Data Research on Information Literacy Instruction Model in English Reading Course in the New Media Environment

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Abstract: Information literacy becomes increasingly important with the development of information network technology and new media. Undergraduates, in particular, are faced with diverse, abundant information choices in their academic studies and daily lives. In order to utilize mass unfiltered proliferating information effectively, undergraduates need to raise questions about its authenticity, validity, and reliability before evaluating and understanding it. Reading and writing are closely related with information. Testing students' reading effect by evaluating their writing output, and integrating information literacy instruction into extended reading and writing-from-sources activities, is conducive in language teaching in the new media age, as reading ability, writing competency and information literacy can effectively complement and promote each other. This paper focuses on the process-based information literacy instruction model of undergraduate reading course in the new media environment; through data analysis of pre-programme and post-programme survey results, it hopes to provide new pedagogical insights for related research in the field of new media development and modernized education.

1 INTRODUCTION

As human beings enter the new media era, a variety of unfiltered information is flooding their studies and daily lives. Different ideologies, cultures and values make young students pursue more diverse values and have more distinct personality characteristics. How to screen out valuable information need from massive information, how to learn and realize knowledge innovation, and how to improve the ability to acquire, utilize, process and exchange information—in another words, enhancing students' information literacy—is an important indicator for college education in the current new media and modernized information environment.

Paul G. Zurkowski, former President of the U.S. Information Industry Association, was the critical figure laying the foundation of information learning by developing the term "Information Literacy" in 1974. He believed that "training in application of information resources led people to learn techniques and skills for utilizing the wide range of information tools and and primary sources in applying information solutions to their problems". Research institutions around the world have carried out extensive exploration and in-depth research on how to improve information literacy, and put forward a series of new ideas on the definition, connotation and evaluation criteria of information literacy. In 1999, The University of Texas at Austin carried out TILT (Texas Information Literacy Tutorial) research, that is a web-based, educational site designed to teach undergraduates fundamental research skills (Elizabeth, 1999).

In 1987, Patrieia Breivik defined "Information Literacy" as "the basic ability to identify, select and acquire information channels, grasp and store information on the basis of understanding and providing information". In 2000, the Association of College & Research Libraries defines information

literacy as "a set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued and the use of information in creating new knowledge and participating ethically in communities of learning" (Association of College & Research Libraries, 2000). The United States

National Forum on Information Literacy defined information literacy as "the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand" (National Forum on Information Literacy, 2022).

Table 1: Information Literacy Framework
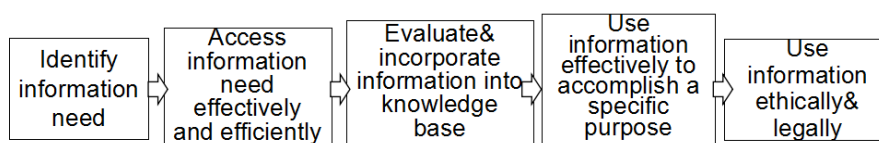
Information literacy is essential to success for undergraduates either in their college performance and in their daily lives. Higher education should ensure continued growth of undergraduates in universities as well as throughout their career. They should grow to be informed citizens and have the intellectual abilities of reasoning and critical thinking. Information literacy extends learning beyond step-by-step passive learning process, when undergraduates learn to identify, access, evaluate, manage, and use information effectively and ethically. Nevertheless, many undergraduates often find it confusing where to obtain needed information for a specific assignment, which may hinder them from accessing the latest information, cutting-edge technologies effectively and efficiently. Based on this fact, the researchers want to survey the information literacy skills among the undergraduates in Wuhan Business University, China.

2 THE THEORY AND CURRENT SITUATION OF THE COMBINATION OF READING, WRITING AND INFORMATION LITERACY

In the book *The Psychology of Written Composition,* Carl Bereiter and Marlene Scardamalia believed the "reflective discovery of information" implies reading for comprehension, and "creating new knowledge" means that educators must do all they can to help students move from knowledge telling to knowledge transforming when students write research papers (Carl Bereiter & Marlene Scardamalia, 1987). In her book *Reading, Research, and Writing: Teaching Information Literacy with Process-Based Research Assignments,* Mary Snyder Broussard strongly argues that students need

additional support in reading and writing in order to develop strong information literacy skills, it does not necessarily argue that librarians should be responsible for directly teaching college subjects (Mary Snyder Broussard, 2017).

In 2003, Rolf Norgaard of the University of Colorado proposed the concept of "Writing information literacy," in which he believed that writing ability is strongly related to information literacy ability. Both are repetitive processes of acquiring information, evaluating information, integrating information, and thinking critically and innovatively (Norgaard, 2003). Susanna Cowan from University of Connecticut argues that information literacy is nothing more than a combination of reading, writing, and critical thinking (Susanna, 2014). In 2017, Israel R. Odede from Delta State University, Abraka launched a research to "investigate information literacy self-efficacy skills of postgraduate students", and Odede emphasized more attention should be given in the use of meta-cognitive learning strategies to enable postgraduate students increase their information literacy in various aspects (Israel, 2017).

In China, many scholars and universities have also conducted relevant research on the relationship between reading, writing and information literacy in the field of New Media Development and Modernized Education. Based on the UNESCO media and information literacy assessment framework, Li Jincheng from Hangzhou Dianzi University utilized multivariate analysis of variance and optimal scale regression to investigate the factors affecting media literacy (Li, Wang, 2017). The results show that digital reading time and other variables have significant positive effects on college students' media literacy and information assessment ability. This suggests that we can improve the information literacy level of college students by

scientifically guiding their digital reading practice activities.

Yang Li and Zhang Yixi from Southern University of Science and Technology, analyzed the core concept of "writing information literacy", suggesting integrating information literacy into college writing courses (Yang, Zhang, 2022). The faculty members of the college writing and information literacy education at the Southern University of Science and Technology have been working together to integrate information literacy education in the first year's writing course since 2018, and the practice has produced desirable outcomes. This successful experience provides new pedagogical insights for "writing information literacy".

3 METHODS

Based on the previous theoretical and practical research, this article will present a blended teaching model in reading course, which aims to integrate extensive and informative reading, source-based writing assignments for the sake of enhancing college students' information literacy. For this purpose, undergraduate students from Wuhan Business University, who major in translation, have finished pre-programme and post programme surveys that assessed their level of information literacy in their second college year.

Table 2: Information Literacy Survey Questions

Specific knowledge of the skills addressed in this area by the questionnaire
1. Identify information need
Question 1: I can identify a research topic, or other information need through conferring with instructors and discussing with partners.
Question 2: I can develop a thesis statement and formulate questions based on the information need.
Question 3: I can identify a variety of types and formats of potential sources for information.
Question 4: I can consider the costs and benefits of acquiring the information need.
2. Access information need effectively and efficiently
Question 5: I can select the most appropriate investigative methods or information retrieval systems for accessing the information need.
Question 6: I can construct and implement effectively-designed search strategies.
Question 7: I can extract, record, and manage the information and its sources.

3. Evaluate and incorporate information into knowledge base
Question 8: I can evaluate information and its sources critically and incorporates selected information into my knowledge base and value system.
4. Use information effectively to accomplish a specific purpose
Question 9: I can, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
5. Use information ethically and legally
Question 10: I can understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Here are the specific questions in the survey, which aims to evaluate students' information literacy from 5 main aspects in accordance with the performance indicators of *Information Literacy Competency Standards for Higher Education.* In the second year, the students majoring in translation take the reading course, while the teacher have carried out "the Information literacy instruction model in English reading course in the new media environment" to enhance students' information literacy. Through comparative data analysis, it is hoped that the instruction model can effectively improve students' information literacy.

4 PROCESS-BASED BLENDED TEACHING MODEL IN READING COURSE

Focusing on "New English Reading Course 3" published by Higher Education Press, which is applicable to sophomores majoring in English, the reading course emphasizes the training of language skills, including students' English reading comprehension ability, logical thinking ability such as hypothesis judgment, analysis and induction, reasoning and testing. At the same time, the course aims to improve the students' ability of integrated analysis, implicit information understanding, analyzing and appreciating skills; cultivate students' critical thinking ability, innovation ability, ability to analyze problems and put forward opinions independently. In addition, it also pays attention to cultivating students' sensitivity and tolerance to cultural differences and flexibility in dealing with cultural differences, as well as their intercultural communication ability. The target students have generally passed the CET-4, and have basic reading and writing ability, certain critical thinking ability

and basic cross-cultural awareness. However, their reading and writing ability needs to be further improved. There is still much room for improvement in writing accuracy, logic reading, thinking and exploring ability.

In order to better present the blended teaching design, the third unit *The Art of Communication* is selected as an example. There are two articles in the unit, Text A *Solve That Problem—with Humour* and Text B *In Defence of Small Talk,* of the two, Text A is the key learning text. Based on the close relation among reading, writing and information literacy skills, this article intends to prove from the instruction process in reading course for English majors in universities that integrating reading and writing has the potential to make information literacy instruction much more meaningful and effective.

4.1 Blended Teaching Model (First Session)

The reading course adopts on-line and off-line blended teaching model. Each unit will cost two weeks: four periods in class, four periods off the class. Here comes the teaching design for the first session, that is teaching design for the first week.

4.1.1 Blended Teaching in The Early Stage (Pre-Class Preparation Stage): Analyze and Confirm Information Need

At the preparation stage before the reading course, the teacher needs to work with students to determine the teaching objectives, teaching topics and time arrangement of the unit. In order to better evaluate the effect of students' critical reading and extended reading, it is necessary to integrate writing and other production tasks, consolidate students' understanding of reading materials, and help them analyze and confirm the information they need. One week before this unit, the teacher will upload two TED talk videos *—10 Ways to Have a Better Conversation*, and *How Miscommunication Happens and How to Avoid It* to the online teaching platform, to help the students understand communication skills, the factors that lead to poor communication, and the importance of effective communication. The pre-class production objective can be decomposed into two sub-objectives:

(1) Complete the blank-filling questions and comprehension questions designed for the TED talk videos;

(2) The whole class should collaborate online to complete the expression bank of text A. They need to make clear the pronunciation, meaning and usage of key and difficult words in the text; browse the notes of the text to understand the author and the main characters, events and other related background knowledge.

In her book *Reading, Research, and Writing: Teaching Information Literacy with Process-Based Research Assignments,* Mary Snyder Broussard is a great believer that in order to develop strong information literacy skills, students need additional support from teachers in reading and writing activities. Writing and reading are closely associated with critical thinking and deep learning, and writing-from-sources assignments can be extremely powerful educational experiences for students (Richard Menary, 2007). Through production-oriented approach, the teacher can inspire students to explore the unknown, offer guidance on how best to determine and access information need, incorporate selected information to help themselves accomplish a specific purpose and realize effective production, thus establishing the context for effective and productive learning.

4.1.2 Blended Teaching Process in the Middle Stage (In-Class Deep Learning Stage): Expand Information Channels, Access and Evaluate Information

In the deep learning stage, the teaching design relies on the production-oriented approach put forward by Professor Wen Qiufang from Beijing Foreign Studies University. Based on the current situation of college English teaching in China, Production-oriented Approach (POA), advocates the integration of learning and application, and constructs "motivating- enabling-assessing" teaching process (Wen, 2015).

The Motivating Phrase. In the motivating phrase, the teacher designs a communication scene, and asks three students to make a one-minute talk in combination with their own life experiences, social cases or the two shared TED talks. Students are asked to discuss effective communication skills in a three-step process —"Thesis Statement, Supporting Details, and Reiteration". The one-minute presentation is in line with the knowledge objective of this unit, "mastering exemplification essay". Through the one-minute demonstration, students can make clear their own deficiencies in language expression, content and structure, so as to generate

learning desire under the guidance of the teacher' comments, establish learning objectives, and contribute to their final communicative output.

The Enabling Phrase. In the enabling phrase, in-depth study of the theme, structure, content and language knowledge of text A is carried out.

(1) Structural level: When analyzing the structure of text A, the teacher should not only lead students to analyze the theme, cases and key sentences of the text, but also strengthen after-class reading to broaden students' horizons. Meanwhile, the teacher should also play the video *Exemplification Essay: Definition and Examples*, let the students intuitively grasp the characteristics of exemplification essay structure, to ensure effective output of the students later after the class.

(2) Content level: After completing the reading comprehension questions and strengthening their understanding of the details of the text, the students will work within a team to find arguments, supporting cases, and dig into the author's intent and the logic behind the language.

(3) Language knowledge level: The teacher will guide the students to find out the words and structures related to exemplification essay, making up sentences, fulfilling translation and other exercises, and complete the paraphrasing practice of difficult sentences in the text.

Through the two phrases of motivating and enabling, students can master the reading materials, understand the main framework of exemplification essay in class, so as to lay the foundation for the subsequent writing task.

Production-oriented approach adheres to learning-using integrated principle and input-enabled hypothesis. Professor Wen Qiufang classifies "reading" as input learning, "writing" as output or using, therefore integrating "reading" and "writing" is in line with the learning-using integrated principle. Meanwhile, the teacher providing appropriate input can help students achieve better performance.

By means of qualitative and quantitative studies, Li Feipeng, Li Xuwei from Baoding University found that compared with traditional lecture-style classroom teaching, POA Theory applied in English reading and writing class under the framework of output-driven and input-enabled hypothesis can innovate the traditional approach of English teaching and promote students' ability to think and practice (Li, Li, 2020). In addition, the interaction between the teacher and students, students'

autonomous learning capacity can be also effectively strengthened.

4.1.3 Blended Teaching in the Later Stage (Post-Class Extended Learning Stage): Integrate, Evaluate and Use Online Applicable Information to Accomplish a Specific Purpose

The post-class extended learning stage can also be called as "production" stage. At this stage, the students are encouraged to integrate online resources and evaluate applicable information, use information effectively to accomplish a specific purpose—to produce an exemplification essay.

The teacher will share the extended reading materials *The Etiquette of Making Conversation,* and ask the students to read the excerpts. In text A, there is a sentence, "Humour is a most effective, yet frequently neglected means of handling the difficult situations in our lives", the students need to share their opinions. In order to effectively promote students' output, the teacher should encourage students to design questionnaires, extract examples and data, and meanwhile learn from the structure of the reading materials, and upload the writing output to the online iwrite platform for correcting. Students are required to submit their first drafts to the online writing platform.

Such writing-from-sources tasks can help students improve and support reading comprehension. They can also be encouraged to engage in reflective writing while they continue to read their information sources. Such writing can trigger critical thinking and direct students' information- seeking, information-integrating and reading activities. The students will essentially know the importance of effective and rational evaluation and selection of information from various resources, and learn to utilize online applicable information to accomplish a specific purpose. By designing questionnaires, extracting examples and data from the online application, the students can develop research mindset, which is "greatly lacking in most undergraduate papers" (Richard L, 1982). And of course, the on-line writing platform can help prevent plagiarism among students.

4.2 Blended Teaching Model (Second Session)

Here comes the teaching design for the second session, that is teaching design for the second week.

4.2.1 Blended Teaching in the Early Stage (Pre-Class Preparation Stage): Analyze and Confirm Information Need

According to the correcting suggestions of the online writing platform and the self-assessment checklist shared by the teacher, the students will revise their first drafts from three aspects: language, content and structure.

Table 3 Self-Assessment Checklist

Dimension	Specifications	Scale
Introduction	Does the 1st sentence grab the readers' attention?	[1] [2] [3] [4] [5]
	Does the 1st paragraph gives an overview of the essay?	[1] [2] [3] [4] [5]
	Does the 1st paragraph contain a thesis statement— the main idea of an essay?	[1] [2] [3] [4] [5]
Body Paragraphs	Do the body paragraphs have separate points that support the thesis statement?	[1] [2] [3] [4] [5]
	Are all the arguments backed up with examples?	[1] [2] [3] [4] [5]
	Is every paragraph dedicated to a single, large and well-developed example?	[1] [2] [3] [4] [5]
Conclusion	Does the final paragraph remind the readers of all the main essay points?	[1] [2] [3] [4] [5]
	Doesn't the last paragraph go into detail?	[1] [2] [3] [4] [5]
	Doesn't the conclusion have any new information?	[1] [2] [3] [4] [5]
	Does the last sentence leave the strong final impression?	[1] [2] [3] [4] [5]

Students learn text B *In Defence of Small Talk* by themselves, read text-related notes to understand the author and the background knowledge, the main characters and events, complete the reading comprehension questions to strengthen their understanding of the details of the text, complete related comprehension exercises and unit language exercises.

4.2.2 Blended Teaching in the Middle Stage (In-Class Deep Learning Stage): Expand Information Channels, Access Information, Stimulate International Perspective

At this stage, "Teacher-Student Collaborative Assessment" (TSCA) mechanism is utilized to evaluate students' output. Machine evaluation, peer evaluation and teacher's feedback will help the students expand their information channels, enhance their grasp of the exemplification essay. Students will evaluate essays of each other in a group, and the teacher will give suggestions for revision. Three students' essays will be selected to analyze the typical problems, so as to strengthen students' output capability. After that, the students will make necessary revisions and present the second draft, or the final draft.

The teaching design at this stage will be conducive to students' critical appreciation and analytical ability, can help internalize students' thinking habits, improve their thinking mode, so as to lead them to think deeply and cultivate their spirit of independent thinking and bold questioning.

The following figure shows the realization model of "Teacher-Student Collaborative Assessment" (TSCA) with the help of the writing platform, through the comprehensive and multi-angle assessment mechanism of "machine evaluation, students' self-assessment, peer evaluation and teacher's feedback".

Table 4 Teacher-student cooperative evaluation model based on online writing platform
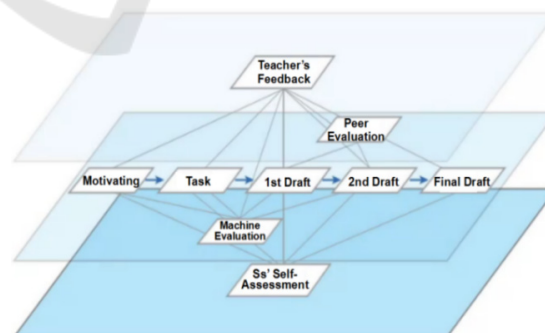
After the assessing phrase, the students will further strengthen the input of language structure and content knowledge, work with the teacher to complete text B related exercises. Next comes the extensive reading and comprehension phrase. It is said "humor has been traditionally given little respect in Chinese culture mainly due to the Confucian emphasis on keeping proper manners of social

interactions. Confucius once ordered to execute humorists for having 'improper performance' before dignitaries in 500 BC. Important as it is, humor was not valued by the Chinese and was often considered as less important factor in ration to creativity, and ideal Chinese personality" (Yue, Feng, Lu, 2016). The teacher should guide the students analyze the differences between the humor in western culture and in Chinese culture. Through extensive reading of Lin Yutang's essay *On Humor*, research for information and discussion, the students will have an objective understanding about humor, think about the positive significance of Confucianism's emphasis on social education function of humor in ancient Chinese history. On this basis, they will further grasp the correct cultural concept to deal with the differences between Chinese humor and Western humor. Such reading and discussion activities can help exercise students' critical thinking ability, strengthen their cultural confidence, and cultivate their intercultural communication consciousness.

4.2.3 Blended Teaching in the Later Stage (Post-Class Extended Learning Stage): Integrate, Evaluate and Use Online Applicable Information to Accomplish a Specific Purpose

At the post-class extended learning stage, the students can further integrate online authentic information to fulfill the comprehension tasks on the online teaching platform. The teacher first share the extended reading material "Top Ten Tips for

Effective Cross-Cultural Communication". Students read the excerpts and discuss the topic "5 Basic Rules of Cross-Cultural Communication" basing on their own life experience and social cases. Their discussion output should be in line with the three-step process— "Thesis Statement, Supporting Details, and Reiteration". The discussion output can stimulate students' deep thinking, and strengthen their understanding and mastery of the structure of exemplification essay. The teacher will review and summarize the students' overall output in the next class.

In a word, the extended learning stage is helpful to promote students' literacy and ability in obtaining, using and integrating information in the information and new media society.

5 SURVEY RESULTS AND DISCUSSION

Through half-a-year instruction, 63 undergraduate students have finished the questionnaire. Among the 63 students, 61 of them, 13 male students and 48 female students submitted the pre-programme questionnaire. 31 of them haven't taken Information Literature Searching Course or course of the same type. And after the programme also 61 students partook in the survey, 49 female students and 12 male students. Here below are the results of the pre-programme and post-programme surveys.

Specific questions	Percentage (the data in the first row indicates the survey result before the programme; the data in the second row indicates the survey result after the programme)				
	strongly agree	generally agree	agree	disagree	strongly disagree
Question 1	18.3%	26.23%	40.98%	14.75%	0%
	19.67%	68.85%	8.2%	3.28%	0%
Question 2	9.84%	26.23%	44.26%	19.67%	0%
	40.98%	40.98%	13.11%	4.92%	0%
Question 3	13.11%	26.23%	40.98%	19.67%	0%
	40.98%	40.98%	14.75%	3.28%	0%
Question 4	13.11%	24.59%	39.34%	21.31%	1.64%
	40.98%	36.07%	11.48%	11.48%	0%
Question 5	9.84%	24.59%	47.54%	18.03%	0%
	37.7%	39.34%	16.39%	6.56%	0%
Question 6	13.11%	11.48%	49.18%	24.59%	1.64%
	39.34%	32.79%	19.67%	8.2%	0%
Question 7	8.2%	21.31%	49.18%	21.31%	0%
	37.7%	31.15%	26.23%	4.92%	0%
Question 8	8.2%	26.23%	52.46%	13.11%	0%
	47.54%	29.51%	18.03%	4.92%	0%
Question 9	14.75%	19.67%	44.26%	21.31%	0%
	45.9%	32.79%	16.39%	4.92%	0%
Question 10	9.84%	21.31%	49.18%	18.03%	1.64%
	40.98%	36.07%	14.75%	8.2%	0%

Figure 1 Pre-programme and Post-programme Survey Results

The survey contains 10 5-level scale questions, all are multiple-choice questions. Overall, students expressed a very positive experience with the teaching model and instruction. Among all these questions, students expressed their most confidence in question 8, and question 9. They have more confidence in evaluating information and its sources critically and incorporating selected information into their knowledge base and value system. Meanwhile, they show more confidence, in using information effectively to accomplish a specific purpose. And the students show the least confidence in identifying research topics. When asked such a question "Have you ever taken *Information Literature Searching Course* or course of the same type", the students show much more willingness, 73.77% of them express they are liable to take such course, whileas

the former result is 21.31%.

The survey results are encouraging, as there is dramatic increase in the statistics of the 10 5-level scale questions concerning different aspects of information literacy. Therefore, the conclusions can be thus drawn that the "information literacy instruction model of English reading course in the ew media environment" can effectively enhance the students' information literacy.

Under the background of new media and modernized education, the improvement of information literacy plays a crucial role in broadening students' channels for information acquisition, improving their efficiency in information access and their information sorting and processing ability.

Table 5 Information Literacy Instruction Model in English Reading Course in the New Media Environment
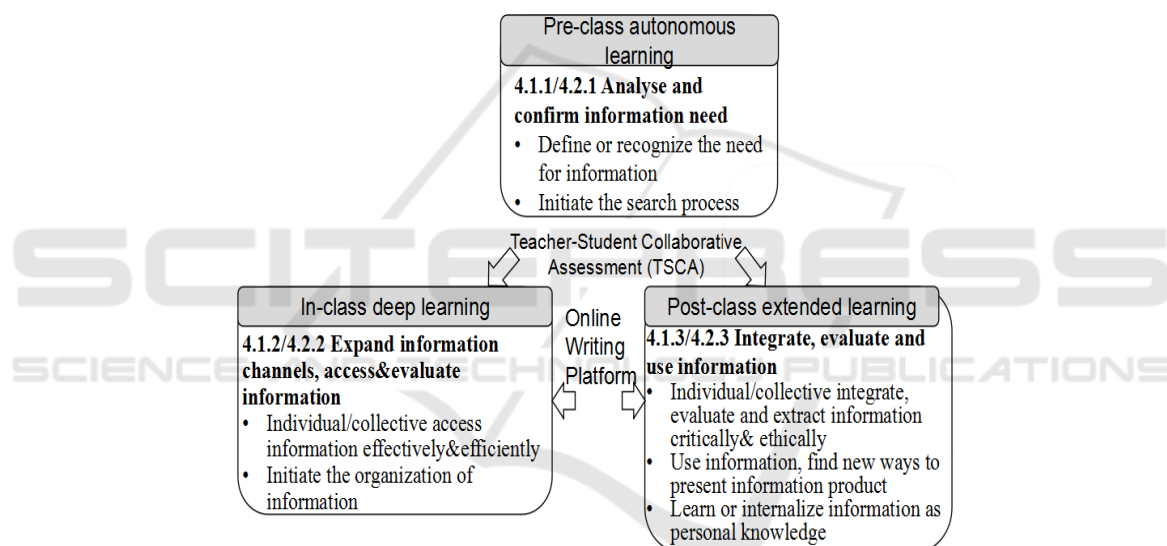
The "information literacy instruction model in English reading course in the new media environment" broadens students' channels for information acquisition, improves their efficiency of information access and improves their information sorting and processing ability. In other words, the instruction model integrates knowledge, literacy and ability organically. It not only pays attention to the cultivation of solid English language foundation and comprehensive application ability, but also takes into account the cultivation of cross-cultural communication capability, critical thinking ability, humanistic information literacy and international vision. To be more specific:

First, in the extended reading phrase, the teacher selects materials related to students' actual life to create real communicative output situations to

stimulate students' output motivation, guide students to establish a positive and optimistic life attitude, outlook on life, and values.

Second, in order to ensure students' effective output and enhance their information literacy, on the one hand, the teacher share and encourage students to search for more authentic information by themselves, introduce the online questionnarie application, the online writing platform, the online testing platform and online document editing platform, to guide students to design questionnaires to collect data and examples to support arguments; on the other hand, the teacher-student collaborative evaluation (TSCA) mechanism has been introduced into the classroom. The comprehensive and multi-angle evaluation system, including machine evaluation, students' self-assessment and mutual

evaluation, and teacher's feedback and comment, is conducive to cultivate students' critical thinking ability and information literacy, which conforms to the teaching objectives of this course.

6 CONCLUSION

To sum up, in order to essentially promote students' information literacy and productive competence, process-based information literacy instruction need to provide a more accurate picture of the inseparable nature of reading and writing-from-sources process. With the help of the online questionnarie application, the online writing platform, the online testing platform and online document editing platform, the information literacy instruction model in English reading course in the new media environment can effectively promote the collaboration between teachers and students, cultivate students' autonomous learning ability and appreciation ability, internalize their thinking habits, improve their way of thinking, lead them to think further, enhance their ability to collect, screen information, process and exchange information, so as to improve their information literacy and comprehensive language ability, and realize the all-round development of students' humanistic information literacy.

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