RESEARCH REPORT

Enhancing Students' English and Media Literacy Skills through the Integration of Activity and Project-Based Learning (ABL & PBL)

Pornpan Chairat

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การเสริมทักษะภาษาอังกฤษและการรู้เท่าทันสื่อของนิสิตผ่านการบูรณาการการเรียนรู้แบบกิจกรรมและโครงงานเป็นฐาน

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บทคัดย่อ

งานวิจัยนี้ศึกษาประสิทธิผลของการบูรณาการการเรียนรู้แบบใช้กิจกรรมเป็นฐาน (Activities-Based Learning: ABL) และการเรียนรู้แบบใช้โครงงานเป็นฐาน (Project-Based Learning: PBL) ร่วมกับกรอบแนวคิดการศึกษาการรู้เท่าทันสื่อ (NAMLE) และวาทกรรมวิเคราะห์เชิงวิพากษ์ (Critical discourse analysis: CDA) เพื่อเปลี่ยนนิสิตไทยระดับปริญญาตรีวิชาเอกภาษาอังกฤษ (n=19) จากการเป็นผู้บริโภคสื่อให้เป็นนักวิเคราะห์และผู้ผลิตสื่อเชิงวิพากษ์ถึงแม้ว่านิสิตเหล่านี้จะต้องเผชิญความท้าทายดังที่กล่าวมาก็ตาม แนวทางการจัดการเรียนการสอนนี้ได้ถูกนำไปปรับใช้ในรายวิชาภาษาอังกฤษสำหรับการรู้เท่าทันสื่อ (English for Media Literacy) ซึ่งมีกรอบการวิจัยและพัฒนานวัตกรรมหลักสูตรและการจัดการเรียนรู้แบบสี่ขั้นตอนของมารุต พัฒผล (2563) เป็นแนวทางในการดำเนินการศึกษา การวิเคราะห์ข้อมูลด้วยวิธีวิจัยแบบผสมผสานชี้ให้เห็นถึงผลลัพธ์ที่มีนัยสำคัญ โดยผลการวิเคราะห์เชิงปริมาณแสดงถึงความพึงพอใจของผู้เรียนในระดับสูง (M=4.35, SD=0.81) โดยเฉพาะในด้านการมีส่วนร่วมของนิสิตและการสอนที่ครอบคลุมเนื้อหา (M=4.69, SD=0.48) ผลสัมฤทธิ์ทางการเรียนแสดงความสำเร็จอย่างชัดเจน โดยนิสิต 84.21% ได้รับเกรด B หรือสูงกว่า การวิเคราะห์เชิงคุณภาพแสดงพัฒนาการการเรียนรู้ของผู้เรียนในสามด้าน ได้แก่ การวิเคราะห์ทางภาษาศาสตร์และพหุสื่อ ความตระหนักรู้เกี่ยวกับบริบททางภาษา และการสื่อสารเชิงกลยุทธ์ ประสิทธิผลของนวัตกรรมการสอนนี้เกิดจากกรอบการวิเคราะห์สื่อที่มีความชัดเจน การจัดลำดับการเรียนรู้ที่แก้ไขปัญหาความท้าทายด้านการรับรู้ และสภาพแวดล้อมการเรียนรู้ที่มีส่วนร่วมโดยเฉพาะการทำงานกลุ่มที่ช่วยให้นิสิตก้าวข้ามอุปสรรคด้านภาษา แนวทางนี้ได้เชื่อมโยงช่องว่างระหว่างทฤษฎีสื่อกับการเรียนรู้ภาษา รวมถึงตอบสนองความต้องการด้านการศึกษาและวิจัยเชิงวิพากษ์ในบริบทการใช้ภาษาอังกฤษเป็นภาษาต่างประเทศ งานวิจัยนี้มีส่วนสำคัญในการให้หลักฐานเชิงประจักษ์เกี่ยวกับการบูรณาการการวิเคราะห์วิจารณ์เชิงภาษากับการศึกษาความรู้ด้านสื่อในการเรียนรู้ภาษา โดยได้นำเสนอกรอบแนวทางที่สามารถปรับใช้ได้จริงในหลักสูตรที่มุ่งพัฒนาผู้ใช้ภาษาที่มีความสามารถและพลเมืองโลกที่มีความรู้เท่าทันสื่อ

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ABSTRACT

This study investigated how integrating Activity-Based Learning (ABL) and Project-Based Learning (PBL) with the frameworks of media literacy education (NAMLE) and critical discourse analysis (CDA) transformed Thai English major undergraduates (n=19) from passive media consumers into critical analysts and producers, despite struggles with English language development and analytical thinking. Implemented in an English for Media Literacy course and guided by Patphol' s (2020) four-step research and development model for curriculum and learning innovation, the mixed-methods data analysis unveiled significant outcomes. Statistically, quantitative assessments showed exceptional student satisfaction (M=4.35, SD=0.81), with particularly high ratings for student engagement and course content coverage (both M=4.69, SD=0.48). Academic performance notably reflected this success, with 84.21% of students achieving B grades or higher. Moreover, qualitative analysis also revealed students' remarkable progress through three areas: linguistic/multimodal analysis, contextual awareness, and strategic communication. The effectiveness of this pedagogical innovation is rooted in its structured analytical framework, sequential learning development addressing cognitive load challenges, collaborative environment, particularly through group work that helped students overcome language barriers, and aligned assessment methods. Through the explicit operationalization of theoretical frameworks into practical analytical tools, this approach bridged the gap between media theory and language acquisition by responding to a critical research need in EFL contexts. The study also contributes important empirical evidence on integrating CDA with media literacy education in language learning by offering a practical framework for similar programs seeking to develop competent language users and media-literate global citizens.

Keywords: Media literacy, Critical Discourse Analysis, Activity-based learning, Project-based learning

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CHAPTER 1
INTRODUCTION

This research project aims at examining the effectiveness of the integrated Activity-Based Learning (ABL) and Project-Based Learning (PBL) approach combined with the frameworks of media literacy education and critical discourse analysis in helping students achieve the course learning outcomes. This introductory chapter outlines research rationale, objective, scope and limitations, and organization of the research.

1.1 Research Rationale

In today's digital age, media plays an increasingly influential role in daily life, making media literacy essential. The National Association for Media Literacy Education (NAMLE) defines media literacy as "the ability to access, analyze, evaluate, and create media in a variety of forms (2007)", highlighting its shift from a supplementary skill to a core competency particularly for language learners navigating media in their target language.

Recognizing this need, the Bachelor of Arts program in English at Thaksin University (Thailand) has established English for Media Literacy (0115361) as a compulsory course, focusing on principles of media literacy, the use of English in different types of media, roles of media in daily life, language strategies in advertising, common types of media bias, and the representation of cultural diversity in media. The course aims to equip all English major students with key competencies, including explaining media literacy principles and distinguishing between traditional and digital media, analyzing language strategies, biases, and various types of representations in media, producing media using appropriate strategies, and developing collaborative skills.

For first language (L1) learners, previous studies have suggested integrating media literacy frameworks leads to the effectiveness in promoting students' critical analysis skills (Hobbs, 2010; Kellner & Share, 2007; Silverblatt, 2001; Potter, 2010; Higdon, 2022; Mihailidis, 2014; McNelly & Harvey, 2021).

However, for English as a foreign language (EFL) learners, developing media literacy skills is doubly challenging. This is because these students must simultaneously process linguistic/multimodal elements while critically analyzing media messages that often contain cultural nuances, implicit biases, and rhetorical strategies unfamiliar to them (Brocca et al., 2024; Kalantzis et al., 2016).

Another key concern resulting in unsuccessful cases in fostering the EFL students' critical thinking and analytical skills in media literacy involves the implementation of traditional lecture-based approaches. To back this up, previous research indicates that such methods fail to engage students intellectually and restrict them to analyze, critique, or meaningfully interact with content (Bonwell & Eison, 1991). These limitations are particularly relevant to English for Media Literacy courses, where EFL students must develop both language proficiency and critical media analysis skills simultaneously.

To address these challenges, the current project proposes an innovative teaching approach that integrates activity-based learning (ABL) and project-based learning (PBL) with the NAMLE framework and critical discourse analysis (CDA) principles. This integration specifically targets the four course learning outcomes (CLOs) while employing the teaching methods, including activity-based learning, project-based learning, lectures, and group discussions. Following Patphol's (2020) systematic four-step model for developing educational innovations, the study designs, implements, and evaluates an integrated approach aimed at enhancing students' ability to critically analyze and produce various types of media in English, thus simultaneously strengthening their language skills and media literacy competencies.

The NAMLE framework offers a systematic approach to media literacy education, emphasizing the development of key skills such as accessing, analyzing, evaluating, creating, and interacting ethically and responsibly (NAMLE, 2007). These principles align with the four specific CLOs, providing a theoretical foundation for fostering students' deeper understanding of media literacy principles and their analytical and production skills.

CDA complements the NAMLE framework by providing analytical tools for examining how verbal and visual language constructs and reinforces power

relationships, ideologies, and social identities in media texts (Fairclough, 2013; van Dijk, 2015). As Machin and Mayr (2012) observed, explicit instruction in linguistic and multimodal analysis enhances students' critical understanding of media messages.

While activity-based learning (ABL) provides structured engagement with media texts, allowing students to develop analytical skills through guided practice and collaborative discussion (Harmer, 2015), Project-based learning (PBL) facilitates students to apply analytical frameworks in creative contexts, shifting their role from passive consumers to critical creators of media content (Thomas, 2000).

This dual approach addresses both the analytical and creative dimensions of media literacy while providing authentic contexts for language development, reinforcing the course's focus on media analysis, production, and collaboration. The course documentation specifies ABL, PBL, lectures, and group discussions as key teaching methods, alongside multiple assessment approaches, including written examinations, class discussions, presentations, and behavioral evaluations. By incorporating these methods into an innovative framework that integrates NAMLE and CDA principles, this research seeks to enhance their effectiveness in achieving the course learning outcomes.

1.2 Research Objective

The overarching objective of this project is to investigate the effectiveness of the integrated ABL-PBL approach combined with the NAMLE-CDA framework in helping students achieve the course learning outcomes. Specifically, it looks at the aspects of the approach that most significantly contribute to students' development of media literacy and collaborative skills, and examines the challenges encountered in implementing this integrated approach.

Through a systematic research and development process, this study aims to contribute both theoretical insights and practical strategies for advancing media literacy education in EFL settings, particularly in undergraduate English programs in Thailand.

1.3 Research Significance

This research contributies to both theoretical understanding and practical application in several dimensions.

First, it addresses a critical gap in existing literature regarding the integration of media literacy frameworks with language education, particularly in EFL contexts where students face the dual challenge of developing language proficiency while simultaneously acquiring critical analytical skills. By empirically evaluating an innovative pedagogical approach that combines NAMLE principles with CDA frameworks through active learning methodologies, the study provides insights into effective instructional designs for English media literacy education in EFL settings.

Moreover, from a theoretical perspective, the research extends current understanding of how CDA principles can be operationalized within language learning environments, building upon Fairclough's (2013) three-dimensional framework while addressing Flowerdew and Richardson's (2018) emphasis on scaffolded instruction for language learners.

From a practical standpoint, this study offers language educators a systematic instructional model that integrates theoretical frameworks into concrete teaching practices. The blended NAMLE-CDA framework, activity designs, and assessment approaches developed through this research provide transferable tools for educators seeking to enhance media literacy within language learning contexts.

For the Thai educational context specifically, this research responds to the increasing emphasis on critical thinking and media literacy in national curriculum frameworks while acknowledging the unique challenges faced by Thai English learners.

1.4 Research Scope

This research examines the integration of ABL and PBL with NAMLE and CDA frameworks in developing English media literacy skills among Thai undergraduate English majors. The study focuses primarily on third-year students enrolled in the English for Media Literacy course at Thaksin University during the second semester of the 2024 academic year (November 2024 - March 2025).

The scope of this research encompasses the development and evaluation of an innovative teaching methodology that integrates the NAMLE framework and critical CDA principles with media literacy frameworks in an EFL context. This study examines both the process and outcomes of this approach, with a particular focus on students' critical analysis skills, media production competencies, ethical awareness, and collaborative abilities.

1.5 Organization of the Research

This study is structured into five chapters as follows:

Chapter 1 establishes the research background, highlighting the growing need for media literacy education in EFL settings. The chapter presents the research problem, objectives, and significance of the study, as well as scope and limitations of the study.

Chapter 2 reviews relevant theoretical frameworks and prior studies on media literacy education, critical discourse analysis, and active learning. It explores how these concepts intersect, providing a foundation for the study's integrated approach. Additionally, it discusses empirical findings on ABL and PBL in EFL contexts.

In Chapter 3, detailed research design, including the mixed-methods approach used to examine both qualitative and quantitative aspects of students' learning outcomes are presented. Specifically, Chapter 3 outlines the participant selection, data collection instruments, and analytical process.

Chapter 4 then presents the reader with key findings, analyzing students' development in critical analysis, media production, ethical awareness, and collaborative learning. The discussion links these findings to existing literature, highlighting contributions to media literacy and language education research.

The research closes with Chapter 5, which summarizes key findings and contributions, limitations, and proposes directions for future studies. It also offers pedagogical recommendations for integrating media literacy education into EFL curricula, emphasizing the potential of the CDA-based framework to enhance both language skills and critical thinking.

By following this organization, the study provides a clear and systematic examination of how media literacy and English language learning can be effectively integrated to support students' academic and professional development.

CHAPTER 2
LITERATURE REVIEW

This section reviews relevant theoretical frameworks and related empirical studies in four key areas: media literacy education frameworks with emphasis on NAMLE, Critical Discourse Analysis in media education, active learning approaches in language education, and the integration of these approaches in developing critical media literacy skills among English language learners.

2.1 Media Literacy Education Frameworks

Media literacy education has evolved significantly over the past decades, with various frameworks emerging to guide instructional approaches. One of the most influential frameworks in this field is The National Association for Media Literacy Education (NAMLE), developed in the U.S. in 2007. According to Hobbs (2010), the NAMLE framework emphasizes the development of five core competencies: accessing, analyzing, evaluating, creating, and interacting ethically with media. This comprehensive approach addresses both consumption and production aspects of media engagement, making it particularly suitable for higher education contexts.

Previous research applying the NAMLE principles includes that of Silverblatt, (2001), whose work aimed to develop analytical tools that help students recognize biases and ideological positions in media texts. This study showed that structured analytical frameworks markedly improved L1 students' ability to identify persuasive techniques and implicit assumptions in media content. Similarly, research by Potter (2010) revealed the systematic application of analytical frameworks enhanced the precision and depth of L1 students' media evaluations, allowing them to move beyond superficial readings of media texts. Extending the application of the NAMLE framework to address ethical considerations in media production, research by Higdon (2022) and Mihailidis (2014) indicated that structured reflection on media impact and ethical media production principles led to more responsible content creation among university students in the U.S.. This finding is particularly relevant for the current research, which seeks to develop students' ability as ethical media producers. Adding to empirical evidence in the L1 educational context, a study by

McNelly and Harvey (2021) also found that incorporating media literacy instruction in language learning enhanced students' comprehension and analytical abilities, emphasizing the importance of such frameworks to foster students' critical engagement with media texts.

In EFL contexts, media literacy frameworks, including NAMLE, are widely applied to enhance students' critical engagement with media. For instance, Brocca et al. (2024) examined how integrated media literacy frameworks support the development of critical digital literacy skills. Likewise, study by Kalantzis et al. (2016) emphasized the need for a pedagogy of multiliteracies, highlighting how multimodal approaches help EFL learners integrate language learning with critical analysis.

As outlined above, the NAMLE framework provides a useful foundation for understanding how students in higher education can develop a more engaged and critical approach to English media texts. By applying its five core competencies to media analysis, this framework has shaped the methodological approach, which explores how these competencies appear in students' analytical practices across different media contexts and EFL settings. However, despite these benefits, research has shown that EFL learners often with the cognitive demands of simultaneously processing language and performing critical analysis (Brocca et al., 2024; Kalantzis et al., 2016). These findings highlight the need for scaffolding and explicit language support—key considerations that inform this study's approach.

2.2 Critical Discourse Analysis in Media Education

Critical Discourse Analysis (CDA) provides theoretical and methodological tools for examining how language constructs and reinforces power relationships, ideologies, and social identities in media texts (Fairclough, 2013; Van Dijk, 2015). As a linguistic analysis framework with a critical stance, CDA enables students to recognize how language choices reflect and maintain social beliefs and power dynamics, encouraging deeper analysis beyond surface-level interpretations (Wodak & Meyer, 2016). Fairclough (2013), a well-known CDA theorist, has developed a three-dimensional framework for examining artifacts, such as media messages. This framework allows analysts to ascertain texts on three interconnected levels: (i) the

text level, which focuses on lexico-grammatical features; (ii) the discursive level, which examines the processes of production, distribution, and consumption; and (iii) the societal level, which connects textual analysis to broader social practices and power relationships.

In media education contexts, CDA has been applied to enhance students' critical awareness of how language shapes (and is shaped) by media messages. As Machin and Mayr (2012) posited, analyzing linguistic and multimodal features such as lexical choices, visual images, colors and placements in texts helps students understand how seemingly neutral language can convey hidden meanings or ideological positions. Similarly, Janks (2010) argued that critical language awareness is essential for comprehensive media literacy, suggesting that students who learn to analyze linguistic features in media texts developed a deeper understanding of how language constructs social identities and power relationships. This awareness, in turn, enabled them to become more perceptive consumers and more responsible producers of media content.

In language teaching specifically, research has examined the application of CDA principles in ESL/EFL contexts. For instance, Oroujlou and Sadeghi (2023). confirmed that incorporating CDA approaches into language instruction enhanced both linguistic knowledge and critical thinking among university students. However, Flowerdew and Richardson (2018) emphasized the need for scaffolded instruction when introducing complex linguistic analysis to language learners, suggesting that structured analytical frameworks and guided practice are essential for effective implementation. This finding supports the current study's approach of developing a blended framework that systematically integrates CDA principles with media literacy concepts in an accessible and applicable format for EFL students.

2.3 Active Learning Approaches in Language Education

The limitations of traditional lecture-based instruction in language education have been well-documented. In a meta-analysis of 225 studies, Freeman et al. (2014) compared the effectiveness of traditional lecturing with active learning in STEM disciplines and found that active learning approaches resulted in considerably higher student performance. Although focused on STEM education, these findings have

implications for language education, where active engagement is equally crucial for skill development.

Activity-based or task-based learning or has emerged as a particularly effective approach in language education. Nunan (2004) emphasized that language learning occurs most effectively through meaningful engagement with authentic language tasks rather than passive reception of information. His research as well as that of Lambert & Oliver (2020) demonstrated that activity-based approaches led to improved language retention and application compared to traditional methods. This aligns with Bonwell and Eison's (1991) foundational work on active learning, which emphasized the importance of student engagement in higher-order thinking tasks. Further to that, several studies revealed that structured group activities help facilitate students' deeper engagement with language content and developed metacognitive awareness of language features (e.g., Ellis et al., 2020; Lambert & Oliver, 2020; Sato & Dussuel Lam, 2021). Project-based learning (PBL) represents another important active learning approach relevant to media literacy education. Thomas (2000) defined PBL as a teaching model that organizes learning around projects, emphasizing student autonomy, constructive investigation, and authentic tasks. Bell (2010) examined the implementation of PBL in various educational contexts and found that it consistently promoted engagement, motivation, and the development of 21st-century skills, including critical thinking and collaboration.

For media literacy education specifically, Buckingham (2013) has established the importance of active learning approaches through project-based learning, confirming that media production activities significantly enhanced students' critical understanding of media conventions and techniques. This study also suggests that creating media texts leads to deeper insights into how media constructs meaning. In addition to that, Beckett and Miller (2006) compiled research demonstrating that PBL facilitates language acquisition through the provision of meaningful contexts for language use. Their work showed that project-based approaches led to improvements in all four language skills while simultaneously developing critical thinking and problem-solving abilities. English and Kitsantas (2013) further highlighted the role of PBL in developing self-regulated learning skills among students, noting that the autonomy afforded by project work motivated students to

become more accountable for their learning processes. Much recent research by Kokotsaki et al. (2016) identified key factors for successful PBL implementation, including appropriate scaffolding, balancing teacher guidance with student autonomy, and effective assessment practices. These factors are particularly relevant for implementing PBL in EFL contexts, where additional support may be necessary to address language-related challenges.

2.4 Integration of Media Literacy, CDA, and Active Learning in EFL Contexts

As mentioned earlier, while previous studies have explored media literacy education, CDA, and active learning separately, research integrating these approaches in EFL contexts remains limited. Van Laar et al. (2017) identified several challenges in implementing media literacy education with EFL students, including language barriers, cultural differences in critical thinking traditions, and limited access to diverse media resources. Despite these challenges, positive outcomes from integrating these approaches have been evident. For example, previous research has argued that media literacy education provides valuable opportunities for authentic language use and meaningful cultural engagement in EFL contexts (Redmond, 2013; Tour, 2020). Additionally, Kellner and Share (2007) emphasize the importance of critical media literacy by highlighting the need for students to understand the socio-political contexts of media production and consumption, claiming that this understanding is crucial for fostering critical thinking and empowering students to analyze and challenge media messages effectively.

This study builds upon these findings while addressing the identified research gap by developing and evaluating an integrated approach that combines the NAMLE framework with CDA analytical tools, implemented through active learning methodologies. This approach responds to Lambert and Oliver's (2020) emphasis on the effectiveness of task-based approaches in improving language retention and application as well as Brocca et al.'s (2024) and Kalantzis et al.'s (2016) concern about cognitive load in EFL contexts, while providing empirical evidence regarding the effectiveness of integrated approaches in developing both media literacy competencies and language skills. The primary objective of this research is to develop and evaluate an innovative teaching methodology for the English for Media Literacy

course (0115361) that integrates activity-based learning (ABL) and project-based learning (PBL) with the NAMLE and CDA principles. This integration aims to enhance students' media literacy skills in English through active engagement and practical application. To achieve the overarching objective, the research employs a methodical approach that involves analyzing course content, developing teaching plans and materials, implementing activity and project-based learning strategies, assessing learning outcomes through various evaluation methods, and providing recommendations for future instructional development. The research is guided by Patphol's (2020) four-step model for developing educational innovations, ensuring a systematic and effective approach to instructional design and evaluation.

2.5 Conceptual Framework

The conceptual framework in Figure 2.5.1 demonstrates a structured approach for implementing and evaluating the effectiveness of integrating activity-based learning (ABL) and project-based learning (PBL) with the NAMLE framework, enhanced by CDA analytical tools. As previously mentioned, this study is grounded in the course learning outcomes (CLOs) of the English for Media Literacy course and follows Patphol's (2020) four-step model for developing teaching innovations. This framework is designed to assess the effectiveness of this integrated approach in enhancing students' English-based media literacy skills, critical analysis abilities, media production competencies, and collaborative skills.

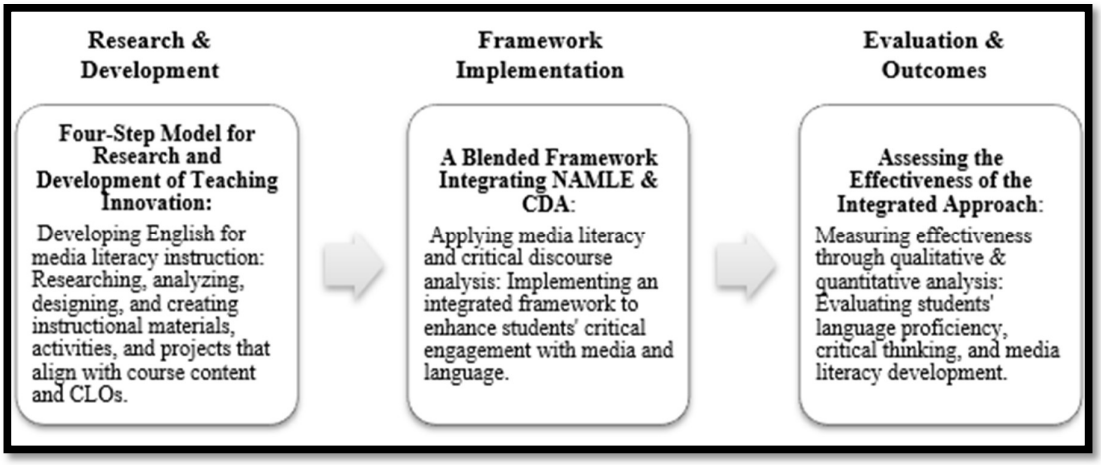

Figure 2.5.1 Conceptual framework

2.6 Summary

This chapter reviewed four interconnected theoretical frameworks and empirical studies relevant to media literacy education for English language learners. It examined the NAMLE framework, which emphasizes five core competencies: accessing, analyzing, evaluating, creating, and interacting ethically with media, while highlighting its benefits and challenges in language learning.

The chapter also explored CDA as a tool for analyzing power and ideology in media texts, noting that by incorporating Fairclough's (2013) three-dimensional framework alongside explicit instruction in linguistic analysis, students' critical interpretation and language skills can be enhanced. Additionally, it discussed how active learning approaches, particularly ABL and PBL, improve language retention, media literacy, and all four language skills more effectively than traditional methods.

Despite extensive research in these areas, their integration in EFL contexts remains limited. This study addresses this gap by developing and evaluating an integrated teaching approach that combines the NAMLE framework with CDA analytical tools, implemented through active learning. This approach lessens cognitive load concerns in EFL settings while providing empirical evidence of its effectiveness in fostering both media literacy and language development.

CHAPTER 3
METHODOLOGY

This study employed a mixed-methods approach, combining qualitative and quantitative data to evaluate the effectiveness of integrating activity-based learning (ABL) and project-based learning (PBL) with NAMLE and CDA frameworks in developing English media literacy skills. This chapter outlines the methodological framework focusing on active learning, particularly ABL and PBL, media literacy, and CDA. For clarity and coherent, the chapter is structured as follows:

- Research context and course alignment
- Research instruments
- Data collection
- Data analysis

3.1 Research Context and Course Alignment

The research was conducted during the second semester of the 2024 academic year (November 2024 - March 2025) at Thaksin University, Songkhla Campus. Participants comprised third-year undergraduate English major students enrolled in the English for Media Literacy course, a compulsory component of the Bachelor of Arts in English. All 19 students registered for the course were intentionally selected as participants using a purposive sampling method. While the small sample size may limit generalizability, it accurately reflects the actual course enrollment. Given this constraint, a mixed-methods approach was employed to enhance the depth and reliability of the outcomes (Creswell, 2009).

The course description emphasizes principles of media literacy, English in different types of media, roles of media in daily lives, analysis of language strategies in media, sources and detection of several common types of media bias, representations of diversity in media. The instructional approach was designed to align with this focus while addressing the four specific course learning outcomes:

- CLO1: Explain principles of media literacy and the differences between

traditional and digital media with examples (Cognitive domain: remembering and understanding)

- CLO2: Analyze language strategies, bias, and various presentations in media from different sources (Cognitive domain: applying, analyzing, and evaluating; Psychomotor domain: imitation, manipulation, precision, and articulation)
- CLO3: Produce traditional or digital media using appropriate language strategies, bias, and presentation techniques (Cognitive domain: applying, analyzing, and evaluating; Psychomotor domain: imitation, manipulation, precision, and articulation; Affective Domain: receiving and responding)
- CLO4: Be responsible for assigned duties, accept and respect others' opinions, demonstrate willingness to work with others, and collaborate effectively (Affective Domain: receiving and responding; Social domain: communication and collaboration)

The instructional methods specified in the course documentation included activity-based learning, project-based learning, lectures, group discussions, and group work. All of which were incorporated into the integrated teaching approach.

3.2 Research Instruments

Multiple instruments were utilized for data collection to ensure the overarching research objective alignment and comprehensive measurement of all four key course learning outcomes (CLOs). These instruments are categorized into two groups: Teaching and Learning Materials, and Teaching and Learning Evaluations. The following sections provide a detailed description of each tool.

3.2.1. Teaching and Learning Materials: Including TQF3 outlining course syllabus, instructional materials, multimedia resources, and worksheets. These materials were validated by experts in English language teaching and media literacy before implementation. Key materials and resources include:

1) The Blended NAMLE-CDA Framework

This framework was developed by the researcher through integrating the NAMLE principles with CDA approaches as shown Table 3.2.1. The framework was adapted from NAMLE Key questions developed by George

Mason University for the Online Professional English Network (OPEN) program in 2022 (George Mason University, 2022) and Fairclough's three-dimensional levels of CDA. It was then validated by experts in media literacy and discourse analysis before implementation.

Table 3.2. 1 The Blended NAMLE-CDA Framework for the Teaching Approach

Category	NAMLE Questions (Critical Inquiry)	CDA Tools (Linguistic & Multimodal Analysis)	CDA Analytical Layer
1. Authorship & Purpose	Who created this message? What is its purpose?	Examining who is speaking, who has power in the message, and whether the language makes someone seem more or less important (e.g., pronouns like *we/they*, passive vs. active sentences)	**Discourse / Societal**
2. Content & Techniques	What techniques are used to attract attention?	Looking at the words and phrases used to create emotions or influence people (e.g., strong words, repeated phrases, certainty/uncertainty words like *must* vs. *might*)	**Textual**
3. Representation	What perspectives are included/excluded? How are people portrayed?	Checking how people, groups, or ideas are described, and whether some groups are shown as more powerful than others (e.g., who is doing the action vs. who is receiving it)	**Textual / Discourse**
4. Audience	Who is the target audience? How might different people interpret this?	Analyzing how the message is written or designed to make some groups feel included or excluded, and what background knowledge is assumed	**Discourse / Societal**
5. Context	What values, beliefs, or assumptions are embedded in this message?	Understanding the bigger picture—what historical events, cultural ideas, or social issues influence this message?	**Societal / Historical**
6. Multimodal Design	How do images, sounds, and text work together?	Examining how different elements (pictures, colors, sounds, fonts, layout) affect the meaning and feeling of the message. For example, does a dark color create fear? Does a bold font make something seem important?	**Textual**
7. Critical Thinking	What information is omitted? What alternative viewpoints exist?	Identifying missing information, hidden opinions, or different ways of seeing the topic. Who benefits from this message? Who is left out?	**Discourse / Societal**
8. Impact & Reflection	How does this message affect individuals and society?	Looking at how the message influences people's thinking, emotions, or actions. Does it create stereotypes? Does it make people believe something is true without proof?	**Societal / Economic**

2) Student Self-Assessment Forms

Each form consists of 5-point Likert scales and open-ended questions to monitor learning progress. Before implementation, experts in media literacy and English language education reviewed the forms for reliability. Table 3.2.2 presents an example of a student self-assessment form from one of the media analysis activities.

Table 3.2. 2 Student's Self-Assessment Rubric

Criteria	Self-Assessment Questions	Score (1–5)
Media Selection	Did we choose a clear, relevant media product for analysis?	
Analysis – Content	Did we analyze the media product using the Blended Model Framework effectively (linguistic features + media literacy)?	
Guiding Question Reflection	Did we explain how the media influences people and why critical analysis is important?	
Organization & Structure	Is the presentation well-organized with a clear introduction, analysis, and conclusion?	
Use of Visual Aids	Did we use visuals (slides, images, media) effectively to support our analysis?	
Spoken Delivery	Did we speak clearly, confidently, and use good pacing during the presentation?	
Team Contribution	Did all group members contribute equally and actively?	
Q&A Participation	Were we able to ask and answer questions confidently and thoughtfully?	

3) Structured Discussion/Reflection Templates

These templates were adapted from materials originally developed by George Mason University (2022). The researcher redesigned and restructured them to align with the course learning outcomes, particularly for assessing students' media analysis skills and their learning experiences. Prior to implementation, experts in media literacy and discourse analysis validated the templates to ensure content validity. Table 3.2.3 presents an example of the structured reflection template, which forms part of the media analysis form.

Table 3.2. 3 Structured Reflection Template for Media Analysis

Media Analysis

Media Selection

Media Piece Selected for Analysis: _____

Media Format: □ Video □ Image □ Text □ Audio □ Other: _____

Source/URL: _____

First Impressions

Before conducting a deeper analysis, provide your immediate reactions and observations about this media content:

Critical Analysis Questions

Analysis Point	Your Response
1. Who created this media content and what is their background?	
2. What is the primary purpose of this media piece?	
3. What production elements or techniques stand out in this content?	
4. What explicit messages are being communicated?	
5. How does this media content make you respond emotionally?	
6. How might different audiences interpret this content differently?	
7. Which groups or perspectives are represented in this content?	
8. Which groups or perspectives are absent or underrepresented?	
9. What subtle or implicit messages might be embedded in this content?	

Comparative Reflection

Compare your initial impressions with your reflections after completing the analysis:

What has changed in your understanding of this media content? What new insights have you gained?

Action Reflection

Based on this analysis, how might your future consumption or creation of media be affected?

4) Instructor Assessment Rubrics

These rubrics were developed for measuring students' performance in media analysis tasks and media production project. As can be in Table 3.2.4, the sample rubric for media production project is presented. This rubric consisted of four-level evaluation criteria and were content-validated by experts before implementation.

Table 3.2. 4 Media Production Project Rubric

Media Production Project Rubric (30 marks)				
1. Media Creation (10 Marks) : *Evaluates the creativity, quality, and relevance to the assigned task.*				
Criteria	**Excellent (9-10)**	**Good (7-8)**	**Satisfactory (5-6)**	**Needs Improvement (0-4)**
Creativity and Originality	The media is highly creative, original, and innovative, effectively capturing the audience's attention.	The media is creative and original, with minor areas for improvement.	The media shows some creativity but lacks originality or is too generic.	The media lacks creativity and originality, failing to engage the audience.
Visual and Technical Quality	High-quality design, visuals, and formatting; flawless and professional execution.	Good quality design and visuals with minor errors or inconsistencies.	Average quality with noticeable errors or inconsistencies in design or visuals.	Poor quality with multiple errors, inconsistencies, or lack of effort.
Relevance to the Task	The media aligns perfectly with the product and target audience, **conveying clear and convincing messages,** reflecting cultural and situational sensitivity.	The media is relevant to the product and audience (both in terms of context, or purpose) but **could convey messages more clearly.**	The media is somewhat relevant but **lacks a clear connection to the product or audience.**	The media is irrelevant or **fails to address the target product or audience.**
2. Answering Key Questions (10 Marks): *Evaluates the depth, clarity, and critical thinking in responding to the 6 key questions.*				
Criteria	**Excellent (9-10)**	**Good (7-8)**	**Satisfactory (5-6)**	**Needs Improvement (0-4)**
Depth of Responses	Responses are thorough, insightful, and demonstrate critical thinking with strong proof/evidence.	Responses are clear and well-reasoned but lack minor depth or proof/evidence.	Responses are somewhat clear but lack depth, critical thinking, or strong proof/evidence.	Responses are vague, incomplete, or lack critical thinking and proof/evidence.
Clarity and Organization	Responses are well-organized, concise, and easy to understand.	Responses are mostly organized and clear, with minor lapses in structure or conciseness.	Responses are somewhat disorganized or unclear, requiring additional explanation.	Responses are disorganized or unclear, making it difficult to follow.
Connection to Media Product	Answers show a strong connection to the media product, justifying design choices effectively.	Answers connect well to the media product with minor gaps in justification.	Answers somewhat connect to the media product but lack justification of choices.	Answers fail to connect to the media product or justify the design choices.
3. Presentation (10 Marks): *Evaluates the group's ability to deliver a clear and engaging presentation of their media product.*				

Criteria	Excellent (9-10)	Good (7-8)	Satisfactory (5-6)	Needs Improvement (0-4)
Clarity and Organization	The presentation is clear, well-structured, and flows logically.	The presentation is mostly clear and organized, with minor lapses in flow.	The presentation is somewhat clear but has noticeable issues with organization or flow.	The presentation is unclear or disorganized, making it hard to follow.
Engagement and Delivery	Group members are confident, engaging, and make effective use of visuals and voice.	Group members are confident and engaging, with minor areas for improvement.	Group members are somewhat confident but lack engagement or effective delivery.	Group members lack confidence, engagement, or preparation in delivery.
Explanation of Media Production	Clearly explains what, why, and how the media was produced, with strong supporting details.	Explains the what, why, and how effectively, but with minor gaps in details.	Explains the what, why, and how, but lacks sufficient detail or clarity.	Fails to explain the what, why, and how, or explanations are incomplete.

5) Written examinations

Written examinations were designed by the researcher to assess students across multiple cognitive levels, ranging from basic understanding (CLO1) to more complex analysis and evaluation (CLO2). After that, content validation and reliability were conducted by experts in English education, discourse analysis, and media analysis prior to implementation. The examinations included the following components:

- Modified Essay Questions (MEQ): Scenario-based questions that require students to apply media literacy concepts in analyzing specific media examples.
- Constructed Response Questions (CRQ): Questions that require structured analysis of media samples using the Blended Model Framework.
- Short Answer Questions (SAQ): Questions that assess knowledge of key media literacy terminology and concepts.

Apart from the instruments mentioned above, this study also employed the following tools to collect quantitative data and ensure data triangulation:

3.2.2 Teaching and Learning Evaluations

1) University Teaching and Learning Evaluation Questionnaire: A standardized university questionnaire using a 5-point rating scale with validity and reliability established by the university.
2) University E-grading System: For students' final grades analysis according to standard grading criteria.

3.3 Data Collection

Following Patphol's (2020) four-step model for developing educational innovations, the research implementation and data collection process were systematically structured to align with the course learning outcomes (CLOs). Table 3.3.1 outlines the step-by-step implementation procedure, highlighting key activities, instructional components, and their alignment with CLOs across the 18-week course duration.

Table 3.3. 1 Implementation Procedure for Integrating the Teaching Approach

Step	Activities/Tasks	Key Components	Alignment with CLOs	Weeks
Step 1: Content Analysis and Framework Development	- Analysis of course content and learning objectives; - Integration of NAMLE framework and CDA principles with ABL and PBL approaches - Development of the Blended Model Framework for media analysis - Creation of teaching plans, learning activities, and assessment tools	- Course syllabus (TQF3) - NAMLE core principles - CDA analytical concepts - Blended Model analytical tables - Lesson plans and materials	Foundational support for all CLOs, with emphasis on CLO1's focus on understanding media literacy principles	0-2
Step 2: Design of Learning Activities	- Development of activity-based learning (ABL) modules focusing on media analysis using the Blended Model Framework - Creation of project-based learning (PBL) modules focusing on media production informed by critical analysis - Design of assessment rubrics and reflection templates - Preparation of instructional materials and resources	- Analysis activity worksheets - Production project guidelines - Assessment rubrics - Student reflection templates	- CLO1 (ABL activities for understanding principles) - CLO2 (Analysis activities) - CLO3 (Production projects) - CLO4 (Collaborative components)	2-3
Step 3: Implementation and Ongoing Assessment	- Implementation of the integrated approach throughout the semester - Facilitation of activity-based learning through structured analysis exercises, group discussions, and case studies - Guidance of project-based learning through media production assignments with clear objectives and criteria - Collection of qualitative data through student self-assessments and reflections - Continuous assessment of learning outcomes through instructor evaluation	- Case studies and examples - Group and individual activities - Self-assessment forms - Formative feedback methods	- CLO1 (Lectures and discussions) - CLO2 (Analysis activities) - CLO3 (Media production) - CLO4 (Group work and collaboration)	2-15
Step 4: Comprehensive Evaluation	- Collection of quantitative data through the university's teaching evaluation system - Analysis of both qualitative and quantitative data - Evaluation of the effectiveness of the integrated approach - Development of conclusions and recommendations for future applications	- University evaluation system - Student performance data - Reflection analysis results - Knowledge assets inventory - Recommendations report	Overall evaluation of achievement across all CLOs	16-18

Table 3.3.1 illustrates how data collection was embedded within the research implementation process. In Step 1, initial data collection focuses on analyzing course content, defining learning objectives, and developing instructional frameworks, including the integration of the NAMLE principles and CDA concepts with activity-based and project-based learning. Step 2 involves developing data collection instruments such as assessment rubrics, reflection templates, and instructional materials, ensuring alignment with the CLOs. Next, in Step 3, the primary phase of data collection through ongoing assessments, student reflections, and instructor evaluations conducted throughout the semester are showed. Finally, Step 4 necessitates a comprehensive evaluation phase. At this stage, both qualitative and quantitative data were collected from student performance metrics, self-assessments, and institutional teaching evaluations.

This systematic approach ensured that data collection was not an isolated process but an integral part of course implementation, acquiring both formative and summative insights into students' development in English and media literacy.

In the following section, specific teaching and learning activities implemented during the course is presented

3.3.1 Teaching and Learning Activities

The course implementation included several key activities designed to develop students' English language and media literacy skills through the integrated approach, addressing the four CLOs and employing the teaching methods specified in the course documentation. These key activities included:

1) Lectures and Discussions on Media Literacy Principles

To address CLO1, students participated in interactive lectures and structured individual and group discussions about media and media literacy principles, media engagement, and approaches and strategies for media literacy. These activities employed the lecture and group discussion methods specified in the course documentation, supporting the cognitive domains of remembering and understanding emphasized in CLO1.

2) Media Analysis Using the Blended Model Framework

To address CLO2, students analyzed various media texts (e.g., advertisements, news articles, social media posts, etc.) using the Blended Model Framework that

integrated linguistic analysis with media literacy principles (as shown in Table 4.2.1. above). This framework guided students in examining authorship, purpose, content, techniques, representation, audience, context, multimodal design, and underlying messages. These analysis activities employed the activity-based learning approach specified in the course documentation, supporting the cognitive domains of applying, analyzing, and evaluating emphasized in CLO2.

3) Group Oral Presentations

To address CLO2 and CLO4, students worked in groups of 4-5 to select a media product and analyze it using the Blended Model Framework, responding to the guiding question: 'How does media influence the way we see the world, ourselves, and others, and why is it important to analyze these messages critically?'. Students presented their analyses to the class and participated in Q&A sessions. This activity-based approach was designed to help develop critical analysis skills through collaborative learning and structured analysis. This activity employed the group work and presentation methods specified in the course documentation, supporting both the cognitive domains in CLO2 and the affective and social domains in CLO4. For evaluation purposes, students were provided with both self-assessment and instructor assessment rubrics as shown in Tables 3.2.2 and 3.2.4 above.

4) Media Production Project

To address CLO3 and CLO4, students worked in groups of 4-5 to create their own media products (e.g., advertisements, posters, social media campaigns, etc.) applying their understanding of media literacy principles and linguistic strategies. These projects required students to make conscious choices about language, visual elements, and presentation techniques to communicate specific messages to target audiences. This activity employed the project-based learning approach specified in the course documentation, supporting the cognitive and psychomotor domains in CLO3 and the affective and social domains in CLO4.

5) Reflective Discussion Activities

To address all CLOs, particularly CLO4, students engaged in structured reflection activities about their media consumption habits, their evolving understanding of media literacy concepts, and their experiences as both consumers and producers of media content. This involved in-class discussion and Q&A sessions

at the end of each assigned task. These activities employed discussion methods specified in the course documentation, supporting the affective and social domains emphasized in CLO4.

By integrating these varied instructional strategies, the course fostered a dynamic and interactive learning environment that supported students' progression across all CLOs. Having outlined the data collection process in detail, the next section examines the assessment methods used to evaluate student learning and the effectiveness of the integrated teaching approach.

3.4 Data Analysis

To ensure triangulation and a comprehensive understanding of student development, both qualitative and quantitative data were analyzed as follows:

3.4.1 Qualitative Data

Qualitative data analysis followed a three-phase content analysis approach applied to four data components: student reflections, instructor observations, media analysis products, and media production projects. The process involved (1) initial coding based on course learning outcomes (CLOs) and emergent categories, (2) pattern identification across data sources, and (3) thematic synthesis aligning findings with research objectives and CLOs.

3.4.2 Quantitative Data

1) Teaching and Learning Evaluation

Data from the university-administered evaluation questionnaire (collected on March 17, 2025) was analyzed using descriptive statistics. The system automatically calculated mean scores and standard deviations based on a five-point rating scale (1.00–5.00) with the following interpretation criteria:

4.50–5.00 = Highest level of implementation

3.50–4.49 = High level of implementation

2.50–3.49 = Moderate level of implementation

1.50–2.49 = Low level of implementation

1.00–1.49 = Lowest level of implementation

2) Grade Distribution and Learning Achievement

Final grades (collected on March, 15, 2025) from the e-Enroll system were categorized according to standard grading criteria:

A (≥80), B+ (≥75), B (≥70), C+ (≥65), C (≥60), D+ (≥55), D (≥50), F (<50).

This mixed-methods approach to data collection and analysis aligns with Patphol's (2020) comprehensive evaluation framework and the multiple assessment methods specified in the course documentation. Such approach ensures that both process and outcome measures are considered when evaluating the effectiveness of the integrated teaching approach across all four CLOs.

3.5 Summary

This study employed a mixed-methods approach to ascertain the effectiveness of integrating activity-based learning (ABL) and project-based learning (PBL) with NAMLE and CDA frameworks in developing English media literacy skills among undergraduate students. The research was conducted during the semester of the 2024 academic year at Thaksin University with 19 third-year English majors enrolled in the English for Media Literacy course (0115361).

The methodological framework focused on active learning approaches aligned with four specific course learning outcomes (CLOs) covering cognitive, psychomotor, affective, and social domains. Multiple research instruments were utilized, including the Blended NAMLE-CDA Framework, student self-assessment forms, structured discussion templates, instructor assessment rubrics, and written examinations.

Following Patphol's (2020) four-step model for educational innovations, the implementation process was systematically structured across 18 weeks. Data collection was operationalized within this process, cultivating both formative and summative insights through ongoing assessments, student reflections, and instructor evaluations.

The course featured various instructional strategies including lectures, media analysis activities using the Blended Model Framework, group presentations, media production projects, and reflective discussions. These created a dynamic learning environment supporting student progress across all CLOs.

A mixed-methods approach was employed, incorporating qualitative analysis (using a three-phase content analysis approach) and quantitative analysis (examining university evaluation questionnaires and grade distributions). This comprehensive methodology ensured that both process and outcome measures were considered when evaluating the effectiveness of the integrated teaching approach.

CHAPTER 4
RESULTS AND DISCUSSION

Based on careful qualitative and quantitative analyses, this chapter presents and discusses findings on the effectiveness of the innovative teaching approach. For clarity and ease of understanding, the findings are structured as follows:

- Qualitative results and discussion
- Quantitative results and discussion
- Effectiveness of the integrated approach

4.1 Qualitative Results and Discussion

Achievement of course learning outcomes

Qualitative data from student reflections, instructor evaluations, and assessment results revealed significant development across all four course learning outcomes. This section presents findings organized by CLO.

CLO1: Understanding media and media literacy principles

Students demonstrated strong achievement of CLO1 (explaining principles of media literacy and differences between traditional and digital media with examples). Key findings included:

- **Conceptual understanding**: Written examination results showed that students could accurately define and explain key media literacy concepts such as authorship, purpose, audience, representation, and context.
- **Comparative knowledge**: Students demonstrated a comprehensive understanding of media literacy principles through written examinations and reflections. Their progression aligned with Bloom's taxonomy (Anderson & Krathwohl, 2001), as evidenced in one of their reflections:
  '*Traditional media like newspapers and TV broadcasts have editors who control content, while social media platforms like Facebook and Instagram allow anyone to share information instantly, making communication more open and participatory.*'

These findings indicate that the interactive lectures, individual/group discussions, and analysis activities effectively supported students' cognitive development in the domains of remembering and understanding emphasized in CLO1. Moreover, the findings also support Buckingham's (2013) assertion that structured approaches to media literacy education facilitate deeper conceptual understanding. The students' transformation also echoes McNelly and Harvey's (2021) findings that incorporating media literacy instruction enhances students' analytical abilities.

CLO2: Media analysis skills

Students showed impressive growth in their ability to analyze language strategies, media bias, and various representations in media from different sources (CLO2). Three key areas of development were identified:

1. **Linguistic/multimodal analysis skills**

Student reflections and analysis samples demonstrated significant growth in students' ability to identify and interpret linguistic features in media texts. Early in the semester, students typically focused on surface-level observations, such as vocabulary choice and basic grammatical features. As the course progressed, they developed more complicated analytical skills, identifying complex linguistic features such as:

Lexical choices: Students developed nuanced understanding of connotation and semantic fields. One group's analysis observed:

'*The article consistently uses military terms [or metaphors] like 'battle', 'combat', and 'victory' when talking about environmental policies, framing climate change as an enemy to be defeated rather than an issue requiring cooperation.*'

This analytical depth reflects Fairclough's (2013) textual dimension of CDA and demonstrates how students successfully applied linguistic tools to uncover implicit meanings in media texts. Moreover, the finding connects with Machin and Mayr's (2012) research implying that explicit instruction in linguistic analysis tools leads to more nuanced media interpretations.

2. **Contextual awareness**

Students demonstrated increased awareness of how social, historical, and cultural contexts shape media messages. Their analyses gradually incorporated more advanced contextual considerations, including:

- **Historical context**: Students learned to situate media texts within broader historical narratives. One reflection noted:
  '*After analyzing advertisements from different decades, I can see how they reflect changing social attitudes toward gender roles, from the domestic focus of the 1950s to the empowerment messaging of today.*'
- **Cultural aspect:** Students developed an awareness of cultural differences in media representation. One group analysis noted:
  'Western and Thai hospital advertisements use different appeals—Western ads often feature white male doctors in lab coats to convey trustworthiness, while the Thai ad showcases both Asian (Thai) male and female doctors wearing different types of lab coats.'

These outcomes align with Van Dijk's (2015) emphasis on sociocultural contexts in CDA and confirms Kalantzis et al.'s (2016) assertion that media literacy for EFL students requires cultural contextualization. They also support Tour's (2020) argument that media literacy education offers valuable opportunities for authentic cultural engagement in EFL contexts.

- **Ideological frameworks:** Students learned to identify underlying belief systems in media messages. One student observed:
  'An English-language online newspaper portrays the new Thai government as 'unrightfully appointed', while depicting Thai voters protesting on the streets, holding an image of Pita Limchareonrat (the former prime minister-designate) alongside the caption 'Respect My Vote'. This framing suggests a political stance, potentially from a left-wing (or pro-democratic) perspective'.

This in-dept analysis exemplifies what Kellner and Share (2007) describe as understanding the socio-political contexts of media production and consumption, while also demonstrating the enhanced critical thinking abilities that Oroujlou and Sadeghi (2023) identified as a benefit of incorporating CDA approaches into language instruction. The student has moved beyond surface-level language comprehension

(Wodak & Mayer, 2016) to engage in what Higdon (2022) termed structured reflection on media impact, analyzing how specific linguistic choices and visual elements work together to construct particular ideological perspectives.

3. **Multimodal Interpretation Abilities**

Throughout the course, students progressively developed skills in analyzing how different semiotic resources (text, images, layout, placement, etc.) work together to create meaning in multimodal media texts. Key developments included:

- **Visual Analysis:** Students learned to interpret visual elements using concepts such as gaze, composition, and color symbolism. One group that examined a digital movie poster for the film Joker noted:

  'The poster positions the viewer to look up at the main character, implying his high power and status. Additionally, his closed eyes and smile suggest he is finding happiness in an imaginary world, disconnected from reality. The red suit creates a striking, intense appearance, enhancing his menacing aura, especially in contrast with the deep black background.'

This outcome demonstrates students' application of the NAMLE-CDA framework across semiotic modes, addressing Brocca et al.'s (2024) concern about the need for comprehensive analysis tools for EFL learners engaging with multimodal texts.

- **Layout and Typography:** Students developed an understanding of how spatial organization and typographic choices influence meaning. They reflected on how the placement of text creates a reading path that guides interpretation, as well as how font choices, such as size and style, affect meaning-making. For instance, a group analyzing a hiring manager job ad noted:

  'All letters are presented in uppercase, which emphasizes the content of the text. Specifically, it suggests that one could gain significant power by being successfully selected for the manager position.'

These findings indicate that the activity-based learning approach using the Blended Model Framework effectively supported students' cognitive development in the domains of applying, analyzing, and evaluating emphasized in CLO2, as well as the psychomotor domains of imitation, manipulation, precision, and articulation. Also,

they address Brocca et al.'s (2024) concern about the need for comprehensive analysis tools for EFL learners engaging with multimodal texts.

CLO3: Media production skills

The media production projects revealed significant development in students' ability to create traditional or digital media using appropriate language strategies, bias, and presentation techniques (CLO3). Three key areas of development were identified:

1. **Strategic Communication Skills**

Students demonstrated ability to make strategic choices to achieve specific communication goals:

- **Purposeful Design:** Students made deliberate choices aligned with their communication objectives. One project, aimed at promoting the Bachelor of Arts (English and Chinese program) through a vlog, explained:
  'We used creative techniques such as diverse camera angles and lighting effects, combined with a video editing approach that highlights key moments to capture the viewer's attention. Also, we chose a living room in a house as the background setting to create a cozy and warm atmosphere, representing a long-term relationship through the presentation of a gathering of 'old college friends' who become ' family members' even after graduation.'

This strategic application of media techniques validates Buckingham' s (2013) finding that production activities enhance students' understanding of media conventions. It also supports Kokotsaki et al.'s (2016) assertion that project-based approaches provide meaningful contexts for language application.

- **Linguistic Strategy:** Students applied their knowledge of linguistic features to craft effective messages. One reflection noted: '*We chose the tagline 'Less plastic, more future' to encourage the audience to participate in our environmental campaign. Apart from this, we used the inclusive pronoun 'TSU' (the abbreviation for Thaksin University) in 'TSU Goes Green' to foster a sense of shared responsibility.'*

As above, students demonstrated application of linguistic strategies in their media production projects, reflecting what Machin and Mayr (2012) described as the

transition from analysis to informed creation. This strategic application of parallel structure and inclusive language demonstrates students' mastery of Fairclough's (2013) textual dimension of CDA, where vocabulary and grammatical choices are deliberately employed to construct persuasive meaning. Further to that, students' metacognitive awareness of how linguistic choices would impact audience engagement supports Buckingham's (2013) assertion that media production activities enhance critical understanding of media conventions. Furthermore, this example illustrates Tour's (2020) argument that media literacy education provides authentic opportunities for meaningful language use in EFL contexts, as students applied their English skills to address local environmental concerns within their university community.

- **Multimodal Integration:** Students effectively combined multiple semiotic resources. For example, the group creating the 'TSU Goes Green' poster observed:

  'We used images of plastic bottles to represent the global plastic problem in our poster. Here, we also included illustrations of people seemingly TSU students joining this campaign to engage the target audience.'

This strategic combination of visual elements with linguistic message shows students' application of Machin and Mayr's (2012) multimodal discourse analysis principles. Their thoughtful choice to include illustrations of peers demonstrates audience awareness, a key component of the NAMLE framework, by creating visual identification for their target audience. This finding supports Kokotsaki et al.'s (2016) research on how project-based approaches provide meaningful contexts for language acquisition while developing critical thinking skills. Additionally, the students' ability to articulate their design choices reflects metacognitive awareness of how visual and verbal elements work together to construct persuasive messages, confirming Buckingham's (2013) observation that creating media texts leads to deeper insights into media meaning-making processes. This transformation from passive consumers to strategic producers represents a significant achievement in students' media literacy development.

2. **Audience Consideration**

Students demonstrated deeper understanding of how to tailor media messages to specific audiences. Such improvement emerged through these key domains:

- **Target audience analysis**: Students conducted detailed analyses of their target audiences' needs, interests, and values. One project rationale explained: '*We researched the media habits and cultural values of our target audience, Malaysian tourists, to ensure our message resonated with them.*'
- **Cultural sensitivity**: Students showed awareness of cultural factors affecting interpretation. One reflection stated: *'*

  '*We considered how cultural values in Thailand might influence interpretation of our message and adjusted our visual images accordingly.'*

This audience-centered approach reflects the NAMLE framework's emphasis on purposeful communication and aligns with Ellis et al.'s (2020) findings on the effectiveness of task-based approaches in developing metacognitive awareness in language learners.

3. **Ethical Awareness**

Student reflections and production choices unveiled increased awareness of ethical considerations in media creation. Students showed development in:

- **Representation awareness**: Students made intentional choices to represent diverse groups inclusively. One group, creating a tour package poster, reflected: *'We focused on showcasing beautiful natural scenery and avoided using human images to prevent stereotyping our target audience.'*

This intentional design choice reflects students' application of critical discourse analysis principles to their own media production, demonstrating what Fairclough (2013) described as connecting textual choices to broader social practices and power relationships. Their decision reveals an understanding of how visual representations can unintentionally reinforce cultural stereotypes, showing progression beyond technical skills to ethical considerations in media creation.

- **Truth and accuracy**: Students demonstrated commitment to factual accuracy and transparency. A project rationale noted: *'We explicitly provided sources for our data to maintain credibility.'*

This attention to source attribution demonstrates students' understanding of how credibility is constructed in media messages, supporting Flowerdew and Richardson's (2018) emphasis on analytical frameworks that examine production and distribution processes. By prioritizing transparency, students showed they had internalized critical media literacy principles about information verification and reliability.

- **Responsibility awareness**: Students considered the potential social impact of their media creations. One reflection stated:
  '*We thought about how our message could affect viewers and made sure to use language and visuals that avoided harmful stereotypes.'*

This consideration of audience impact aligns with Van Dijk's (2015) emphasis on the social dimension of discourse analysis and demonstrates the kind of structured reflection on media impact that Higdon (2022) identified as essential to ethical media literacy education. Students have moved beyond seeing themselves as passive analysts to recognizing their responsibilities as media creators.

These findings indicate that the project-based learning approach effectively supported students' development across multiple domains: the cognitive domains of applying, analyzing, and evaluating; the psychomotor domains of imitation, manipulation, precision, and articulation; and the affective domain of receiving and responding emphasized in CLO3. This multi-dimensional development supports Kokotsaki et al.'s (2016) research showing that project-based approaches enhance critical thinking abilities while providing meaningful contexts for language application. The emergence of ethical awareness as a key outcome aligns with Buckingham's (2013) assertion that media production activities lead to deeper insights into how media constructs meaning and influences audiences. Students have clearly progressed from technique-focused production to ethically-informed creation, demonstrating the effectiveness of integrating critical discourse analysis with project-based learning in developing comprehensively media-literate EFL students.

CLO4: Social and Collaborative Skills

Throughout the course, students demonstrated significant development in taking responsibility for assigned duties, accepting and respecting others' opinions, demonstrating willingness to work with others, and collaborating effectively (CLO4). Key findings included:

- **Responsibility and accountability**: Students consistently met deadlines and fulfilled their assigned roles within group projects, revealing consistent fulfillment of individual responsibilities within group contexts. Peer evaluations also indicated high levels of individual accountability. Students reliably met deadlines and completed assigned tasks, demonstrating what Sato and Dussuel Lam (2021) identified as essential collaborative natures in language learning environments.

This finding supports Lambert and Oliver's (2020) research on the effectiveness of task-based approaches in developing both language proficiency and learning autonomy.

- **Respect for diverse perspectives**: Observational data from group discussions and collaborative activities documented students' growing capacity to consider and value different points of views.

This development aligns with Kokotsaki et al.'s (2016) findings that project-based learning enhances perspective-taking abilities alongside language skills. The integration of diverse perspectives in group projects demonstrated students' application of critical media literacy principles to their own collaborative processes, reflecting Kellner and Shares' (2007) emphasis on multiple perspectives in media analysis.

- **Effective communication**

Students demonstrated improved ability to express their ideas clearly and listen actively to others. Group interactions showed positive improvement throughout the semester, with students developing more effective communication strategies for sharing ideas and resolving disagreements. A notable progress in students' communication strategies emerged throughout the semester. Initial challenges in expressing complex analytical ideas in English gradually gave way to more confident

and precise articulation. Group interactions showed marked improvement, with students developing more effective strategies for idea sharing and conflict resolution.

This communicative development supports Ellis et al.'s (2020) research on how structured group activities facilitate deeper engagement with language content while developing metacognitive awareness.

- **Collaborative problem-solving**: Students successfully navigated challenges in group projects through collaborative problem-solving. One group reflection explained:

  '*When we had different ideas about our project, we evaluated each option based on the key questions focusing on our audience's needs and goals. This helped us decide on the final approach*'.

This example demonstrates how students applied the analytical frameworks from the course not only to media texts but also to their own decision-making processes. Their collaborative approach reflects Buckingham's (2013) emphasis on reflective practice in media education and addresses Van Laar et al.'s (2017) identified obstacles in implementing media literacy education in EFL contexts by creating supportive peer learning environments.

These findings indicate that the collaborative aspects of the activity-based and project-based learning approaches effectively supported students' development in the affective domain of receiving and responding and the social domain of communication and collaboration emphasized in CLO4. The collaborative nature of the integrated approach appears to have been particularly valuable in helping students overcome the linguistic challenges of expressing complex analytical ideas in English, supporting Flowerdew and Richardson's (2018) emphasis on scaffolded instruction for language learners engaging with complex analytical frameworks.

The development of these collaborative skills alongside media literacy competencies suggests that the integrated approach successfully addresses both the technical/analytical dimensions of media literacy and the social/communicative aspects necessary for effective participation in today's media landscape. This holistic development aligns with Tour's (2020) argument that media literacy education offers valuable opportunities for authentic language use and meaningful engagement in EFL contexts.

4.2 Quantitative Results and Discussion

Teaching and learning evaluation

Quantitative data collected through the university's standardized teaching evaluation system revealed high levels of student satisfaction with the integrated teaching approach (See Table 4.1.1 for reference). Of the 19 students enrolled in the course, 13 (68.42%) completed the questionnaire. This response rate is considered effective and valid, as a response rate above 60% is typically deemed adequate to ensure reliability and representativeness of the data (Cohen et al., 2018).

Table 4.1. 1 Mean Scores by Evaluation Category (n=13)

Category	Mean	SD	Interpretation
Teaching Practices	4.32	0.80	High
Assessment & Evaluation	4.42	0.82	High
Overall Average	**4.35**	**0.81**	**High**

As shown in Table 4.1.1, the overall mean score across all evaluation items was 4.35 (SD = 0.81), indicating that the majority of students perceived the integrated approach as highly effective.

Moreover, analysis of individual evaluation items revealed particularly high ratings for several aspects of the teaching approach. Table 4.1.2 presents all the highest-rated evaluation items, showing multiple criteria that received equally high ratings.

Table 4.1. 2 Top Highest-Rated Evaluation Items (n=13)

Rank	Evaluation Item	Mean	SD	Interpretation
1	Covers all content according to the 15-week course plan	4.69	0.48	Highest
1	Provides opportunities for students to ask questions in class.	4.69	0.48	Highest
3	Provides guidance on how to apply the knowledge from this course to daily life.	4.62	0.65	Highest
4	Uses teaching methods that encourage students to think, analyze, and find answers on their own.	4.54	0.52	Highest
5	Clearly states the course objectives, learning outcomes, and lesson plans for each session.	4.38	0.87	High
5	Clearly explains the key concepts of each lesson.	4.38	0.77	High
5	Uses a variety of teaching methods and effectively conveys knowledge to students.	4.38	0.65	High
5	Organizes learning activities that facilitate students to achieve the course's learning outcomes.	4.38	0.77	High
5	Clearly informs students about assessment methods and grading criteria.	4.38	0.96	High
5	Provides clear guidance and feedback on assignments.	4.38	0.77	High

Notably, the highest ratings were for content coverage (M=4.69), providing opportunities for student questions (M=4.69), real-world application of knowledge (M=4.62), and encouragement of critical thinking (M=4.54). Six additional criteria were rated with the mean score of 4.38, indicating consistent satisfaction across multiple aspects of the teaching approach. These results show that the integrated

approach effectively fostered engagement, participation, critical thinking, and practical application, supporting Bonwell and Eison's (1991) findings on the benefits of active learning over lecture-based methods, particularly the positive impact on student engagement. The lowest-rated item was ‘Encourages students to research resources and information at the Thaksin University Library’ (M=3.77, SD = 1.09), suggesting an area for potential improvement in future implementations.

Grade Distribution and Learning Achievement

The summative assessment results further confirmed the effectiveness of the integrated approach in achieving the course learning outcomes. Table 4.1.3 presents the distribution of final grades for the course.

Table 4.1. 3 Distribution of Final Grades (n=19)

Grade	Score Range	No. of Students	%
A	≥ 80	8	42.11%
B+	≥ 75	4	21.05%
B	≥ 70	4	21.05%
C+	≥ 65	2	10.53%
C	≥ 60	0	0.00%
D+	≥ 55	1	5.26%
D	≥ 50	0	0.00%
F	≥ 49	0	0.00%
Total		**19**	**100%**

As shown in Table 4.1.3, the majority of students (84.21%) achieved grades of B or higher, with 42.11% earning an A grade. This suggests that the integrated approach was largely effective in helping students achieve the learning outcomes of the course. Only one student (5.26%) received a grade below C+, indicating that most students were able to meet or exceed the course expectations.

The data also reveals an important pattern related to the effectiveness of the integrated approach. Students with higher English proficiency levels generally performed better in individual written assessments, while those with lower proficiency (particularly those receiving C+ and D+ grades) struggled with these components. These students exhibited difficulties in written expression, basic English

comprehension, and active participation in classroom discussions. They often remained silent during question-and-answer sessions and faced challenges when giving presentations.

However, an important finding regarding contributing factors emerged from the assessment of group work components. The collaborative nature of the ABL and PBL assignments appeared to provide a supportive structure for lower-proficiency students. Through team collaboration, these students were able to participate more effectively in the learning process despite their individual language limitations. This suggests that the collaborative aspects of the integrated approach serve as a significant contributing factor to its effectiveness, particularly for students with lower English proficiency levels.

It is worth noting that instructional adaptations were necessary to ensure comprehensive understanding across all proficiency levels. Mixed-language instruction (Thai and English) was employed during discussion and Q&A sessions to ensure that concepts and content were accessible to all students. This adaptation highlights the importance of linguistic flexibility within the integrated approach when implemented in an EFL context with varied proficiency levels.

The grade distribution and corresponding observations about student performance provide valuable insights into both the overall effectiveness of the integrated approach and the specific aspects that contributed to student success, particularly the collaborative elements that supported lower-proficiency students.

4.3 Summary

This chapter outlines both qualitative and quantitative findings on the effectiveness of the innovative teaching approach that integrated activity-based learning (ABL) and project-based learning (PBL) with NAMLE and CDA frameworks.

Qualitatively, the results demonstrated significant student development across all four course learning outcomes. For CLO1, students showed strong conceptual understanding of media literacy principles and comparative knowledge of traditional

versus digital media. For CLO2, students developed impressive linguistic/multimodal analysis skills, contextual awareness, and multimodal interpretation abilities, progressing from surface-level observations to nuanced analyses of lexical choices, historical/cultural contexts, ideological frameworks, visual elements, and layout/typography. For CLO3, they demonstrated enhanced media production skills in three key areas: strategic communication skills (including purposeful design, linguistic strategy, and multimodal integration), audience consideration (through target audience analysis and cultural sensitivity), and ethical awareness (including representation awareness, truth and accuracy, and responsibility awareness). For CLO4, students exhibited improved social and collaborative skills, including responsibility and accountability, respect for diverse perspectives, effective communication, and collaborative problem-solving.

The quantitative results, based on the university's standardized teaching evaluation, revealed high levels of student satisfaction (overall mean score of 4.35, SD = 0.81), with particularly high ratings for content coverage, opportunities for student questions, real-world application, and encouragement of critical thinking. Furthermore, the grade distribution showed that the majority of students (84.21%) achieved grades of B or higher, confirming the effectiveness of the integrated approach in helping students achieve the learning outcomes, though students with lower English proficiency faced more challenges with individual written assessments.

CHAPTER 5
CONCLUSION AND RECOMMENDATION

This chapter closes the study by synthesizing key findings, addressing limitations, and discussing theoretical and practical implications of the integrated approach employed to enhance English media literacy skills. The chapter also offers recommendations for future research in this domain, reflecting on the broader significance of the findings for media literacy education in EFL contexts. The structure of this chapter includes four main sections:

- Conclusion
- Limitations
- Theoretical and practical implications
- Recommendations for further research

5.1 Conclusion

This study provides empirical evidence supporting the effectiveness of integrating Activity-Based Learning (ABL) and Project-Based Learning (PBL) with the blended NAMLE-CDA framework to enhance English media literacy among Thai undergraduate English major students at a public university. Despite the significant challenges students encountered in simultaneously developing their English language skills and critical media analysis abilities, the integrated approach successfully facilitated their transformation from passive media consumers to critical analysts and producers. In what follows, key qualitative and quantitative findings are revisited, highlighting the critical aspects of this achievement.

Key qualitative findings illustrate the multifaceted development of students across four dimensions:

1. Critical Media Analysis Skills

By applying the NAMLE-CDA principles to identify linguistic strategies, multimodal elements, and ideological frameworks in media texts, students significantly enhanced analytical abilities. This development confirms Fairclough’s

(2013) and Van Dijk's (2015) assertions regarding the value of structured analytical frameworks in developing critical discourse analysis capabilities.

2. Strategic Media Production Competencies

PBL helped students develop the ability to create strategic messages through thoughtful linguistic choices and multimodal resources. As a result, students effectively progressed from passive media consumers to critical media analysts and, ultimately, informed media producers. This outcome aligns with Buckingham's (2013) research, which suggests that media production deepens students' critical understanding of media conventions and techniques.

3. Ethical Awareness

Through the integrated teaching approach (ABL, PBL, and NAMLE-CDA), students demonstrated increased consciousness of representational ethics, factual accuracy, and the social impact of media creation. This development reflects Higdon's (2022) emphasis on ethical considerations in media literacy education and Kellner and Share's (2007) focus on socio-political contexts of media.

4. Collaborative Skills

The collaborative environment fostered through group activities and projects proved effective in helping students overcome language barriers while developing critical thinking skills. This finding validates Sato and Dussuel Lam's (2021) research on structured group activities in language learning contexts.

Additionally, quantitative data further validated these qualitative findings, with high student satisfaction (M=4.35, SD=0.81) and strong academic performance (84.21% achieving grades of B or higher). The highest ratings for content coverage and student engagement (both M=4.69, SD=0.48) underscore the effectiveness of the integrated approach in creating an engaging learning environment.

Based on the quantitative evidence, the success of this integrated approach can be attributed to several key elements:

1. **The structured analytical framework** that scaffolded students' engagement with complex media texts
2. **The sequential learning progression** that addressed the dual challenges of language processing and critical thinking

3. **The collaborative learning environment** that facilitated peer support and knowledge construction
4. **The aligned assessment methods** that evaluated both analytical and production skills
5. **The explicit operationalization of theoretical concepts** into practical analytical tools

5.2 Limitations

Despite the positive findings, several limitations should be acknowledged.

As discussed in Chapter 3 (Methodology), the study's relatively small sample size (n=19) limits the generalizability of the findings, although it accurately reflects the actual enrollment in this particular course.

Additionally, since the research was conducted at a single university in Thailand with English major students, its applicability to other EFL contexts or varying levels of language proficiency may be limited.

Another limitation is that the study was conducted over a single semester, which may not allow for a thorough assessment of the long-term retention of media literacy skills or their transfer to real-world contexts outside the classroom.

Lastly, as both researcher and instructor, there is a potential for bias in the qualitative analysis. Given this limitation, the mixed-methods approach and triangulation of data sources were applied to mitigate this concern.

5.3 Implications

This research makes several important contributions to both theory and practice.

On a theoretical level, the study bridges the gap between media literacy frameworks and language learning theories, illustrating how CDA principles can be effectively integrated with language education. It also provides empirical support for Tour's (2020) argument that media literacy education offers valuable opportunities for authentic language use in EFL contexts.

Additionally, the research builds on Flowerdew and Richardson's (2018) work on scaffolded instruction by demonstrating how collaborative learning environments can support EFL students in engaging with complex analytical frameworks.

On a practical level, the study not only confirms that the blended NAMLE-CDA framework offers educators a practical model for fostering media literacy in language learning settings, but also validates that the sequential learning progression provides a useful template for structuring similar courses to address the dual challenges of language and critical thinking development.

Furthermore, while the findings emphasize the importance of collaborative learning environments in helping EFL students overcome linguistic barriers to critical analysis, they also offer valuable insights into assessment strategies that effectively evaluate both analytical and production skills in media literacy education.

5.4 Recommendations for Further Research

Given the limitations and constraints of this study, several directions for future research emerge. First, further studies could consider investigating the long-term retention and transfer of media literacy skills beyond the course context, examining how these skills influence students' media consumption habits and critical thinking in their daily lives.

Second, cross-context replication would be beneficial in assessing the effectiveness of the integrated approach across diverse educational settings, language proficiency levels, and cultural contexts, thus helping to establish its broader applicability.

In addition, technology integration presents an opportunity to explore how digital tools and platforms could enhance the effectiveness of the integrated approach, particularly in developing students' multimodal literacy skills.

Lastly, assessment development is crucial to further improve and validate assessment tools that efficiently measure media literacy development in EFL contexts, addressing both analytical abilities and production skills.

5.5 Summary

This concluding chapter summarizes the empirical evidence supporting the effectiveness of integrating ABL and PBL with the NAMLE-CDA framework, highlighting major findings regarding students' development of critical media analysis skills, strategic media production competencies, ethical awareness, and collaborative abilities.

While the limitations section acknowledges constraints related to sample size, contextual specificity, time factors, and researcher role, the implications section outlines significant theoretical contributions to media literacy and language learning fields, along with practical applications for educators.

Further to the above, the chapter closes with recommendations section, proposing directions for future research to expand on this study's findings as well as addressing emerging questions in the field of English media literacy education.

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APPENDICES

Appendix 1

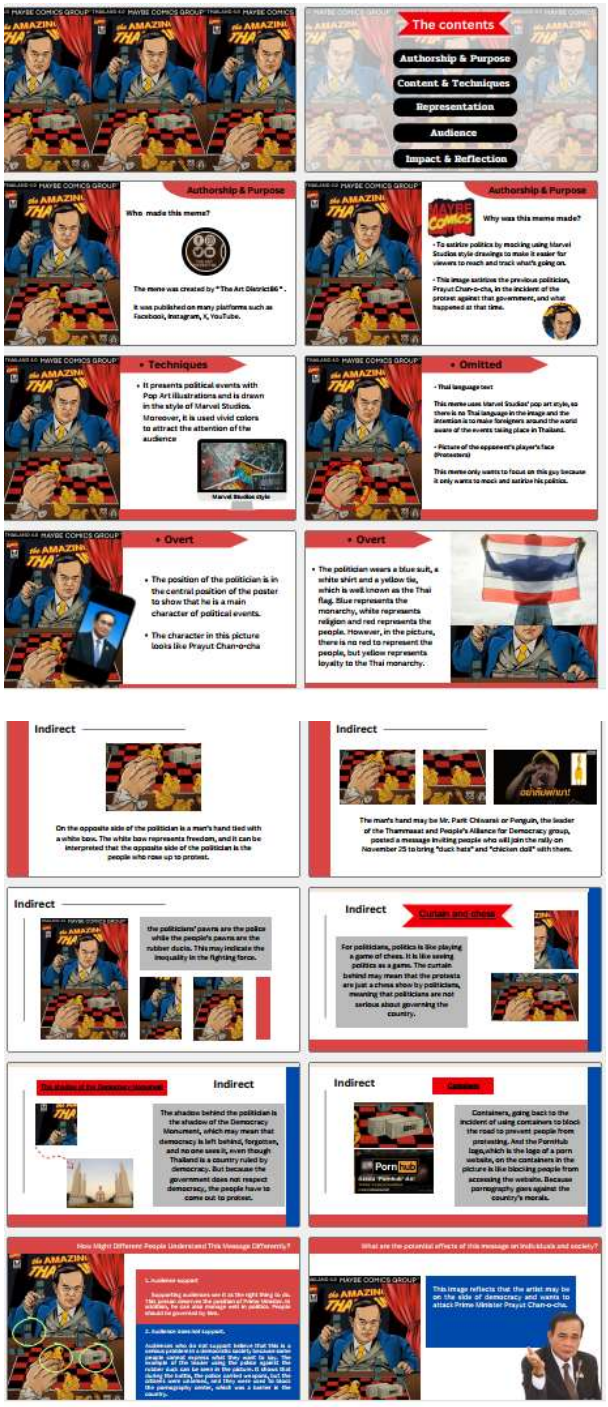
Sample Student Media Analyses Using the Blended NAMLE-CDA Model

1. An Advertisement: A Digital Poster

2. An Advertisement: A Short Film

3. An Advertisement: A Short Film

4. A Political Meme



Appendix 2

Sample Student Media Production Projects

1. Long tailed Boat Tour

2. TSU GOES GREEN

THAKSIN UNIVERSITY
074 317 600
To be a part of helping to alleviate the plastic waste problem.
TSU GOES GREEN
LESS PLASTIC, MORE FUTURE
PROTECT EARTH
TAKE CARE EARTH
GIFT VOUCHERS!
Exchange 10 bottles, 10 times and got gift voucher discount from Thaksina café!

3. A Promotional Video for the Dual Degree Program (B.A. in English and Chinese)

   Link: https://drive.google.com/file/d/1w2-gGmhqBTd8bwW9TAHnqhJ2rB6qUcKz?fbclid=IwZXh0bgNhZW0CMTAAAR3ymUP0ePY0d6RVk5b4luMf_NaeNLcUtAR1It1ndE3DF70Jm7RZzWki_RM_aem__-rMlKC5A9kT1s6NNXS6PQ

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