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**МЕДИАОБРАЗОВАНИЕ
НА ЗАНЯТИЯХ ПО
АНГЛИЙСКОМУ ЯЗЫКУ**

Anastasia Novikova

**TEACHING MEDIA
IN THE ENGLISH
LANGUAGE CLASSROOM**

**Activities for
Media Education**

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Пособие предназначено для учителей английского языка, преподающих в средних, высших или внешкольных учебных учреждениях. Задания ориентированы на upper intermediate level, но могут быть адаптированы учителем для более низкого или более высокого уровня знания языка.

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This is a guide for teachers of English as a foreign language, who teach in secondary schools, higher education institutions or extra-curricular classes of English. The activities are meant for upper intermediate through advanced levels but can be adapted for a lower level of English proficiency.

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Preface

“Media education is a quest for meaning. Much of the value of a quest lies in the search itself as well as in the achievement of the goal.”

(Chris Worsnop, Canadian Media Educator, author of the book “Screening Images: Ideas for Media Education”)

Media education today is one of the fastest developing trends in the field of education around the world. I will not go into the detailed account of the history, theory foundations or the current research related to media education (also known as media literacy in some countries, e.g. the USA) because there is already an abundance of different print and online resources available (see References). What I want to say introducing this collection of activities is why I think media education is important in teaching English as a foreign language. As teachers of English we teach grammar to our students, but not just for the sake of their ability to put in the correct form of the verb in a sentence or pass a test in the end of the semester. We teach grammar, as with any other aspect of the language, so that our students can communicate in English successfully, understand oral and written speech, speak and write. What are the main sources of the English language for our students? We are – I refer to our own speech and the textbook, sometimes supplemented by audiotapes. What can we do to take our students out from the textbook context and into a “real world” context? The best way would be the immersion into the English-language and culture, preferably by sending them to England or the United States for 6 months. And while this is possible for some young people, most of our students cannot do that. But what we can do is to bring part of the English language world into our classroom. Where do we obtain our knowledge about foreign cultures and foreign countries? Besides our personal experiences we gain it from the media-television, radio, feature films, Internet, music, etc. Media has become an indispensable part of our lives; children spend more time watching TV than on doing their homework, media are sometimes called “a parallel school”! Direct or indirect influence of media on our lives is growing constantly, and traditional literacy skills- the ability to read and to write print texts, must be supplemented with media literacy skills- the ability to “read” and “write” audiovisual materials along with print media texts (television programs, films, web sites,

advertisements, etc.). You could challenge me by saying that films, audio tapes with stories or dialogues of native speakers, songs, authentic newspaper articles have been used by the teachers of English for decades, that using technology is not a novel concept. So how is media education different? The argument for media education is that, drawing upon the students' real life experiences, it teaches *about* the media, opposed to teaching *with* the media (or TCO in Russian). I'll cite my two favorite definitions of media literacy, one by the American professor Dr. Renee Hobbs: "the ability to access, analyze, evaluate, and communicate messages in the variety of forms" (Hobbs, 1997), and the other by Canadian professor, Chris Worsnop: "critical understanding of how the media work, how we interact with them and how we can make the most of them" (Worsnop, 1999). The last point made by Worsnop, "how we can make the most of them" in our case would be how. Teaching about the media, we can assist our students' learning process of the English language and cultures of the English-speaking countries. We can also motivate our students, enhance our lessons, and develop students' critical thinking, encourage them to become active viewers, listeners, thus becoming producers of their own messages.

Глава 1. Фотография

Фотография стала первым средством массовой информации, которое могло показать людям «реальное» изображение других людей, знакомых и географически отдаленных мест и событий. Сегодня, фотография продолжает оставаться неотъемлемым компонентом новостей, любых печатных медиа от газет и журналов до книг. Глядя на фотоизображение, мы можем улыбнуться, нахмуриться или задуматься. Как в детстве мы пролистывали книгу в поиске картинок, так часто просматривая газетные заголовки, мы останавливаем взгляд на фотографиях. Фотоальбомы с запечатленными радостными или торжественными моментами оживляют наши воспоминания... Может ли фотография считаться объективным отражением реальности? Как фотография отображает замысел автора? Какие средства используются для достижения желаемого эффекта? Учитель может помочь своим ученикам интерпретировать фотоизображения, способствуя тем самым развитию навыков критического мышления. Несмотря на то, что тематика глав может использоваться учителями в произвольном порядке, адаптировано к уровню учащихся, и пройденному языковому материалу, фотография занимает первую главу,

потому что, по сути, фотография является ключевым элементом визуальных медиа и принципы композиции, которые будут рассмотрены в этой главе, можно использовать и для анализа аудиовизуальных медиатекстов.

Unit 1. Photography

“Photography is a system of visual editing. At bottom, it is a matter of surrounding with a frame a portion of one's cone of vision, while standing in the right place at the right time. Like chess, or writing, it is a matter of choosing from among given possibilities, but in the case of photography the number of possibilities is not finite but infinite.”

John Szarkowski (director emeritus of the Department of Photography at The Museum of Modern Art, New York, the author of *The Photographer's Eye*, *Photography Until Now*, and many other works on photography)

Useful sites: <http://photographymuseum.com>, www.cnn.com (*a year in pictures*), <http://www.time.com/time/yip/2003>.

Technology and materials: photo cameras, photographs.

Unit objectives:

students will:

- describe the photo in English;
- identify and describe the basic composition terms (framing, arrangement, placement, lighting, color);
- discuss photo images;
- take photos, display them for the class and explain their intentions as photographers.

Activity1. Family Album.

Media concepts: representation

Language skills: speaking, listening.

For this activity ask your students to bring their baby pictures to class.. First have them put all their pictures on one table, shuffle them and ask the students to choose one picture (but not their own). Each student is to describe the child in the picture and, together with class, guess who is depicted in the picture. Talk to the students about photography in our lives. For example, family albums are, in a way, a family's history, written not in words, but in images. Usually these are

the images of happy moments in life, like a birthday celebration, vacation, friends' party, a new baby in the family, etc. Even after many years, the photographs have a power to trigger emotions and memories connected to the moment when they were taken. What are characteristics of family pictures? (E.g. people usually pose standing or sitting in a row, smiling, holding each other, etc.) How many of you have ever taken a picture of family or friends? What are some other objects that you photographed (pets, landscape, historical sights, etc.)? How many of you have your own camera? Photography was invented in 1827, and the word comes from 2 Greek words: photo (light) and graph (to write). What does the word "photography" literally mean in this case? (Writing with light). Cameras have changed greatly during their relatively short history. What types of cameras are familiar to you? What are recent types of cameras that have appeared on the market? (Digital camera) How are they different from others?

Activity 2. Who am I?

Media concepts: representation, language, audience

Language skills: speaking, listening.

In case digital cameras are available, for the home assignment, ask your students to form teams of 3-4 people, and take picture of someone they know well. Try to have the photograph tell us something about the personality of a person in the picture (using props, body language, gestures, facial expression, background). In the next lesson, students exchange photos with another group (e.g. there are 3 groups in your class, each consisting of 4 students, so there are 3 pictures. Group A gives their picture to Group B, Group B- to Group C, Group C- to Group A. Each group tries to decide who the person is, what he/she is like, what is his/hers occupation, mood at the time when the photo is taken, his/her personality, hobbies and importantly, what made them think so). After each group presents their findings to the class, the authors of the photograph tell their version. This is a good exercise for realizing how different people looking at the same photo see different things.

Another option:

In preparation for this lesson, find a photo of a man or a woman and bring it to class. Show the photo to your students and ask them to write down what they think of this person. How old is he/she? What is he/she? (What does she/he do

for a living?) What kind of person do you think he/she is? Why do you think so? (What elements of the photo made you think so?)

Activity 3. Reading a photograph

Media concepts: representative, language

Language skills: reading, speaking, listening

This activity will introduce the students to some basics of composition. You can write them on the blackboard or provide photocopies of this page for your students. (Adapted from *Seeing and Believing* by Ellen Krueger and Mary T.Christel)

FRAME	Limits the field of vision or draws the viewer's attention to a specific aspect of the shot
PLACEMENT	Position of the camera in relationship to the subject of the shot (close-up shot, medium shot, long shot, high angle, low angle)
ARRANGEMENT	The physical relationship or position of people, objects, and background in a single shot (foreground, middle ground, background)
LIGHTING	Spot, concentrated or diffused
COLOR	Saturation (intensification of a specific color within a shot)

Prepare and show to the students some photographs from the book, slides or single copies. A good source is the web site of Pulitzer-winning photographs at www.pulitzer.org . Sample questions to ask at this stage:

- What is the first thing that you notice? Why? What attracts your attention to it?
- When you continue to look at the photograph, what else do you see?
- What is in the foreground, middle ground and background of the picture?
- How does the photographer use color and lighting?
- What is the camera position? From where could this picture be taken, e.g. was the photographer sitting on the ground, or standing on hill, or stairs, or from a helicopter? How would the main subject of the picture look if it

- was taken from another angle? Why do you think the photographer chose this angle?
- What is the message of this photograph? Do you agree with the proverb “A picture is worth a thousand words”? What did the photographer want to say with this picture?

Activity 4. In Focus

Media concepts: technology, language, representation.

Language skills: writing

Ask the students to produce a photo, paying attention to the choice of objects, camera angle, lighting, and so on. Encourage them to be creative and come up with interesting images of a subject they choose. They can gain some professional advice by visiting www.kodak.com, a useful site that gives tips for taking better pictures and shows examples. Students bring their photos into the classroom, and on a separate sheet of paper, write the text (3-5 sentences explaining their idea, the meaning of the photograph). Photos and written texts are displayed on the table randomly; students match pictures with texts, then the photographs with the written text can be displayed on a bulletin board or other surface.

Activity 5. Story Time

Media concepts: representation, audiences.

Language skills: writing, speaking

For this activity you can use original photos or make photocopies of pictures from different sources or if the computer lab is available, you can use Power Point. Divide the class into groups of 4-5. Give each group a set of the same 5-7 photographs. Each group should then put the photos in order that, in their opinion, could tell a story. Students in groups should develop the story and in the end of the class present it for their classmates.

Глава 2. Кино

Использование кинофильмов в учебных целях имеет давние традиции в российской и зарубежной педагогике. Часто уроки истории, литературы, иностранного языка, во время которых учитель «показывал кино» оставались в памяти учеников как наиболее «интересные». Однако использование киноматериалов на занятиях носило второстепенный характер. Фильм оставался одним из технических средств обучения, или ТСО. В концепции же медиаобразования, сам фильм как медиатекст становится объектом изучения. Важно, чтобы учащиеся после просмотра могли не только пересказать сюжет фильма, но и проанализировать его форму. Всегда ли мы обращаем внимание на взаимосвязь формы и содержания фильма? Понимаем ли мы коды и условности того или иного жанра? Задумываемся ли мы над тем, почему авторы фильма используют те или иные средства и для чего? Ошибкой было бы считать, что навыки критического, вдумчивого зрителя необходимы только профессионалам в области киноиндустрии. Нашей целью не является также и воспитание будущих кинокритиков. Извлечь пользу из одного из самого популярного времяпрепровождения молодых людей и научить анализировать художественные, технические и коммерческие аспекты кинофильма - вот наши задачи на пути к главной цели - способствовать развитию критического мышления школьников и студентов.

Unit 2. Film

“Film as dream, film as music...No art passes our conscience in the way film does, and goes directly to our feelings, deep down into the dark rooms of our souls.” (Ingmar Bergman, Swedish film director)

Useful sites: www.allmovie.com, www.filmiland.com, www.paramount.com, www.imdb.com, www.hollywood.com,

<http://pblmm.k12.ca.us/TechHelp/Storyboarding4.html>

http://www.mediaed.org.uk/posted_documents/Storyboarding.html

Technology and materials: TV set, VCR, a movie poster.

Unit objectives:

students will:

- discuss their film preferences;

- identify and describe general cinema terms and professions in the media industry;
- analyze the structure of a film poster;
- create a movie poster;
- explore the relationship between sound and image, the effects of basic camera shots

As going to the movies or watching films on TV, video or DVD is one of the most popular recreational activities of students. It makes sense to start this unit with an informal conversation about cinema. Discussion can be encouraged by the following questions:

- Do you like to watch movies?
- Where do you prefer to watch a film, in the movie theatre or at home?
- What are your favorite movies? (You can list them on the blackboard, and then ask the students to try to determine which genre dominates in their “hit list”). Introduce the names of other film genres in English: western, science fiction, fantasy, horror, action, thriller, drama, comedy.
- What affects your decision to see this or that movie? (a poster, TV advertisement (trailer), a friend’s suggestion?)

Activity 1. Analysis of a Film Poster

Media concepts: category, technology, representation

Language skills: speaking

Bring in the poster of a movie that students are not likely to have seen. If the actual poster is not available, make a photocopy (preferably, colored and enlarged) of a poster. Initiate a whole-class discussion:

- What do you see in the poster? (Have the students name all the objects, beginning from the most dominant image to the less vivid).
- Is there print text besides the images?
- Describe the colors and lighting. What image is in the spot light? Are the rest of the images in diffused or normal lighting? What colors are dominant in the poster?
- What is genre of the movie?
- What is the film about?
- What is the relationship between the characters shown in the poster?

- Does this poster make you want to see the movie?

After the analysis, ask the students to form groups of 2-3 and design an original movie poster for the film they know, and present it to the class, explaining the choices they made (for more elaborate results, you might want to assign this project as a homework assignment).

Activity 2. Analysis of the Film Opening or Clips

Media concepts: language, category

Language skills: listening, speaking

Choose and prepare a videotape of a movie that is available in English in your school/college. Examine the videotape before using in the classroom for the appropriateness for this activity (I prefer using the opening sequences with music only, no dialogue). In the classroom, cover the television screen with a sheet of paper or piece of fabric. Play the opening sequence (3-5 minutes), students listen to the music without seeing the images. Ask them to guess what this movie might be about, what genre it is. Then, turn off the sound on your TV set and let the students watch the same sequence but without sound. This time, ask them what exactly they saw, who the main characters might be, what might happen next. Finally, play the opening sequence again, both image and sound. Draw the students' attention to the relationship between the sound and image in audiovisual medium like film.

Activity 3. Film language

Media concepts: language

Language skills: listening, speaking, reading

In Unit 1 on Photography we introduced some basic vocabulary of visual composition of the still image- a photograph. This vocabulary is also transferable to analyzing moving images - a film. However certain terms can be added to enrich the vocabulary related to the topic and to help students "read" and interpret film language.

Shot (take)	An image captured by a single continuous running of a camera
Long shot	Is usually used to show the general location, environment
Medium shot	Usually shows a human figure down to the waist

Close-up	A face of a person or an object is the main element in the frame (extreme close-up if the camera looks at the specific part of the object or part of a person's face)
Camera angle	The position of the camera in relation to the object, "point of view"
Tilt-up	Camera "looks up" to the object (low-angle)
Tilt-down	Camera "looks down" on the object (high angle)

It is important to practice the skills of decoding the audiovisual images, to gain a more profound and richer understanding of the media text. All media are carefully constructed by people. Every production begins with step by step decision making. Understanding this enables students to proceed with the analysis of a media product.

1. Show a movie clip and ask the students to recognize the single shots by raising a hand or calling out "shot".
2. Prepare a videotape with clips from several films illustrating the above basic terms, show it to the students and ask them to identify the type of a shot and camera angle.
3. Take the scene from a short story or other literature that the students have recently read and ask them to think how they would film this scene. What shot would they use? Why? What camera angles would they use and why?

Activity 4. Storyboard

Media concepts: language, technology

Language skills: writing, speaking

Analysis is only one part of media education, while production is equally important in exploration of media texts. A storyboard is one of the most widely used production activities in media education. Film makers produce a series of simple drawings before they actually shoot an episode. These drawings show the schematic frame: the objects or actors, the type of camera shot and angle. It is important to ask the students to write a description of each shot, explaining the visual images. You can start by suggesting simple situations to develop on a storyboard, like:

- a woman is shopping and buying something;
- children are playing football;
- a couple is eating in a restaurant;
- people are waiting at a bus stop;

- an old man is making tea, etc.

Besides the description of each shot, you can ask your students to write the “soundtrack” for their sequence. This may include dialogue/ monologue of characters and choice of music/sound effects. I found it more productive when the students worked on this assignment in small groups of 3, so that the students who do not have drawing experience would not be intimidated, and each member of the group can contribute his/her ideas to the benefit of the project. After the appropriate time limit for this activity has elapsed, ask the students to present their storyboards for the rest of the class.

A variation of the same task would be to make a storyboard based on part of a short story or a novel.

Activity 5. Producers

Media concepts: agency, audience

Language skills: speaking

Read a short story or play with your students. Then ask them to imagine that they are producers of a movie based on that story. They must choose the director, actors and locations for shooting the film. Let the students work in small groups and present their ideas both, visually (by using magazine cut outs, booklets, postcards, etc.) and orally (explaining why they chose this or that director/actor, location, etc.).

Глава 3. Телевидение

Телевидение сегодня - это главный источник информации, развлечение, арена для пропаганды взглядов и рекламы товаров, а также неременный атрибут дома, почти член семьи. Как взрослые, так и дети час за часом проводят перед телевизором, и мы не можем не признаться себе, что те нормы и ценности, модели социального поведения, стереотипы, которые мы видим на экране, так или иначе, влияют на формирование нашего представления о мире в целом и обществе. Телеведущие и актеры, играющие в мыльных операх, становятся звездами наряду с киноактерами и поп-исполнителями. Будучи мощной индустрией, телевидение также становится крупной мишенью для критики. Его часто обвиняют в дезинформации, распространении ложных идеалов и мифов, в причастности к росту агрессии в обществе, падении интереса к чтению и психологическом манипулировании людьми. Можно по-разному

относиться к роли телевидения в современном мире, но нельзя не признать его огромный потенциал воздействия на аудиторию, особенно на детскую и подростковую. Насколько реалистичную картину мира транслирует телевидение? Что общего между телеперсонажами и реальными людьми, и что их различает? На эти и многие другие вопросы нужно искать ответы, основываясь на опыте учащихся, которые уже в раннем школьном возрасте становятся «экспертами» в области телевидения, по крайней мере, по количеству часов, проведенных перед телевизором. Используя те знания, которые уже у них есть, можно постепенно направить их внимание на то, *что* они смотрят и, главное, *как* они смотрят.

Unit 3. Television

"Television is teaching all the time. Does more educating than the schools and all the institutions of higher learning" (Marshal McLuhan, author of *Understanding Media*).

Useful sites: www.tvguide.com, www.bbc.co.uk, www.centraltv.co.uk

Technology and materials: TV set, VCR, a videotape

Unit objectives:

students will:

- identify and discuss different types of television programs;
- compare and contrast different television genres;
- analyze representations of different groups of people on television;
- identify/recognize stereotypes on television;
- summarize plots, predict future events;
- write script proposals.

Activity 1. What's Your Favorite?

Media concepts: category

Language skills: speaking

Ask the students to form groups of 5 and discuss within the groups (in English!) their favorite television programs. Each group then comes up with 1-3 most popular programs and lists them on the blackboard. Then ask the students why they like these programs, and what they do not like about them. In order to get a more detailed response than "I like it because it is interesting", encourage students to think in terms of time of the broadcast (convenient, inconvenient,

etc.); characters (realistic/unrealistic, funny, etc.); situations; action (fights, chases, etc.); special effects, etc. Students return to their groups and arrive at the reasons for liking this or that program, then share their views with the other groups.

You can then suggest to the students that they define their most popular genres (soap operas, sitcoms, talk shows, game shows, reality shows, the news, dramas, science fiction (or sci-fi), children's show, etc.) What is characteristic to each of these genres? Compare and contrast them. For example, does the host of the reality show behave similar to the host of a talk show or a game show? What do the sitcoms and soap operas have in common and how are they different?

Activity 2. Dubbing

Media concepts: audience

Language skills: speaking

This is a good activity for practicing communication skills in English, specifically speaking. On the other hand, it requires decision making, bearing in mind the genre codes and conventions. One of the popular sitcoms like Friends or Everybody Loves Raymond, which are shown on Russian TV, can be used for this purpose. Tape an episode of a sitcom and bring it to class. Show the 3-5 minute sequence with the sound turned off. Then have the class divide into groups (the number of students in each group must correspond to the number of characters in the sequence) and ask the students to write the lines for each character, assign a part for every member of their group and then, with the sequence playing again, students say their characters' lines and role-play the scene. No doubt, the dialogues composed by different groups will be different. Using an analogy, this exercise gives an insight into the media concept of audience, i.e. how do different audiences interpret media differently? How the same media text can mean different things to different people?

Activity 3. Cliche and Stereotypes

Media concepts: representation, agency, audience

Language skills: speaking, writing, listening

Ask your students to describe a typical Englishman/ American. Write their comments on the blackboard. Then ask them if they know any Englishmen or Americans personally, or if they have ever met one. Since most probably, would answer negative to this question, ask them why they think so, what sources led them to these conclusions. Ask them to remember specific examples from a television program, news coverage, or a movie that suggested these ideas to them. Remind them that stereotypes can be ethnic, racial, national, gender, occupational, religious and others. Ask them to describe a typical TV character (e.g. a scientist- usually male, single, a little bit crazy, wears glasses, cares only about his research or experiments). Show the excerpts from several TV shows with stereotypical characters, stop after each segment and ask students to discuss the character. What does he/she look like? What is he/she wearing? What is he/she doing in the episode? What does the character's appearance, clothes and actions tell us about him/her? Think of the three adjectives that could best describe this person. Do you think it is a realistic representation? Have students play charades. Ask them to divide into two teams, each team thinks of stereotypical television characters and lists them on separate sheets of paper (3-4 for each team, e.g. "a hero", "a policeman", "a model", "a lawyer"). Then they fold the pieces of paper and put them in a box or someone's hat. The player from the opposite team draws the paper, reads what character he is supposed to play and acts it out without words. His or her team has to guess who the character is. The team, which guessed most of the characters, wins. As the students were acting their parts in this game so that their team would guess the character in a few seconds, producers of TV programs like sitcoms, soap operas or drama series also stereotype their characters so that the audience can identify the characters quickly and understand the plot easily even if they haven't been watching the program from the beginning. It results in a one-sided, limited representation of many characters. So on the one hand, media agencies use stereotyping for the convenience of their audience, but on the other, stereotyping can present certain danger as the viewers may transfer their perception of television characters to real-life people, and we must be aware of that.

Activity 4. One World, One TV?

Media concepts: agency, audience, category

Language skills: reading, listening

In the last few years national television has opened its boundaries for international TV shows and foreign TV series. Today, someone traveling from the USA to Russia for example will find many of the familiar reality and game shows on Russian television. Record short clips from such programs and show them in the class. Are they popular with your students? Reality shows are a recent phenomenon on television that is successful in many countries of the world. Ask your students what reality shows they saw. What is their favorite? What is the one they didn't like? Ask them to explain the reasons for their interest in these programs. Did they find a character with whom they could identify? Encourage them to do Internet research on the corresponding shows in English-speaking countries, and compare the Russian and English/American variants, like *Survivor – Последний герой*, or *American Idol - Народный артист*, etc. This work can be assigned as homework in groups, with students presenting their findings during the next lesson. Or you can do research on two programs yourself and prepare materials for the classroom. Some guidelines for researching this issue are:

- find out who owns this program (who owns the original idea and project, who else profits from it);
- find out in what countries this program was aired , what rating it had in these countries;
- look at the Russian TV guide and describe the information about the channel that this program is aired on in Russia, the time it is scheduled;
- compare the rating of the program in Russia to that of other countries;
- watch one program and record your observations about the plot of the program, characters, typical situations, competitions;
- what do you think makes reality shows so appealing to the public, so popular?

Activity 5. Co-writers

Media concepts: category, audience, agency

Language skills: writing

Divide the class into teams of two. Tell them to imagine themselves as script writers that write the proposal of a new TV series (they can choose the genre, e.g. a drama, a sitcom, reality show, game show, documentary or a soap opera). They should create the title, main characters, time, setting, time and channel

where this show can be aired, possible audience, and the content of the first episode. After they develop their ideas and write them down, each team reads their proposals to the class, and role plays the episode.

Глава 4. Реклама

Какова роль рекламы в нашей жизни? Кто делает выбор, продукцию какой фирмы купить, мы сами или нам только так кажется? Мы должны признать, что между нашим решением и рекламой во многих случаях существует связь, порой очевидная, а иногда невидимая. Десятки рекламных роликов, которые мы видим каждый день по телевидению (не считая газет, журналов, плакатов и др.) «советуют» нам, что носить, как выглядеть, что есть и что пить. Рекламные агентства используют различные приемы, для того, чтобы убедить нас купить тот или иной продукт или сервис, играют на наших страхах и желаниях. Но убеждающая сила рекламы воздействует еще и наше восприятие самих себя и самооценку. Цель занятий, посвященных рекламе - научить школьников (или студентов) распознавать различные рекламные технологии, анализировать их цели и в итоге - принимать самостоятельные, разумные решения в повседневной жизни.

Unit 4. Advertising

“The basis of advertising is not what products are being sold, but what dreams are being sold.” (Sut Jhally, professor of Communications at the University of Massachusetts, USA, media critic, director of the Media Education Foundation in Northampton).

Useful sites: www.adflip.com, <http://scriptorium.lib.duke.edu/adaccess>, <http://pbskids.org/dontbuyit/teachersguide.html>

Technology and materials: a TV, VCR, videocassette with taped commercials, magazines, newspapers

Unit objectives:

students will:

- describe and analyze print and TV advertisements;
- develop an awareness of the advertising techniques and their effects on people;
- create their own advertisements;

- discuss how words, sounds and images are used together to communicate the message of the ad;
- discuss gender representation in advertisements

Activity 1. Introduction.

Media concepts: representation, language, audience

Language skills: speaking

Begin the class by asking the students about their personal experiences with advertising. Do you see or hear advertisements every day? Where (print, radio, TV, billboard)? How often? Divide the class into small groups and develop a definition of advertising. Then compare it to a dictionary definition. (For example, my dictionary defines it as “the action of calling something to the attention of the public especially by emphasizing desirable qualities so as to arouse a desire to buy or patronize”)

Prepare the photocopies of the cut-out of a magazine advertisement. Ask the students first to look at it briefly and tell what was the first thing that they noticed. Was it a picture or a text? Then ask them to look at it once again, examine it in detail and answer the following questions:

- What is the product?
- Does it appear in the ad alone or accompanied by other images (package, other objects or people)?
- What qualities does this product have according to the ad?
- Who is the potential buyer of this product? Is it a man or a woman? What is his/her age, social and marital status? What is the target audience of this ad? In what newspaper/magazine is this ad likely to be published?

Activity 2. Do You See What I See?

Media concepts: language, audience, agency

Language skills: listening, speaking, writing

As Professor Sut Jhally suggested, “*the basis of advertising is not what products are being sold, but what dreams are being sold.*” Advertising agencies use the variety of techniques to persuade consumers to buy their product or service. Often they put more emphasis not on the qualities of the product itself but instead, they try to connect, to associate this product with the desires of the target audience. These may include the feeling of patriotism, desire to have a certain lifestyle, attractive appearance, be successful, etc. This exercise will help

the students to identify these techniques, start thinking about how advertising works and how it affects them personally. Record several advertisements from television (preferably in English if satellite television is available; if not- in the Russian language) and bring the tape in.

Play the tape and ask the students which commercial they liked and why. On the blackboard write their reasons and then hand out the list of techniques with definitions. First read those techniques that “worked” for your students (the ones that were used in commercials they liked), then the rest of them. The following list can be used (and extended from the other sources):

Bandwagon	Says that other people are using the product or doing the same thing, so you should too.
Testimonial	A celebrity, e.g. a famous actor or a sportsman is recommending the product
Plain Folks	Shows average-looking people telling us that it is a good product for ordinary people “like you and me”
Transfer	Tries to associate positive images of something or someone with the product
Fear	Shows frightened people and the product that can prevent a bad thing to happen to us or protect us; suggests the feeling of security
Sex Appeal	Shows young beautiful women or handsome men in the advertisement
Humor	Amuses the audience with comical characters or situations

Ask the students to give some examples of magazine or TV commercials for each of these techniques. Next ask the students to watch the commercials again and then, in pairs, list one (or several) techniques that the particular commercial used and the possible target audience. Pause the tape after each commercial so that the students have time to write down their ideas. Discuss the results with the class.

Activity 3. Perfect Picture

Media concepts: agency, language, audience

Language skills: speaking, listening

Besides the visual images, persuasive power is contained in the slogan. This is usually a short “catchy” phrase that is easy to remember (e.g. Just Do It, Always

Coca-Cola, etc.) Show an episode from the film “Picture Perfect” where the whole advertising agency is brainstorming the original advertisement of mayonnaise, and the character played by Jennifer Aniston comes up with the idea of an image and a slogan. The term “alliteration” is worth being brought up at this point, because it is very frequently used in news headlines and advertisements. Explain the term as a literary technique in which two or more words begin with the same consonant sound and give examples of alliteration from literature, English nursery rhymes or ads (e.g. Sing a Song of Sixpence, Pease Porridge, Jack and Jill, etc.). Give the assignment to small groups of 3-4 students to create an advertisement, both with an image and a slogan, using one or several advertising techniques that they learned, and present their projects to the class. Give them several options from which to choose, for example, promoting: a) home town for tourists; b) a new restaurant; or c) a beauty product.

Activity 4. Closer Look

Media concepts: language

Language skills: listening, speaking

Tape several television commercials and then choose the best suited for closer analysis. Note the time of the day and during which program the commercial was presented. In the classroom, before showing it to the students, ask them to pay close attention to everything they see and hear: the visual images, colors, lighting, music, tone of the voices, and camera angles. They can watch the commercial as it is, or you can first play it with the screen covered (like we did with the movies) for them concentrate on the sound only, and then show only the picture with the sound turned off to focus on the images. After that show the advertisement once again playing both picture and sound. Ask the students leading questions and record their observations on the board.

Sample questions:

- What kind of music did you hear? Did you hear any particular tune or recognize familiar instruments? What was the general mood of the music?
- What was the tone of voice of the speaker(s)? Did it sound happy? Serious? Frightened?
- What images did you see? What was the most dominant image? What images were in the background?

- How many people did you see? Describe them (gender, age, appearance, clothing)
- What colors were used in the commercial?
- What types of camera angles were used?

Discuss how all these elements come together in one piece. Stress once again that all media texts are carefully constructed for a particular purpose. Ask the students what is the implied message of this text, what impact the producers wanted to achieve, identify the techniques that were used (bandwagon, plain folks, humour, etc.).

Finally, ask their opinion about the effectiveness of this ad. Tell them what time and what program this commercial appeared on television and ask why it was shown at that time. What was its target audience? Did the advertisement reach its goal, in your mind? Did it succeed in transferring the message?

Activity 5. Gender Representation in Advertising

Media concepts: representation, audience

Language skills: speaking

Bring different print materials or (and) a tape with the recorded television commercials. First, discuss the following issues as a whole class:

- What do men and women in advertisements usually look like? Describe the typical woman/man that you see in print media. Does this image suggest to us the idea of femininity/ masculinity?
 - How are men and women usually portrayed in advertisements? Make a list of most commonly seen men's and women's roles in ads (e.g. housewife, teacher, model for women; sportsman, businessman for men).
 - What products are advertised using the images of men, which products are sold using the images of women?
 - What "suggestions" or "commands" do the ads give women and men? (e.g. for women- "wear high heels", "wear make-up", "be sexy", "color your hair", "don't get old" etc.; for men- "be cool", "build big muscles", etc.)
- Let the students look at the magazines; choose one of them for closer analysis and, working in pairs, explore the gender representation in advertisements, focusing on the following questions:
- What product is being advertised?
 - What does this ad promise?

- Describe the physical appearance of a woman/a man, his/her facial expression, pose.
- Does this image suggest the ideal of femininity/masculinity? What effect do you think ads like this have on the self esteem of women/men? Do they reinforce gender stereotypes?

Student pairs then merge into larger groups of four and share their observations and ideas. In the new groups students are to create the advertisement of a make-up item or a men's cologne that would challenge the stereotypical gender representation.

Глава 5. Новости

Откуда мы узнаем информацию о событиях в нашем городе, стране и мире? Разумеется, из новостей. Опросы, проводимое в последнее время показывают, что интерес молодежи к новостям, политике снизился по сравнению с предыдущим поколением. Наиболее активная часть российского электората - люди в возрасте 40-60 лет. Спросите ваших учеников, читали ли они вчерашний выпуск газеты, смотрели ли вечерние новости? В наш век насыщенный информацией, важно, чтобы молодое поколение задумывалось над такими вопросами: кто владеет той или иной программой, газетой или интернет сайтом; как создаются новости; насколько точно и непредвзято они отражают действительность? Ответы на эти вопросы – неплохой способ избежать пассивного восприятия любой информации или безграничного к ней доверия. Мы можем помочь учащимся, тренируя навыки критического мышления, «привычку» осмысливать увиденное и услышанное. Не для того, чтобы в результате воспитать циничное отношение к медиа как к индустрии, которая стремится искуснее обмануть и манипулировать «простыми людьми». А для того, чтобы осознавать силу визуального и вербального языка новостей, уметь анализировать новую информацию, применять знания для создания собственных медиатекстов, наконец, быть сознательными и ответственными в принятии гражданских решений.

Unit 5. News

“I don't think people ought to believe only one news medium. They ought to read and they ought to go to opinion journals and all the rest of it. I think it's terribly important that this be taught in the public schools, because otherwise,

we're gonna get to a situation because of economic pressures and other things where television's all you've got left. And that would be disastrous. We can't cover the news in a half-hour event evening. That's ridiculous". – Walter Cronkite (former CBS anchor, once named the “most trusted” in America)

Useful sites: www.nytimes.com, www.cnn.com, www.usatoday.com, <http://news.bbc.co.uk>, <http://nytimes.com/learning/teachers>

Technology and materials: TV set, VCR, newspapers, computer(s) with an Internet access

Unit objectives:

students will:

- examine the authenticity of news reports;
- extract the main idea from the articles and write headlines;
- analyze television news presentations;
- compare the content of the news from different sources;
- compare the news coverage in Russian and English-language media;
- create their own newspaper

Activity 1. Introduction

Media concepts: category, agency

Language skills: reading, speaking

Begin this unit by asking the students what they know about news. From where do they learn the news, newspapers, magazines, radio, television, Internet? What is news? Who decides what is going to be in today's news?

Bring into the classroom copies of American, British or any available English-language newspapers. Distribute them around the class and ask students to look at the front page, the back page, name of the newspaper, and main headlines. Then divide the class into groups of 3-4 and give one newspaper for each group. Introduce the terms broadsheet, tabloid, editorial, headline, and classifieds. Ask the groups to examine their newspaper and jot down the information about the following:

- name of the newspaper, country and city where it was published;
- main stories, their headlines, accompanying photographs;
- editorial;
- advertising;
- sports section;

- world news section

Then gather the class together and ask them to describe their observations. Bring some photographs cut out of the newspapers (Russian or foreign) and make copies for the students. Give them to the students and ask them to look at the photograph and tell what section of the newspaper this picture comes from and what story this picture might accompany.

Activity 2. Headlines

Media concepts: language

Language skills: reading, writing

Headlines are meant to grab the reader's attention. They usually contain literary devices such as alliteration, metaphor or simile. We've already talked about alliteration in the unit on advertising. Introduce the terms metaphor and simile if students are not familiar with them. Give some examples of each device (for example, sample headlines from the web edition of New York Times on February 10, 2004: "Southern States Are Set to Shake Democratic Race", "College Career Could End Before It Starts", "Colima's Quiet Charm", "Political Money Said to Sway Pension Investments"). After removing the headlines, give the stories to be read in pairs and ask the students to write a headline for their story. You can also play a word game with headlines. Choose 7-10 headlines from different newspapers and write out only the nouns and the verbs on the board. Divide the class into two teams and ask them to think of the best adjectives that could fill in the blanks in the headlines using the alliteration device. For example:

You write on the board	Students fill in the adjective
_____Hurricane Hits the City	<u>Huge (horrible, hazardous)</u> Hurricane Hits the City

Set a time limit. The team, that came up with adjectives for the most headlines, wins.

Activity 3. Television News

Media concepts: language, representation, agency

Language skills: listening, speaking

Ask the students what kind of news programs they watch on TV (morning news, evening news, local news). Ask them how many presenters are usually on one news program and what are their roles (in-studio anchor, on-location reporters, sports commentator, meteorologist, etc). Show a news program taped from an English language channel. What does the anchor usually look like? Do his/her gestures, facial expression, and tone influence our perception of the news? What kind of music is used in different news programs? How does the program start? What is the background of the studio set? What does the set of people working on the computers, talking on the telephone, etc. suggest? Is the graphic used in the program (usually placed in the “news box” in the corner of the screen)? What kinds of shots are used for on-location reports? How does this choice of shots contribute to our perception of the story?

Show a clip from the film “Up Close and Personal” with Michelle Pfeiffer and Robert Redford illustrating some of the “behind the scenes” of a TV studio.

Activity 4. Comparing Different Sources

Media concepts: agency, category, representation

Language skills: reading, listening, speaking

Tape the evening news from a Russian TV channel, bring in the newspaper with the events of the same day, and find an Internet site of an English language newspaper and a TV channel of the same day, print out copies if Internet access is not available in the classroom. Show all these resources to your students, divide them into small groups and give the assignment to compare and contrast the news in different media formats. Focus their attention to the following questions:

- Compare the Russian newspaper and TV news coverage of the day. Choose one story and examine how it is covered in one medium, and in another medium. Are there any differences? What are they? Are there any stories that are present in the newspaper and missing in the television program and vice versa? What are the reasons for that?
- Likewise, compare the English language newspaper and TV news.
- Compare and contrast the Russian and American (English, etc.) news of the same day. Are there any common stories? If yes, how is the story presented in Russian and American news? What is the amount of space (time) is given to international news in Russian and American media?

Activity 5. Production

Media concepts: agency, category, language, representation, technology, audience

Language skills: writing

This is a production activity in which students will take on roles as the newspaper staff and create a wall newspaper. Ask the class to divide into teams of 5 and decide what role they will take: one editor, 3 reporters, and a photographer. The teams should produce a wall newspaper about student life and current events in school/university. Give the students some guidelines; tell them what you expect them to do, e.g.

1. Your newspaper should contain at least 3 articles and 1 editorial.
2. Accompany the articles with pictures, where possible (your newspaper should have at least 2 photos). Before taking the photo, think of the message that you want to communicate, keep in mind the composition basics that you learned from the unit on photography.
3. Write the headlines using literary devices such as alliteration, simile or metaphor.
4. Don't forget to give a name to your newspaper!
5. Good luck!

The newspapers can be displayed on the walls of the classroom or a hallway.

Глава 6. Популярная музыка

Использование популярной музыки в обучении иностранному языку вызывает неоднозначную реакцию учителей. Мнения иногда абсолютно полярные, утверждающие, что современные песни не имеют обучающего потенциала или, наоборот, что на одних только песнях можно построить курс иностранного языка. Среди наиболее часто встречающихся критических замечаний в адрес поп-музыки можно услышать то, что во многих песнях произношение далеко от той нормы, которой мы обучаем своих учеников, иногда встречаются грамматически неверные структуры, и т.д. Вместе с тем, популярная музыка представляет аутентичный источник информации не только о языке, но и о времени, о культуре молодого поколения. Мы слышим англоязычные песни по телевидению, по радио, на аудиокассетах и компакт-дисках, в магазинах и кафе. Пожалуй, это самый распространенное и доступное аутентичное масс-

медиа, чьи медиатексты не переводятся на русский язык, как, например, фильмы или телесериалы, а доходят до русской аудитории на том языке, на котором они были созданы. Но одинаково ли они воспринимаются, к примеру, русской и американской аудиторией? Какова роль музыки в жизни молодых людей: она отражает современную культуру или формирует ее? Кроме развития навыков аудирования и расширения словарного запаса учеников на материале поп-музыки, мы можем параллельно тренировать навыки критического мышления, способствовать пониманию роли такого рода музыкальных направлений в современной культурной ситуации.

Unit 6. Pop Music

“Music is the shorthand of emotion” (Leo Tolstoy, classical Russian writer)

Useful sites: www.lyrics.ch, www.rockhall.com, www.mtv.com

Technology and materials: a TV, VCR, audio tape/CD player, audio tapes/CDs

Unit objectives:

students will:

- discuss the role of music in our lives, how music can become a symbol of time, part of the culture of an entire generation of people;
- compare a song with its music video;
- explore the appeal of girls'/boys' bands for teenagers;
- create a storyboard for the music video;
- write the song lyrics

Activity 1. Collage

Media concepts: representation, audience

Language skills: listening, speaking

To my mind, it's reasonable to begin the unit on pop music with actually listening to music. And speaking about pop music, ask your students to bring tapes or CDs with **their** favorite songs for this class (have your own tape ready just in case). This will give a general personal association with the topic and draw their attention to it. After listening to the excerpts of several songs, tell the students about your favorite song, singer, type of music, listening habits (how often do you listen to music, what is the usual source of music: TV, radio, audiotape/CD). Then ask the students to turn to their neighbors and tell him/her

about their preferences, using the example you gave them, and vice versa. Don't hesitate to walk around the pairs 1) to get to know your students better and 2) to make sure they speak English!

Hold a class discussion on the following question: "How can the music/song make you feel?" Write the students' answers like "happy", "sad", "it makes me want to dance", etc. on the board in a column. Then ask them to think about what aims the composers may pursue when writing the music, for example, to communicate their message, opinion about something, to evoke patriotism, to make you dance, to uplift one's mood, etc and record their ideas in the second column. Next ask the students to think of examples of songs that are associated with a particular place, historic event or a group of people, or symbols of the time. For example, Russian songs that were written during the World War II to uplift the soldiers' spirits and those who were waiting for them; the so-called "bard" songs in the 1970's-80's popular in Russia as a form of the protest against mainstream music and a form of creative self-expression. Play the music that would illustrate their examples. Music becomes a symbol of whole generations, e.g. jazz for the 1920s, rock-and-roll for the 1960s, ask the students to think what type of music, singers and songs will be considered the symbol of their generation. Bring magazines into class, scissors, markers, paper and glue, so that they can illustrate their ideas with collages, created in groups of 3-4.

Activity 2. Tune In

Media concepts: language, representation, category

Language skills: listening, reading, speaking

Choose one of the recent popular songs; prepare the tape and the music video of this song. First, give the students copies of the lyrics with gaps instead of some words (it may be a particular part of speech only, like nouns, verbs or adjectives; or words in random, etc.), then play the audio tape with the song several times and give some time to fill in the gaps. Check the correct missing words and spelling, and write them on the board. Discuss the unfamiliar vocabulary, grammar or idioms that students came across in that song. Proceed to discussion questions, e.g.

- What is the song about? Tell the content of the lyrics in the form of a story.
- What themes, problems does this song address? What is the main message of the song?

- What kind of music is this song?
- How does this song make you feel?

Next, show the music video of this song and ask the following questions:

- What story does the music video tell us?
- Is it the same story that the song has?
- Pause selected shots ('freeze-frame') and have students to analyze the visual composition of the frame (camera angles, lighting, colors).
- Did the music video change or support your perception of the song?
- Bearing in mind, that music videos are made with the primary aim of promoting sales of tapes and CDs, how effective is this music video, to your mind?
- Do music videos, as a comparatively new medium, affect the music industry
- If yes, in what way? What are some recent trends in music videos (e.g. how are men and women artists portrayed in music videos, how are the dancers, other characters portrayed, what lifestyle is promoted in music videos, what are some clichés of R&B, rap, pop, or rock music videos, etc.)?

Activity 3. Making Stars

Media concepts: agency, audience, category, representation

Language skills: speaking, listening, reading

Discuss such phenomenon as girl bands and boy bands with the students. Can they give examples from the Russian and foreign music industry? Are there any girls' bands and boys' bands that they like? Why or why not?

Show the photos from magazines and samples of music videos with such bands. What do they all have in common? For example, there are usually 4-5 members in a band. Each of them has a different image, e.g. blond, dark haired, red haired, cute, cool, tough, romantic, etc.

Play couple of songs by a girls' band or a boys' band and give copies of the lyrics to the students so they can examine them and write out single words, metaphors, similes, or whole phrases that are used in both texts. What does the repetition of the same words in different songs suggest? Is predictability part of the success or a hindrance for these bands? Who is the target audience for girl

bands and who is the target audience for boy bands? What is the common age of their fans?

Think of the new television shows like “Star Factory” and “Become a Star” and their “products”- bands of young people who passed the audition and the competition. Do you think the bands that rise quickly will last long? Why or why not?

Activity 4. Storyboarding

Media concepts: category, technology, language, representation

Language skills: writing, speaking

Play the song that does not have a music video or it’s not shown on TV currently. Ask the students to work in pairs and create a storyboard for the music video of this song. The storyboard should contain boxes with schematic pictures and an explanation of each shot on the right from the picture. Have students present their projects and vote for the best storyboard.

Activity 5. Writing Lyrics

Media concepts: language

Language skills: listening, writing

Show a music video that the students are likely to be unfamiliar with (image only, turn off the sound). Ask them to analyze its visual composition: camera shots, lighting, colors, etc. and predict what the song might be about and what type of music it is. Then play it again with both sound and picture, ask the students to write down as many words from the song as they can. Ask them to divide into groups of 4 and reconstruct the lyrics of the song, combining all the words that they identified and the imagery of the music video. The point is not to record the “correct” lyrics of the song, encourage students to be creative and even if they got all the lyrics easily, have them write an additional verse for the song.

Глава 7. Интернет

Появление новых средств массовой информации всегда вызывает интерес у деятелей сферы образования, и Интернет не стал исключением. Процесс компьютеризации школ и высших учебных заведений и интернет-образования педагогов и учащихся приобрел значительные масштабы в

России за последние 10 лет: проводятся курсы обучения компьютерной грамотности для преподавателей, школы и вузы получают доступ к сети Интернет, книжные магазины пополняются литературой по этой теме и т.д.

Одним из позитивных аспектов использования компьютерных технологий в обучении иностранному языку является доступ к небывалому до сих пор количеству аутентичной информации. Если до недавнего времени главным источником знаний об иностранном языке и о культуре был учебник, то сейчас любой школьник и студент, изучающий английский язык, может виртуально посетить Музей Метрополитен в Нью-Йорке, послушать интервью с премьер министром Великобритании или посмотреть выпуск новостей CNN онлайн. Еще одна возможность, которая открылась благодаря появлению компьютерных технологий, связана с их использованием как инструментов организации и коммуникации виртуальных курсов иностранного языка (on-line courses and CALL-computer assisted language learning software programs). Однако у интеграции новых медиа в процесс обучения иностранному языку есть и свои недостатки, например, часто многообещающий CD-ROM оказывается лишь более красочной версией учебника с традиционными упражнениями, «упакованными» в новый формат, а школьники, получив задание найти нужную информацию в Интернете, теряются в море различных сайтов, гиперссылок и не могут отличить главное от второстепенного, аутентичные данные от сомнительных, факты от пропаганды. Поэтому, наряду с использованием Интернета как источника материалов для изучения английского языка, мы должны помочь своим ученикам перейти от роли пассивных потребителей к роли более активных, творческих личностей, умеющих находить, анализировать и передавать информацию с помощью современных технологий, и, будем надеяться, достаточно мотивированных и подготовленных для самостоятельного развития навыков чтения, письма и аудирования.

Unit 7 Internet

“The real revolution now taking place is not the hardware of technology, but the intellectual technology of information, communication, and the augmentation of human intelligence. All too often, discussions about web-based learning tend to fall back on a simplistic faith in the power of technology. Of course, interactivity is a powerful draw for teachers and students alike. But dazzling technology has no meaning unless it supports content that meets the needs of

learners” (from the report of the Web-based Education Commission of the USA, www.hpcnet.org/wbec/about).

Useful sites:

www.usatoday.com, www.nytimes.com, www.cnn.com, www.hallmark.com,
www.bluemountain.com, www.celebsites.com, www.biography.com,
www.time.com/time/time100, www.nycvisit.com, www.washington.org,
www.london-photo-tour.co.uk, www.talkingcities.co.uk/london,
www.city.toronto.on.ca

Technology and materials: computers with Internet access

Unit objectives:

students will:

- describe their habits in using Internet;
- use English-language search engines to locate the information;
- extract the main biographical information from the Web site and write a paragraph based on it;
- compose and send electronic greeting cards;
- locate information on the Internet, compare information on different sites and convert it into another medium;
- compare and evaluate different online news resources

Activity 1. Introduction

Media concepts: category, technology, agency

Language skills: speaking, reading, writing

As an introduction, ask the students about their experience with computers and Internet:

- Have you ever used the Internet?
- How often do you usually access it?
- Where? Do you have a computer at home?
- What do you use the Internet for?
- What do you know about the Internet? Give examples of what you can find on the Internet?
- What are some advantages of the Internet over such resources as books and magazines?
- What are its disadvantages? (anyone with a computer and Internet access can publish their ideas on the Internet, and sometimes it’s hard to

determine whether the information is trustworthy and accurate, or just someone's opinion or completely false)

Write the addresses of several web pages on the board and explain that the suffix of a Web address has a specific meaning, it tells about the origin of the information on the site, e.g.:

.ru stands for Russia

.uk stands for Great Britain, .ca- Canada, etc.

Some American sites have suffixes that tell about the type of organization that sponsors the site, e.g.:

.edu means it's an educational organization;

.com means it's commercial Web page;

.org stands for non commercial organization;

.gov means it belongs to the government;

.net means it is a network

However as "you can't judge the book by its cover," you can not judge a Web site by its address either. The content of the sites within one code may vary greatly.

Ask students what search engines they usually use for finding the information; introduce the high-rated English-language search engines, like www.google.com, www.altavista.com or www.yahoo.com .

Choose a topic and preview the sites on this topic, choose 3 different sites and ask the students to evaluate these sites on the same topic using these questions:

- What is the URL of the site that you found on the topic? What does it say about the origin of the site?
- Is there any information about the author of this site? Who is the author?
- What organization sponsored this site? What do we learn about this organization from the Web site? Is the author and the organization an authority in the field that you're researching?
- Search the information about the author and sponsoring organization using the search engine. Is it the same data that is published on the site? What additional information do we learn?
- Why was this site created? What is its purpose?
- When was the site created? When was it last updated? Do the links work?
- Are there any pictures and sounds on the site? What is their purpose?
- Give a brief summary of the information given on the site.

- Is the information published on this site valuable for your research?
- Compare the information published on the Web site with the print materials, such as encyclopedia, scholarly magazine or a book. Does the web site contain more information than you could find in these sources? Are there any differences in dates, facts, etc. comparing the Internet and print sources?
- Rank the sites according to their value for your research.

Activity 2. Celebrity Party

Media concepts: representation

Language skills: reading, writing

Prepare the following cards: “a scientist”, “a sportsman/woman”, “a TV anchor”, “a writer”, “an actor/actress”, “a politician”, “a musician”. Divide the class into groups of 2-3. Give a card to each group without showing it to the rest of the class. Ask the students to think of someone famous from the category they have (you can limit their choice by time (20th century only), or by the country (Americans/ Englishmen only) and do an Internet search about this person. Ask them to write down their findings, and compare the information from different web sites. After they have finished with searching and selecting the information, ask the students to write a paragraph about their celebrity, in the first person, like an autobiography and without mentioning his/her name. Model the autobiographical paragraph on the board, e.g.:

I was born in Chicago, USA in 1901. I had 4 brothers and 1 sister. At the age of 16 during the WWI, I joined the Red Cross Corps and drove an ambulance in France. After my return home, I decided to become an artist. In 1928 I created the animated character that is now known all over the world. And in 1937 my first animated feature film “Snow White and the Seven Dwarfs” was released. I have founded several theme parks and created one of the world’s largest media empires that makes about 22 billion dollars every year. (Walt Disney)

Emphasize that they should write the paragraph in their own words, and not just copy from their sources word for word.

After all the groups are ready with their writing tasks, ask them to read their paragraphs for the classmates to guess the person’s name.

Discuss with the students what new information they have learned about these people from the websites, how many sites did they visit, did they come across

some sources contradicting each other or notice different points of view on different sites?

Activity 3. E-cards

Media concepts: category, technology

Language skills: reading, writing

Connect this activity with a coming holiday, e.g. Halloween, Thanksgiving, Christmas, St. Valentine's Day, etc. As a pre task, give students a home assignment to do an Internet search and learn about the origin of the holiday, the customs of its celebration. In the classroom, ask the students about their findings, record on the board the main points. Ask the students if they celebrate this holiday in Russia and how. Then ask them to go to the website that provides free electronic greeting cards, such as www.yahoo.com, www.hallmark.com, www.bluemountain.com, etc., look at several cards in this category, write out the greeting expression in their notebook. Next, students are to choose one card, write their own greeting and e-mail it to the classmate. If the students do not have e-mail accounts, you can help them to open one with www.yahoo.com or another free website.

Activity 4. Travel Agents

Media concepts: category, agency, representation

Language skills: reading, writing, speaking

Ask the students to make the teams of 3. Assign one city for every team, e.g. Team 1- London, Team 2- New York, Team 3- Washington, Team 4- Toronto. Each team will represent a travel agency, who develops a new itinerary for their clients. The task is for each team to do an Internet search on their city, find the information about the location, main sights, attractions, etc. and make the itinerary for the 3-day tour to that city. The itinerary should include daily sightseeing, evening entertainment, hotel description, suggestions about places to eat, cost of the 3-day tour including the hotel. Of course the idea is to "sell" the tour for the travel agency's clients- choose the most interesting and attractive sights for the pictures, find the cheaper prices for plane tickets and hotels.

Students present their projects for their classmates by creating a travel brochure or a poster and giving an oral presentation.

Activity 5. Reading the news on-line

Media concepts: representation, language

Language skills: reading, speaking

Internet along with the newspapers, news magazines, and TV programs is a source of the news. For we who are English teachers it is an especially useful source of authentic English language news otherwise hard to gain. Introduce the students to some leading news sites on the Internet, like www.usatoday.com, www.nytimes.com, www.cnn.com, etc. Preview these sites ahead of class and choose one story that is covered by two sites. Ask the students to work in pairs, read these two articles and then compare and contrast them using the following questions:

- Which headline gives you a better idea of what this news item is going to be about?
- How is the story presented on these websites? What are the similarities? Are there any differences?
- Look closely at the vocabulary used by two journalists. Are there any word combinations, nouns, verbs or adjectives that are used in both sources? Does the author use any literary devices, neutral or emotionally colored vocabulary?
- Examine the length and the placement of the article on both Web sites. Are there any differences? Does it tell you anything about the rank of importance of this news item for the editors?
- Are there any photos accompanying the story? Examine the photos, people and/or objects in the frame, the camera angles, lighting. Were they taken at approximately the same time or not? Are the emotions they create the same or different?
- What details are left out in one article and are present in another article? Why do you think this was done?
- What do you think the continuation of this story will be? Predict the consequences/ further events related to the story.

Let the students talk with their partners for about 10 minutes, then hold a whole-class discussion of their findings.

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- Шариков А.В. Медиаобразование: мировой и отечественный опыт. - М.: Изд-во Академии педагогических наук, 1990. - 66 с.

*Адреса основных российских и зарубежных интернетных сайтов,
отражающих тематику медиаобразования*

**Addresses of Internet Sites of Associations & Organizations for Media
Education**

Ассоциация кинообразования и медиапедагогике России
Russian Association for Film & Media Education:

<http://www.edu.of.ru/mediaeducation>

<http://www.medialiteracy.boom.ru>

<http://www.mediaeducation.boom.ru>

Всероссийский государственный институт кинематографии (ВГИК, Москва)
All-Russian Institute of Cinematography (VGIK, Moscow)

<http://www.vgik-edu.ru>

Высшие курсы сценаристов и режиссеров (Москва)
High Courses of Screen Writers & Directors (Moscow)

<http://www.kinobraz.ru>

Гуманитарный институт телевидения и радиовещания (ГИТР, Москва)
Humanities Institute of Television and Radio (Moscow)

<http://www.gitr.ru>

Информационная культура молодежи (Самара)
Information Culture of Youth (Samara)

<http://www.uic.ssu.samara.ru/~infcult/>

Институт повышения квалификации работников телевидения и
радиовещания (Москва).
Institute of Qualification's Increase of TV and Radio Workers (Moscow).

<http://user.cityline.ru/~rtv>

Лаборатория технических средств обучения и медиаобразования Российской
Академии образования (Москва).

Media Education Laboratory of Russian Academy of Education (Moscow).

<http://www.mediaeducation.ru>

<http://www.mediaeducation.ru/publ/fedorov.shtml>

Мастерская индивидуальной режиссуры (МИР, Москва).
Workshop of Individual Producing (Moscow).

<http://mir.theatre.ru/index.html>

Медиаотека «Школьного сектора»

Media Library of School Sector

<http://school-sector.relarn.ru/efim/mainframe.html>

Медиацентр (интернетный журнал)

Media Center (Internet Journal)

<http://edu.km.ru/mcenter>

Медиаревю (интернетный журнал медиакритики и медиаобразования)

Media Review (Internet Journal of Media Criticism & Media Education)

<http://mediareview.by.ru>

МОО ВПП ЮНЕСКО «Информация для всех»

ICOS UNESCO 'Information for All'

<http://www.ifap.ru>

Невский университет (Санкт-Петербург)

Neva University (St-Petersburg)

<http://inernews.ru/tvuniver>

Независимая школа кино и телевидения (Москва)

Independent School of Cinema & Television (Moscow)

<http://edu.internews.ru>

Новый гуманитарный университет Натальи Нестеровой (Москва).

University of Natalia Nesterova (Moscow)

<http://www.nesterova.ru>

Санкт-Петербургский государственный университет кино и телевидения

St-Petersburg State University of Cinema and Television

<http://www.gucit.spb.ru>

Факультет журналистики, Воронежский государственный университет (ВГУ)

Faculty of Journalism, Voronezh State University

<http://www.jour.vsu.ru>

Факультет журналистики, Международный университет (Москва)

Faculty of Journalism, Moscow International University

<http://mum-jourfac.narod.ru>

Факультет журналистики, Московский государственный университет (МГУ)
Faculty of Journalism, Moscow State University
<http://www.journ.msu.ru>

Факультет журналистики, Ростовский государственный университет (РГУ)
Faculty of Journalism, Rostov State University
<http://www.philol.rsu.ru>

Факультет журналистики, Санкт-Петербургский государственный университет (СПбГУ)
Faculty of Journalism, St-Petersburg State University
<http://mass-media.spb.ru>
<http://ws8.jf.pu.ru>

Факультет журналистики, Московский государственный институт международных отношений (МГИМО)
Faculty of Journalism, Moscow State Institute of International Relations
<http://www.mzh.ru>

Федерация Интернет-образования России
Federation for Internet Education (Russia)
<http://www.fio.ru>
<http://center.fio.ru>

Центр медиаобразования (Тольятти)
Media Education Center
<http://mec.citytlt.ru>

Человек и информационное общество (Образовательный центр)
People & Information Society: Education Section
<http://www.phis.org.ru/education>

Школьная медиатека (исследовательская группа, Москва)
Research Group "School Media Library" (Moscow).
<http://www.ioso.ru/scmedia>

ЮНПРЕСС: Агентство медиаобразовательных проектов для детей и молодежи на материале прессы (Москва).
YNPRESS Agency (Agency of Young People, Children & Press, Moscow).
<http://www.ynpress.ru>
<http://www.glasnet.ru/~ynpress/eng/index.html>

International

Childnet International:

<http://www.childnet-int.org>

Council of Europe / Conseil de l'Europe. Media Division / Division Media.
Internet Literacy.

<http://www.humanrights.coe.int/media>

European Association for Audiovisual Media Education:

<http://www.datanet.be/aeema/>

<http://datanet.be/aeema>

<http://ibase330.eunet.be/aeema/aeema/htm>

European Children's Television Center (E.C.T.C.):

<http://www.ectc.com.gr>

European Children's Film Association

<http://www.ecfaweb.org>

European Program in Media, Communication and Cultural Studies

<http://www.mediastudieseurope.net>

International Center of Films for Children and Youth (CIFEJ):

<http://www.odyssee.net/~cifej>

<http://www.cifej.com>

International Association for Media and Communication Research (IAMCR):

<http://www.humfak.auc.dk/iamr>

International Council for Educational Media/Conseil International des Medias
Educatifs (ICEM-CIME):

<http://www.icem-cime.org>

International Research Forum on Children and Media (IRFCAM):

<http://www.aba.gov.au/what/research/ifrcam.htm>

Newspaper in Education (NIE):

<http://www.fiej.org/nie>

OCIC – International Catholic Organization for Cinema for Cinema and
Audiovisual

<http://www.ocic.org>

SIGNIS: World Catholic Association for Communication

L'Association catholique mondiale por la communication

<http://www.signis.net>

UNDA – International Catholic Association for Media:

<http://catholic.org/orgs/unda-int>

<http://www.unda.org>

The UNESCO International Clearinghouse on Children, Youth and Media:

<http://www.nordicom.gu.se>

World Council on Media Education (WCME):

<http://www.uned.es/convoca/cmeme98>

<http://www.ntedu.org>

Australia

Australian Teachers of Media (ATOM):

<http://www.cinemedia.net/>

Council of Australian Media Education Organisations Inc. (CAMEO):

<http://www.ash.org.au/reachers/tefa/cameo.html>

Young Media Australia

<http://www.youngmedia.org.au>

Austria

Allianz für Medienkompetenz

<http://www.afmk.at>

MEDIENPÄDAGOGIK

<http://www.mediamanual.at>

Belgique

Conseil de l'Éducation aux Médias (CEM):

<http://educaumedia.comu.ucl.ac.be/com/cem.html>

Brazil

CAAP (Media Education):

http://www.geocities.com/media_education_caap

Canada

Association for Media Literacy:

<http://interact.uoregon.edu/MediaLit/>

Barry Duncan: Barry's Bulletin from the Media Awareness Network:

<http://www.media-awareness.ca/eng/med/class/multilib/>

Canadian Association for Media Education (CAME):

<http://www.mediastudies.com>

Canadian Association of Media Education Organizations (CAMEO):

<http://interact.uoregon.edu/MediaLit/CAMEO/index.html>

Center for Youth and Media Studies (CYMS):

<http://www.fas.umontreal.ca/com/imagination/>

Christopher Worsnop:

<http://www.screen.com/net/eng/speakers/cw/worsnop.htm>

Group de Recherche sur les Junes et les Médias (GRJM):

<http://www.fas.umontral.ca/com/imagination>

Jesuit Communication Project (JCP):

<http://interact.uoregon.edu/MediaLit/JCP/index.html>

Media Awareness Network:

<http://www.media-awareness.ca>

<http://www.reseau-media.ca>

Positive Entertainment Alternative for Children Everywhere (P.E.A.C.E.):

<http://www.club-optimiste.qc.ca/trop/trop.html>

Chili

Media Education

<http://educacion.upa.cl/MPV.htm>

Italy

Associazione italiana per l'educazione ai media e alla comunicazione:

<http://www.medmediaeducation.it>

France

Center de Liaison de L'Enseignement et des Moyens d'Information (CLEMI):

<http://www.clemi.org>

Group de Recherche sur la Relation Enfants/Medias (GRREM):

<http://www.grrem.org>

Germany

GMK (Media Education):

<http://www.gmk.medienpaed.de>

IFAK:

<http://www.hbi-stuttgart.de/ifak>

JFF (Media Education):

<http://www.jff.de>

Kassel University/ Media Education

<http://www.medienpaed-kassel.de>

<http://www.kinderfernsehforschung.de>

Media Work:

<http://195.37.181.70/nubb/english.htm>

Hungary

Hungarian Moving Image and Media Education Association:

<http://c3.hu/~mediaokt/angol.htm>

India

Resource Center for Media Education and Research

kevalkumar@hotmail.com

Unit for Media and Communications, Tata Institute of Social Sciences, Deonar,
Bombay

<http://members.tripod.com/~kpjayasankar/Home.htm>

New Zealand

National Association of Media Education (NAME)

<http://www.pakuranga.school.nz/NAME>

Norway

National Association for Media Education (LMU):

<http://skolenettet.nls.no/dok/sn/fag/kunst/falleskunst/lag/medie/medie01.html>

Spain

Grupo Comunicar

<http://www.grupo-comunicar.com>

<http://www.comunicar.es.org>

Sweden

Film Education

<http://www.filmpedagogik.nu>

Media Education

<http://www.mediapedagogik.nu>

Switzerland

TECFA (Educational Technology Unit)

http://tecfa.unige.ch/perso/resin/newsletter/TecfaNewsletter_oct.pdf

Media Education:

<http://www.medienpaed.com>

<http://www.medien-schule.ch>

<http://www.sjw.ch>

<http://www.geneve.ch/dip/audiovisuel>

Hart, A. & Suss, D.(Editors) Media Education in 12 European Countries a Comparative Study of Teaching Media in Mother Tongue Education in Secondary Schools; Swiss Federal Institute of Technology, 2002.

<http://e-collection.ethbib.ethz.ch/show?type=bericht&nr=246>

Ukraine

Institute of Media Ecology

<http://www.franco.lviv.ua/mediaeco>

United Kingdom

British Film Institute:

<http://www.bfi.org.uk>

British Film Institute & British Media Educators:

<http://www.mediaed.org.uk>

Center for the Study of Children, Youth and Media
(Institute of Education, University of London):

<http://www.ccsoline.org.uk/mediacentre/home.html>

Media Education Centre (MEC):

<http://www.soton.ac.uk/~mec/>

Media Education Wales:

<http://www.mairtom.demon.co.uk/mediaed>

Media Education:

www.ruralmedia.co.uk

Press Wise Trust

<http://www.presswise.org.uk>

USA

Alliance for a Media Literate America

<http://www.AMLAinfo.org>

Catholic Communications Campaign:

<http://www.nccbuscc.org>

Center for Media Education (CME):

<http://epn.org/cme>

<http://www.cme.org>

Center for Media Literacy:

<http://www.medialit.org>

Citizens for Media Literacy:

<http://www.main.nc.us/cml>

Kidsnet:

<http://kidsnet.org>

Media Education Foundation:

<http://www.igc.org/mef/enter.html>

Media Literacy Online Project:

<http://interact.uoregon.edu/MediaLit/HomePage>

Media Literacy:

<http://www.medialiteracy.com>

<http://www.medialiteracy.org>

www.medialiteracy.net

<http://www.ci.appstate.edu/programs/edmedia/medialit>

<http://sirius.com/~medialit/warwick.htm>

<http://med.sc.edu:81/medialit>

<http://www.tea.state.tx.us/teks/>

Media Literacy Project:

<http://www.babson.edu/medialiteracyproject/>

Media Studies:

<http://www.mediastudies.com>

National Telemedia Council:

<http://danenet.wicip.org/ntc>

New Mexico Media Literacy Project:

<http://www.nmmlp.org>

Partnership for Media Education:

<http://www.nmec.org>

About the Author

Dr. Anastasia Novikova is the member of Russian Association for Film & Media Education. She holds a university degree (1999) and Ph.D. (2001) from Taganrog State Pedagogical Institute. Postdoctoral affiliation: University of Central Florida (U.S.) - Fulbright Research Scholar (Sept.2003 – March 2004), Humboldt University (Berlin, 2006).

She received the scientific grants/fellowships from: *Fulbright Program* (U.S.), *DAAD* (Germany), *The Program of Russian President for Leading Scientific Schools* (member of the scientific team), *The Program 'Russian Universities'* (member of the scientific team); *Russian Foundation for Humanities – RGNF* (member of the scientific team); *ECA Alumni Small Grants Program* (U.S.); *FSA (Freedom Support Act)* (U.S.) and others.

She was the speaker in the international media education/literacy conferences. She is also the author of 30 articles and 2 books about media education/literacy.

List of Selected Publications of Anastasia Novikova

Books, Brochures:

Novikova, A. (2004). Media Education in Russia & Europe in the Globalization Context. Taganrog: Kuchma, 168 p.

Novikova, A. (2004). Teaching Media in the English Language Classroom. Activities for Media Education. Taganrog: Kuchma. 52 p.

Novikova, A. (2001). Media Education in the USA. Program of the Specialized Seminar for Students at the Pedagogical Institute. Taganrog: Kuchma, 24 p.

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Novikova, A. (2003). Media Education in the U.S.A. In: Media Education in the Western World. Taganrog: Kuchma, pp.94-119.

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Novikova, A. (2001). The Idea about the Main Media Education Theories (co-author: A.Fedorov). In: Media Education: History, Theory and Methods. Rostov: CVVR, pp. 20-34.

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Articles:

Novikova, A. (2003). Medieundervising I Russland: siste nytt. In: Tilt (Norway). N 3, p.21.

Novikova, A. (2002). Basic Theoretical Conception of Media Education (co-author A.Fedorov). In: Journal of Russian Foundation for Humanity. N 1, pp. 149-158

Novikova, A. (2002). Media Education Seminar. In: Bradley Herald (USA). Winter. Vol. 27, p. 12.

Novikova, A. (2001). Media and Media Education (co-author: A.Fedorov). Alma Mater (Moscow). N 11, pp.15-23.

Novikova, A. (2001). Media Education in English-speaking Countries. Pedagogica (Moscow). N 5, pp. 87-91.

Novikova, A. (2000). Media Education in the USA: Problems & Tendencies. Pedagogica (Moscow). N 3, pp.68-75.

Novikova, A. (2000). Ny CD-ROM om Medieundervising. Media I Skole og Samfunn (Norway). N 2, p. 43.

Novikova, A. (2000). Media Education in the USA. Part.2. Art & Education (Moscow). N 4, pp. 35-49.

Novikova, A. (1999). Media Education in the USA. Part 1. Art & Education (Moscow). N 4, pp. 68-81.

Novikova, A. (1999). Medieundervising I USA. Media I Skolen (Norway). N 3, pp. 10-13.

Novikova, A (1999). Literacy in the digital World. Media I Skolen (Norway). N 5, pp. 42-43.

Novikova, A. (1995). Made in the USA: Regional Film-Impressions. Video-Ace Express (Moscow). N 31, pp. 60-61.

Novikova, A (1995). Film-Production of American Teenagers. Video-Ace Express (Moscow). N 32, p. 59.

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МЕДИАОБРАЗОВАНИЕ НА ЗАНЯТИЯХ ПО АНГЛИЙСКОМУ
ЯЗЫКУ

Учебное пособие

Anastasia Novikova

TEACHING MEDIA
IN THE ENGLISH LANGUAGE CLASSROOM
Activities for Media Education

2004