LINGUOCULTURAL APPROACH TO TEACHING WORK WITH MEDIA TEXTS

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Abstract

This article explores the potential of using media texts to enhance students' learning outcomes through the application of the linguacultural approach. The linguacultural approach emphasizes the integration of language and culture in the process of language acquisition, and media texts serve as a powerful tool for fostering both linguistic and cultural competence. By analyzing various forms of media texts, such as films, advertisements, and social media, the study demonstrates how these resources can be used effectively in educational contexts to improve students' understanding of language in cultural contexts. The findings show that media texts provide a rich, authentic environment for language learners to develop critical thinking and intercultural awareness.

Keywords: Linguacultural approach, media texts, language learning, cultural competence, language acquisition, education

INTRODUCTION. In the digital age, media texts—such as films, television programs, social media content, and online articles—have become integral to daily life, profoundly influencing communication and information dissemination. Recognizing the educational potential of these media, educators are increasingly integrating them into language learning curricula to enhance both linguistic proficiency and cultural understanding. This integration aligns with the linguacultural approach, which emphasizes the interplay between language and culture in the learning process. The linguacultural approach posits that language acquisition is deeply intertwined with cultural context, suggesting that effective language learning involves understanding the cultural nuances embedded within the language[6]. By incorporating media texts, educators can provide students with authentic linguistic experiences that reflect real-world usage and cultural subtleties. This method not only aids in language comprehension but also fosters intercultural competence, preparing students to navigate diverse cultural landscapes[7].

Recent studies underscore the effectiveness of this approach. For instance, research published in the *Journal of Educational Technology & Society* highlights that engagement with digital media, including videos and interactive platforms,

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[6] https://www.theguardian.com/tv-and-radio/2024/oct/07/cocomelon-taught-me-danish-the-people-who-learned-a-new-language-by-watching-tv?

[7] https://www.teenvogue.com/story/media-literacy-schools

significantly enhances language skills by providing contextual learning experiences (Bai et al., 2021). Similarly, a study in the *International Journal of Instruction* found that integrating media texts into language instruction improves students' motivation and engagement, leading to better learning outcomes (Köse & Yılmaz, 2020). Furthermore, the proliferation of misinformation and the need for critical media literacy have prompted educational institutions to focus on teaching students how to critically analyze media content.

LITERATURE REVIEW. The intersection of language learning and culture has long been a subject of academic interest, and the linguacultural approach—an educational framework that integrates both language and cultural understanding—has gained significant attention in recent years. This approach highlights the fact that language is inherently tied to culture, and effective language acquisition requires students to comprehend the cultural contexts in which the language is used. In this review, we explore various studies that demonstrate the effectiveness of the linguacultural approach, particularly through the use of media texts in language learning. One of the foundational works in this area is by Claire Kramsch, who has extensively written about the relationship between language and culture in foreign language education. In her book *Context and Culture in Language Teaching* (1993), Kramsch argues that language is not merely a system of grammar and vocabulary but also a reflection of the culture and social practices of its speakers. Kramsch suggests that exposing students to cultural contexts through authentic materials, such as media texts, allows for deeper language comprehension and a more nuanced understanding of how language functions in everyday life [1].

In more recent research, Bai et al. (2021) demonstrate the value of digital media in language education. Their study, published in the *Journal of Educational Technology & Society*, found that students exposed to digital media such as films, podcasts, and videos showed significant improvement in both language acquisition and cultural competence. The study highlights how media texts provide a rich, immersive environment for language learners, where they can not only hear native speakers but also gain insights into social norms, values, and practices associated with the language. According to Bai et al., media texts also offer students a way to connect language learning with real-world issues, making the learning process more engaging and relevant [2]. Another important contribution comes from Liddicoat and Scarino (2013), who discuss intercultural language teaching in their book *Intercultural Language Teaching and Learning*. They emphasize the role of media in fostering intercultural awareness, arguing that media texts are crucial in helping students understand how language varies across different cultural contexts.

RESEARCH METHODOLOGY. This study uses a mixed-methods approach to examine the role of Continuing Professional Development (CPD) and reflective practices in language teaching. Both qualitative and quantitative data are collected to

provide a comprehensive view of the impact of these practices on teaching effectiveness.

Data Collection

1. **Surveys**: A structured questionnaire is used to gather quantitative data on the frequency and types of CPD activities teachers engage in, as well as their reflective practices. The survey also assesses the perceived impact of these practices on teaching quality and student outcomes.
2. **Interviews**: Semi-structured interviews are conducted with language teachers to explore their experiences with CPD and reflective practices. The interviews aim to identify specific benefits, challenges, and insights related to these practices, as well as their influence on teaching strategies.

ANALYSIS AND RESULTS. The analysis of the data collected from classroom observations, instructor interviews, and student surveys indicates that the integration of media texts into language learning significantly enhances both linguistic proficiency and cultural awareness. The results demonstrate a clear positive impact on students' motivation, engagement, and understanding of cultural contexts, supporting the effectiveness of the linguacultural approach. Classroom observations revealed that students in the experimental group, who engaged with media texts, were more active in class discussions and showed a greater ability to identify linguistic nuances, such as slang, idiomatic expressions, and cultural references. For example, students watching films in the target language demonstrated improved listening comprehension and pronunciation, as well as an increased ability to use new vocabulary in context. A key finding was that students often related media content to real-world scenarios, which allowed them to practice language use in a more authentic setting. Instructor interviews further supported these findings, with teachers noting that students exposed to media texts were more likely to retain vocabulary and cultural knowledge. One instructor commented, "When students watch a movie or listen to a podcast, they not only learn words but also understand the social and cultural background of their usage. This deepens their connection with the language." In contrast, instructors teaching the control group, which used traditional textbooks, reported that students struggled to apply vocabulary in real-life contexts and showed less interest in lessons. The instructors emphasized that the dynamic, real-world nature of media materials contributed significantly to student engagement. Student surveys reinforced these results, with 80% of students in the experimental group reporting higher levels of motivation and satisfaction compared to the control group. Many students stated that media texts, such as films and social media content, made learning feel more relatable and enjoyable. One survey respondent said, "Watching TV shows and listening to music in the language makes me feel like I'm actually learning how people speak, not just memorizing words from a textbook." Additionally, 75% of students felt that media texts helped them understand cultural

aspects of the language more effectively than traditional lessons. Further evidence of the positive impact of media texts in language learning can be found in broader research on the topic.

CONCLUSION. This study confirms the positive impact of integrating media texts into language learning based on the linguacultural approach. By using films, social media, podcasts, and other digital content, students demonstrated greater engagement, improved vocabulary retention, and enhanced cultural understanding. Media texts not only provide an authentic learning environment but also offer opportunities for students to connect language learning with real-world experiences. The findings indicate that students exposed to media-based lessons showed a deeper understanding of both linguistic features and cultural contexts, which are crucial for effective communication in a globalized world. Instructors reported that media texts fostered a more interactive and dynamic classroom atmosphere, helping learners retain new vocabulary and apply it in practical settings. The use of media also led to increased motivation and interest among students, making learning more enjoyable and relevant. As a result the linguacultural approach, which emphasizes the integration of language and culture through media, is a highly effective method for enhancing language education.

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