

A Model for Developing Secondary Language Personality through Media Education

Veselin Chantov

State University of Library Studies and Information Technologies (Bulgaria)

v.chantov@unibit.bg

Abstract

Modern conditions of development of human society require people to have skills to work competently with foreign-language information, to search for, evaluate, create and send their own messages in professional and daily activities, exercise communication between people of different languages and cultures through the media. Our modern society needs media competent professionals who understand the principles of the media and are able to navigate through the foreign language information space. The aim of media education in the context of studying a foreign language is marked as a planned and formulated result of studying a foreign language and the language of the media, which means the formation of the media competence of a secondary language personality – an integrated and strategic personal trait consisting of a combination of special knowledge, skills and attitudes allowing the person to interact in the world information environment and carry out linguistic and intercultural communication at a media-based level.

The media education aspect fits well into the secondary language personality. It does not contradict the linguistic aspects and expands a person's range of knowledge of the language to include media personality in mediated communication in a mediated environment.

The paper offers a model for integrating media education with English language courses thus developing a secondary language personality. A significant part of the process of forming a secondary language personality is the combination of the language component, the speech component and the communicative component with media knowledge, media skills and media relations in order to result in the cognitive, operational and motivational components of the developed secondary language personality. An important part of the model would seem the inclusion of FLAC (Foreign Language Across the Curriculum) approach. Using media education, the English Language course includes topics and tasks drawing upon the syllabus of other disciplines. For the successful organization of the process of formation of a secondary language personality, it is necessary to take into account the complexity and diversity of the process and manage its development based on the principles of language studying as well as the specific principles reflecting the process of media education.