or inside a bus is an example of transit media); and 3) Broadcast media, which covers radio and television, is a more recent addition to traditional media.

Second, digital media is any information resource that can now be digitized and shared over the internet. People can acquire them through their computers and smartphones, such as websites and social media platforms (Facebook, Tik Tok, and Twitter to spread people ideas and messages). Through these types of media, people are led to be: 1) media consumption (we consume media which can refer to any way that we take media messages in) and 2) media production or content creation (People can create their websites, write blogs, record, and edit videos, take, and edit photos, record music, and make memes).



Figure 1. Types of Media (CC BY SA by FHI 360, 2021)

Ways Media is Consumed and Produced in Daily Lives and Classrooms

Educators realized in the late 20th century that they need to help their students "read" or understand different types of texts. In the past, we considered a text to be only printed media like books or articles. In starting decades ago, educators and parents have been worried about the media messages that young people get when they interact with media texts — that is, when they watch movies or ads on television. For example, if young people watched a TV program where the cool people are smoking cigarettes, they might be influenced to try smoking because the message they received was that cool people need to smoke. That is why students will need an excellent mindset to acquire these kinds of media messages as a skill and knowledge to become successful citizens of the 21st century, as new technologies and media started happening in the early 2000s or the beginning of the 21st century.

To lead students to have 21st centuries skills, educators can walk them through a good starter activity for media literacy instruction, the Media Log. Media Log is an activity that requires students to keep a detailed log of all the media they encounter in 48 hours. The student media logs will elicit examples of media experienced passively (such as billboards on the side of the road) and actively seek out (such as television programs and websites). This activity is an excellent starter for teaching English for media literacy as a great resource to raise student awareness of their media use. They can practice using media-related vocabulary and grammar.

Table 1. A Media Log Assignment format and example entries (The U.S. Department of State and FHI 360, 2021)

My 48-hour Media Log - EXAMPLE ENTRIES				
Date	Time of Day (morning, afternoon, evening, night)	Total Time (hours=h minutes= m)	Media/Device (List the type of media and the device (or place) where you encountered the media)	Details Use (past tense verbs and nouns to describe what you did)
07.00	Morning	25m	Facebook on my phone	Scrolled through feed, read friends' posts (personal comments, photos, memes), wrote comments on people's posts, liked some posts
09.00	Morning	10m	WhatsApp on my phone	Read a friend's messages, responded with messages and Internet link
15.00	Afternoon	1h25m	Radio program on	Listened to radio program



20.00	Evening	1m	Wi-Fi speaker Billboards on buildings	streamed from the Internet Saw many advertisements on buildings (women's perfume, jeans, soft drinks, fast food)
22.00	Night	5m	FB Messenger on my phone	Read messages from my sisters (text and photos), sent video to a friend
07.30	Morning	20m	Photo app on my phone	Took photos and created a couple memes to share with my friends on Facebook

From this Media Log, we can conclude that people might find, see, look at, read, scroll, browse, search, hear, listen to, watch, binge-watch, play, post, create and share Media. We can teach students an excellent opportunity to prepositions of location like we can ask them *"Where is the media?" Is it on your phone, on your computer, your tablet, your laptop? Is it on the internet, on a website, in an app, on TV, on the radio, at a movie theatre, in a public place, in a book, in a newspaper, in a magazine, on a wall, on a building?* And they might say, *"I saw it on YouTube"*, or *"It was on TV last night"*, or *"I read it in a magazine."*

APPROACHES AND STRATEGIES FOR MEDIA LITERACY EDUCATION

Methods and Frameworks in Media Literacy Education

There are two different approaches in media literacy education, the protectionist approach, and the empowerment approach. The protectionist approach is centered on the idea that media consumption can have harmful effects on people, so media literacy education comes up to help protect people (students) from harmful effects. The media content might include violence, sex, drugs, negative stereotypes, and advertising (Potter, 2010; Share, 2015 (George Mason University, 2021a)). Vice versa, **the empowerment approach** allows people (students) to identify and analyze the negative effect of media messages. More than that, it is reflective and creative throughout, leading students to have an empowered view of their relationship with media, whether it is media they consume or media they produce (Hobbs, 2011 (George Mason University, 2021a)).

Methods and Frameworks in Media Literacy Education

Educators can use one framework to help students understand or analyze media is NAMLE's Core Principles for Media Literacy Education (Rogow & Scheibe, 2017), which includes specific and useful simply worded questions for English language learners. Within the NAMLE framework, you will see various questions, such as *What techniques are used and why? Is the message overt or implied?*

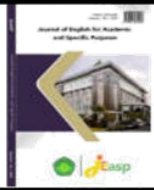
Table 2. NAMLE's Core Principles' framework



Key Questions to Ask When Analyzing Media Messages

USING THIS GRID – Media literate people routinely ASK QUESTIONS IN EVERY CATEGORY – the middle column – as they navigate the media world. Occasionally a category will not apply to a particular message, but in general sophisticated “close reading” requires exploring the full range of issues covered by the ten categories. The specific questions listed here are suggestions: you should adapt them or add your own to meet your students’ developmental level and learning goals. Encourage students to recognize that many questions will have more than one answer (which is why the categories are in plural form). To help students develop the habit of giving evidence-based answers, nearly every question should be followed with a probe for evidence: HOW DO YOU KNOW? WHAT MAKES YOU SAY THAT? And remember that the goal is for students to learn to ask these questions for themselves.

Authors & Audiences	Authorship Purposes	Who made this? Why was this made? What does this want me to do? Who is the target audience? Who are they talking to? Or Who is this for?
	Economics Effects	Who paid for this? Who might benefit from this message? Who might be harmed by it? Is this message good for me or people like me? What does the storyteller want me to remember?
	Responses	What actions might I take in response to this message? How might I participate productively? How does this make me feel and how do my emotions influence my interpretation of this?
Messages & Meanings	Content	What does this want me to think (or think about)? What would someone learn from this? What does this tell me about [insert topic]? What ideas, values, information, or points of view are overt? Implied? What is left out that might be important to know?
	Techniques	What techniques are used and why? How do the techniques communicate the message?
	Interpretations	How might different people understand this message differently? What is my interpretation and what do I learn about myself from my reaction or interpretation?
Representations & Reality	Context	When was this made? Where or how was it shared with the public?
	Credibility	Is this fact, opinion, or something else? How credible is this (and how do you know)? What are the sources of the information, ideas, or assertions? Can I trust this source to tell me the truth about this topic?



It can simplify to a simple activity that is called Media Question-and-Answer (Q&A) Routine. This activity is an excellent opportunity to analyze media messages further and practice asking and answering questions in English. You might give questions starters like these.

Question Starters

- Who made this _____?
- Why was this _____ made?
- What creative techniques were used in this _____?
- What are the obvious messages in this _____?
- What do I think (or feel) about this_____?
- What might other people think or feel about this_____?
- What kinds of people are in this _____?
- What kinds of people are missing from this _____?
- What are the indirect messages in this _____?

The educator might guide students by providing all the sentence frames for each question, like:

Sentence Frames

- This print ad was made by _____.
- This print ad was made because _____.
- _____ were used to create this print ad.
- The obvious messages in this print ad are _____.
- This print ad makes me think/feel _____.
- This print ad might make other people feel _____.
- _____ are in this print ad.
- _____ are left out of this print ad.
- The indirect messages in this print ad are _____.

This framework can lead students to be a part of empowerment approach as media consumer or media producer to exist in the 21st century rather than a protectionist approach that limits them for free to see the world widely. Students need to know that they are not limited to what the media tells them they are or what they should be. We must help students analyze media messages to understand more about the people around them and understand more about themselves. We also know that students are not just media consumers. They can be producers too. As media literacy educators, you can show your students that they can create and share their own media messages to add their unique stories and perspectives to the media landscape.

Managing Student Media Consumption and Production
Special Issues in Media Literacy Education

A special issue is something that contains sensitive topics in the media. The problems that spread in the media have become the concerns of parents and educators. This is difficult to avoid because digital and traditional media are effortless to access, even for children. One way to handle it is to link these issues into a source of literacy in education, as previously written several questions in analyzing media. As educators, you need to help parents do what is best for their students and their teaching situation.

In today's media landscape, we are exposed to countless media messages. This also means that there are thousands of examples of media that educators can use for teaching. This brings both opportunities and challenges. Educators must think about various people, not only students, when planning and implementing lessons. They should be suitable for parents, school principals, and possibly the government.

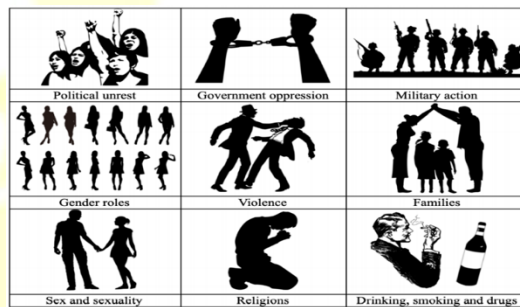


Figure 2. Some of the topics could be considered before it delivers (George Mason University, 2021b)

Be aware that some parents might not like educators discussing specific sensitive topics with their children. Still, they are OK with others, for example, sex and sexuality, or state law might be forbidden to discuss politics and others. Parents and others may be suspicious of educators because they believe they have too much influence on their children's thinking. Some parents are concerned that their children may be exposed to viewpoints, lifestyles, and beliefs with which they disagree (Curry & Cherner, 2019 in (George Mason University, 2021b)).

Some tips for handling special issues in media literacy education consider it so important as an essential skill for 21st-century learners. As they learn how to analyze, evaluate, and create will do better in school and life than those who do not. They are 1) think about any potentially sensitive topics that might come up from your students; 2) work with other educators, including teachers, administrators, and researchers; 3) adapt lessons to your specific students include age, language proficiency, and the cultural background; 4) think about what kinds of media content are appropriate for your students, one is about inspired figure or role model.



There are more challenges regarding teaching media literacy, but we can overcome them with good preparation and with help from other colleagues and resources. Media literacy instruction improves English language teaching, making it more fun, engaging, and beneficial for students.

Understanding and Identifying Bias and misinformation in the Media and Ourselves

As our life is in a highly complex world where we can access incredible amounts of news and information through media, students should understand and evaluate the news and information they see and share. They create themselves to avoid bias and misinformation. Bias is having a negative or positive opinion about someone or something that may not be based on all the facts or having an idea favoring a particular person or issue over others in a way that is considered unfair.

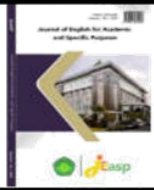
There are three of bias, bias by omission, bias by placement, and bias by spin. Bias by omission is essential information that has been omitted or left out from the media displayed. Bias by placement is the placement of the story in two places that are different. One place it in an unimportant area, so the visitors will think that the story is insignificant. And bias by spin means giving a positive or negative point of view about a subject to change the audience's opinion. Besides that, some biased media, like sensationalism (using news media messages to shock or entertain people instead of important media to daily lives) (George Mason University, 2021b).

To start identifying bias and misinformation, we should use our media literacy skills. We should practice the analysis skills that we learned earlier in the course to ask questions about 1. *Who created this message?* 2. *What creative techniques are used to attract my attention?* 3. *How might people understand this message differently?* 4. *What values, lifestyles, and points of view are represented in, or omitted from, this message?* 5. *Why is this message being sent?* Asking these questions can help us understand and analyze media messages.

As a teacher, we may help students develop a positive attitude toward news and information. This does not imply that they must agree with others, but they should be exposed to various viewpoints. Students should learn to identify news and information bias; however, they should also learn to check their preferences. An essential part of media literacy education is learning about messages we get from others and learning about our directives.

The Benefits of Student Media Production

Why does student media production become an essential part of media literacy education? Today, with the help of new technologies, most people are not only media consumers but are media producers as well. These are the different ways people use media described by the PIC (Passive, Interactive, Creative) model. Passive means students receive information by listening, watching, and reading but have no way to change the message that is being shared or presented. Interactive means



students interact with the media and with other people who are also using the media. And Creative means students use technology to create media (Kimmons et al., 2020).

The term "media production" includes a wide range of possible activities and projects. It may be customized to your student's needs, abilities, and interests, as well as your classroom resources and time constraints. Students can create traditional media like posters and flyers using just paper and markers, or they can make digital media like photographs and videos using smartphones. Student media projects may be basic and require just one class period, or they may be more sophisticated and take many weeks to complete, such as filming a documentary movie.

To instruct students to create their media, we can lead them by using some Question-and-Answer (Q&A) Routine that discussed before; the example is:

Table 3. Instructions for Student in creating media (George Mason University, 2021b)

Creating Your Own Media	
What product did you choose to advertise?	I chose to advertise _____.
6 Key Questions	
Key Questions	Answers
<ol style="list-style-type: none"> 1. Why am I making this ad? 2. What creative techniques am I using in this ad? 3. What are the obvious messages in my ad? 4. What do I want people to think (or feel) about this product? 5. What kinds of people will I include in my ad? Why? 6. What are the indirect messages in this ad? 	
What type of media?	
What type of media did you choose? Print, video, or digital advertisement?	I chose to make a _____ advertisement.
What did you create? Add a picture, video, link, or description here or on the next page.	

Finally, the most important reason more people in education are having students create media is that it is a valuable learning activity. By making their media, students can develop what we call the 4Cs of 21st-century skills: collaboration, communication, creativity, and critical thinking. For example, pair and group work requires cooperation and good communication. Students use creativity when designing their media, and critical thinking is involved when students ask analysis questions. Besides, they also get to practice speaking in English about topics that are interesting to them. Educators around the world are finding that student media production is an empowering activity that taps into student creativity and builds enthusiasm for learning.



Language for Teaching English for Media Literacy

As educators, we are inspired to engage students in the 21st century, multimodal communication in English. To prepare students for success in the real world, they will need to understand and produce all media types in English. Where do we begin? Probably, we have a set English language curriculum with a required textbook, and we may not be free to change the curriculum to focus on media literacy.

There are several tips for integrating media literacy into the class content, they are first, analyzing the textbook and instructional materials. Start with what you have and make a note of the different types of media you can find in your book. For example, discussions about the images in your textbook could lead to interesting conclusions about who or what is not represented and what indirect and misleading messages there might be. Second, adding a media literacy extension activity to an existing lesson. Look at your curriculum and identify some studies in which you could add a media literacy activity. Think about the media your students engage with daily as well as their interests. At last, developing a lesson or unit about media literacy as content for your English class. If you have flexibility in your curriculum, you could develop an entire thematic team around a media literacy topic. For example, you could create a thematic unit that lasts about 4 to 5 lessons focused on reaction videos about other media pieces, like TV shows, movie trailers, or music videos (George Mason University, 2021c).

Besides, we can use Content and Language Integrated Learning (CLIL) to Inform Media Literacy Lessons. It is defined as "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language"(Coyle, Hood, and March 2010 in (George Mason University, 2021c)). They are the language of learning, language for learning, and language through learning. Language of learning represents the language needed for learners to access basic concepts and skills relating to the lesson theme or topic. Language for learning is the language that supports the learning of the content--that is, the language needed to operate in the classroom environment in English. Language through learning refers to language that students need during the learning process that cannot always be predicted. The CLIL Language Table can be a valuable tool for lesson planning. After analyzing the language required to integrate media literacy as content, we can determine how much language is new for your students. We can use this CLIL language table for preparing Media Literacy Debate.

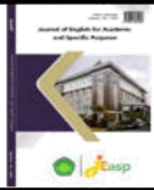


Table 4. CLIL Language Table for a lesson on creating media messages

CLIL Language Table		
Language of learning	Language for learning	Language through learning
<p>Subject-specific language (language from your lesson)</p> <p>Lesson: Students learn how to create media messages using a Q&A routine.</p> <p>Language focus: Asking and answering the key questions about a media product:</p> <ul style="list-style-type: none"> · What product am I choosing to advertise? · Why am I making this ad? · What creative techniques am I using in this ad? · What are the obvious messages in my ad? · What do I want people to think (or feel) about this product? · What kinds of people will I include in my ad? Why? · What are the indirect messages in this ad? 	<p>Subject compatible language (supports the learning of content)</p> <p>Group Work Activity: Students work in groups to create a media product.</p> <p>Language focus: Expressions for sharing ideas: I think... I believe... I do not think... I like your idea, but I have another idea... Why do you think that? Why do you want to do that? We should... Let us try...</p>	<p>Emerging language from specific contexts (unpredictable)</p> <p>Unpredictable context: Students will decide what they will advertise based on their group's interests.</p> <p>Language focus: Vocabulary and expressions depending on what the group decides to advertise and the type of media they want to create. For example, if students create an ad for a special vitamin product called VITA-X, they will have to look up language related to vitamins and health</p>

Understanding the three types of language in CLIL can help educators prepare more thoroughly for any lesson that integrates content and language learning.

ENGLISH FOR MEDIA LITERACY UNIT PLANNING

Why Use Media Literacy Thematic Units to Teach English?

Media literacy can be engaging real-world content for English language classes. If we can relate lessons to students' use of media, the instruction can generate higher levels of engagement in learners. In Shin's (2007) article, developing dynamic units for EFL, he defined five characteristics, such as incorporating real-life situations in instruction, integrating all four language skills communicatively, encouraging learner autonomy or learner choice, using experiential learning, and applying project-based learning (George Mason University, 2021d; J. K. Shin, 2007).

Media literacy material is a good match for generating engaging units of teaching because of these features. We may use real-life scenarios as media formats, including websites, social media, video games, mobile applications, blogs, and vlogs. Not only can the use of many forms of media integrate

the four language skills, but it can also be used to combine many modalities, such as pictures, sounds, videos, color, and design features.

Bringing these real-life applications into our English language classroom provides the basis for project-based learning. We may create projects and activities that inspire students to learn by doing. We can create safe environments in our classrooms for our children to practice actual media applications, giving them the skills, they will need to participate in media consumption and production in the real world.

DESIGNING A MEDIA LITERACY PROJECT-BASED UNIT

When we use a project-based unit, students learn by actively engaging in real-life projects that are personally meaningful to them. It begins by thinking critically about any real-world issues and having students try to solve those issues through project development. Developing a thematic unit around media literacy can seem challenging, but it can be easier if we take it to step by step Shin (J. K. Shin, 2007). The steps are examining curriculum standards and required units for the class. For example, teenage students have a lesson about giving advice. This includes expressions for suggesting *as You should, I recommend, why don't, If I were you*. This allows you to create a unit that focuses on your students' real-life problems and teach them how to ask for and give advice. Next step is choosing a theme that is meaningful and relevant to students. For example, cyberbullying is widely known to be an issue many teenagers face. Students can talk about advice they would give if a friend were being bullied online (before that, we should know our school's policy on the issue to filter the theme is suitable for students).

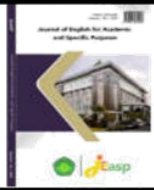
Another step is brainstorming ideas that can incorporate real-life situations and tasks. We think about how we can incorporate real-life situations and tasks. We can even use a word web like the following to come up with ideas. The last step is choosing, organizing, and ordering the activities. After brainstorming a variety of activities, it is a good idea to organize the tasks using a chart like the one example below (George Mason University, 2021d). Finally, Incorporating projects that can encourage learner choice and autonomy. For example, the project theme is campaigning against cyberbullying. Students can decide what types of media will be most effective to raise awareness on this topic in their groups. Then they work together to create posters or flyers to raise awareness of cyberbullying or produce an infographic with statistics about it. They could make a public service announcement (PSA) to help victims of cyberbullying seek help and support. This project gives them the freedom to choose the media and compose their media message about cyberbullying.

Table 5. An example of organizing the tasks using a chart

Real Life	Tasks Skills	Activity and Language Content
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Reading a news article about cyberbullying	reading	<p>Reading Activity Students read a news article and discuss cyberbullying</p> <p>Vocabulary: cyberbullying, victim, words related to emotions, ally, empathy</p> <p>Past tense: What happened? How did the victims of bullying feel? Were the problems resolved? How?</p>
Watch a public service announcement (PSA) about cyberbullying	listening speaking	<p>Media Q&A Routine Watch the PSA and analyze it by asking key questions about this media:</p> <p>Who made this _____? Why was this _____ made? What creative techniques were used in this _____? What are the obvious messages in this _____? What do I think (or feel) about this _____? What might other people think or feel about this _____? What kinds of people are in this _____? What kinds of people are missing from this _____? What are the indirect messages in this _____?</p>
Research what services or support are available for victims of cyberbullying	listening speaking reading writing	<p>Translation Activity Write a brief report about services and support that is available for victims of cyberbullying after talking to school counselor and conducting internet research (will be translated from native language)</p> <p>Vocabulary: cyberbullying, support, counseling, ally, empathy</p> <p>Past tense: I researched about... Through my online research, I found out... The problem was... As a result,...</p>
Give advice to someone being cyberbullied (show empathy and give support)	listening speaking	<p>Role Play Activity Students take the role of both cyberbullying victim and friend</p> <p>Show empathy and support I'm so sorry... This is so hard for you. Let me help you... I am your friend/ally.</p> <p>Giving advice You should... I think you should... I suggest... Why don't you... If I were you, I would... Let's go get help.</p>
Create a campaign to end cyberbullying in small groups using one	listening speaking reading	<p>Ask key questions for producing an ad or PSA: Why am I making this ad/PSA? What creative techniques am I using in this ad/PSA?</p>



of these types of media: - posters - flyers - digital flyers - infographic - social media posts - short video PSA	writing	What are the obvious messages in my ad/PSA? What do I want people to think (or feel) about my ad/PSA? What kinds of people will I include in my ad/PSA? Why? What are the indirect messages in this ad/PSA? Expressions for Sharing Ideas in Groups I think... I believe... I don't think... I like your idea, but I have another idea... Why do you think that? Why do you want to do that? We should... Let's try... Sentence Starters Related to Topic The reasons why people engage in cyberbullying are because... Victims of cyberbullying feel... We can help the victims by
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We can easily integrate media literacy as engaging real-world content for English language classes if we follow these five steps. As this example showed, project-based units can be meaningful and motivating. Media literacy projects like this encourage communication, collaboration, critical thinking, and creativity in English while also providing student-driven solutions to real issues in our world.

CONCLUSION

Media literacy is a trend that arises because of increasingly sophisticated technology. Technology provides equal opportunities to everyone in grasping the world, that everything can be reached younger just by looking at the media, both traditional and digital media. As educators in the 21st-century era, educators must continue to explore themselves in creating teaching materials and materials for students based on the times and estimates of the future. Because otherwise, students will not have the preparation to face the future.

As media is accessible and available everywhere, especially on mobile phones owned by all elements of society, children to adults, including students, educators must consider the existence of these facilities in connecting them as learning resources. Spending time accessing unimportant media and making students' habits in consuming media is a way of learning, even creating their media.

Teaching and integrating media are indeed very interesting and fun for students. However, this is certainly not a very easy thing because educators must also pay attention to students' background such as age, culture, and tradition. Not everything displayed in the media can be used as a source of learning because it could be against the principles of parents, school principals, and state law. Therefore, the press must be analyzed first before being presented to students. In addition, the same

media can be interpreted differently by different people. However, as educators, we should not be too worried about some of these principal considerations. Through an empowerment approach, we can direct students from content that may be sensitive to being analytical material to equip themselves with real-world possibilities in the range. After all, media literacy is about consuming media and how the media is heard, read, watched. Make lessons for those with harmful content and make the motivation for those with positive content. The end goal is to guide students to become media production or content creation to become human beings who successfully adapt to the environment.

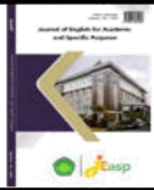
English for Media Literacy for Educators, provided by the U.S Department and administered by FHI 360, is a particular course for educators in integrating media into teaching material content. This is a beneficial contribution for educators to provide a productive and enjoyable online learning experience by exploring innovative ways to teach media literacy in English language classrooms. I gain many new ideas and activities to integrate into my teaching as a provision for English language students to begin their journey toward becoming informed, ethical, and creative 21st-century citizens.

ACKNOWLEDGMENTS

Thanks, from the authors to The George Mason University for providing English for Media Literacy for Educators (EML-E) materials for the Online Professional English Network (OPEN) Massive Online Open Course (MOOC) sponsored by the U.S. Department of State with funding provided by the U.S. government and administered by FHI 360. This is the third course that the author took after TESOL Methodology and Assessment of English Language Learners via <https://www.openenglishprograms.org/>. Each provides new knowledge and knowledge to the author and educator in dealing with students and prepares students for their future. Hopefully, valuable courses like this will continue to be held by OPEN MOOC so that educators worldwide can continue to develop themselves to become professionals in their fields. We are waiting for the next course.

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