Teaching English
9. Media: a balanced approach

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1. Media pedagogy and media literacy

*Kultusministerkonferenz: Media literacy*

- educational mandate of schools
- a *Kulturtechnik* like reading, arithmetic, writing

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**Media pedagogy**

- **Media education** is concerned with ways of using media sensibly. It centers around enabling individuals to **reflect critically** on their use of media.

- **Media didactics** is concerned with the functions, effects, and forms of utilizing media in teaching and learning scenarios. It aims at improving and optimizing teaching and learning processes and the facilitation of self-directed acquisition of knowledge and competences.

- **Media studies** imparts knowledge about all media across the media repertoire and basic *technological competences*. Foci include historical developments relating to media, legal issues (e.g., data protection), media monopolies, the power of the media, etc.

- **Media research** entails the analysis and exploration of issues pertinent to media education as well as to media socialization across all age groups. Foci include media use in everyday life, the impact of different media, reception habits, media and gender, etc.

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Based on Hug 2002: 8-9
1. Media pedagogy and media literacy – which risks do media pose?

- Over-stimulation ➔ attention deficits
- Disinterest in the actual media contents

- Anxieties, delusive perceptions of reality, problematic set of norms & values, problematic behavior ➔ intellectual development, social relationships

- Access to media varies ➔ social exclusion

- Manipulation & propaganda ➔ issues: public opinion formation, data protection, protection of minors & consumers, safeguarding of personal rights & intellectual property.
First, we want to expand the idea and scope of literacy pedagogy to account for the context of our culturally and linguistically diverse and increasingly globalized societies, for the multifarious cultures that interrelate and the plurality of texts that circulate. Second, we argue that literacy pedagogy now must account for the burgeoning variety of text forms associated with information and multimedia technologies. This includes understanding and competent control of representational forms that are becoming increasingly significant in the overall communications environment [...].

Cazden et al. 1996: 61
1. Media pedagogy and media literacy – pedagogy of multiliteracies

Multiliteracies model

Cazden et al. 1996: 83
### 1. Media pedagogy and media literacy – media literacy objectives

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Media literacy</th>
<th>Integrative characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Processes</strong></td>
<td>General</td>
<td>Aesthetics</td>
</tr>
<tr>
<td>Emotion, motivation</td>
<td>Enjoyment, distancing</td>
<td>In association with various qualities involving functions, genres, style, etc.</td>
</tr>
<tr>
<td>Perception, recognition</td>
<td>Analysis, critique</td>
<td></td>
</tr>
<tr>
<td>Conduct, action</td>
<td>Usage, production</td>
<td></td>
</tr>
</tbody>
</table>

Wermke 1997: 145, adapted
1. Media pedagogy and media literacy – media literacy objectives

- Picture frame and caption
- Size and format (landscape- or portrait-format)
- Composition (line, shape, color, texture, rhythm, contrast, salience)
- Genre and motif
- Point of view/perspective, angle, horizon, and space (visible – invisible, seen – unseen)
- Position and size of subject on the page
[T]here are no purely visual images; images never appear without words, music, or other sounds. Even in art galleries images appear with labels, and their assumed significance is deeply grounded in art history texts and columns of written critique. The multimodal nature of imagery is even more evident when considering the forms in which imagery mostly occurs today, on television, at the movies, in print, and on computer screens. Words, music, and sound effects anchor the meaning of images.

Duncan 2010: 10
1. Media pedagogy and media literacy – educational objectives of media studies

- Information
- Communication & cooperation
- Legal issue, data protection, protection of minors
- Production & presentation
- Reflection
- Analysis & evaluation
1. Media pedagogy and media literacy

There is room for improvement!
Collect and discuss tasks, activities, projects that could be carried out in the EFL classroom to facilitate media literacy and address the teaching objectives outlined above.
1. Media pedagogy and media literacy

Why should (English) teachers care about media?

1. Established place in TEFL ➔ three-layered function
   a. teaching and learning aids
   b. communicative tools
   c. subjects of reflection

2. Facilitating media literacy as interdisciplinary endeavor
   ➔ teachers as agents of change and innovation

3. Sensible use of media required of competent EFL teachers
   ➔ sound didactic reflection
   ➔ how the choice of a medium contributes to the learning objectives they are aiming at
   ➔ which method as well as activities and tasks they want to use
   ➔ which learning environment and media infrastructure they have at their hands
   ➔ which prior knowledge on the part of students they can work with
2. Potential

» bridge the gap: private life & school
» creativity
» negotiation of meaning
» cooperation

» bridge the gap: teacher and learner
» greater variety
» learning atmosphere
» social competences

» infrastructure & innovation
» collaboration & action
» reach larger public: interest & initiative
3. Media repertoire

Media can be described “as those sociotechnical systems and cultural practices of the dissemination and storage of information which serve for the design of communication and interaction” (Banse & Metzner-Szigeth 2012: 235)
3. Media repertoire

- language
- pictures
- chalkboard
- textbook
- audiovisual media
- CALL
- MALL

“In the case of educational contexts, learners can easily produce different kinds of digital contents (e.g., with their mobile phones, iPods, handheld consoles, etc.), which they can rapidly edit and share with learners and/or teachers through the Internet.”

Díaz Vera 2012: xiv
3. Media repertoire

Blended learning

Wiepcke et al. 2008: 30, adapted
3. Media repertoire

A balanced approach!

“[I]t is not media but the uses made of them that can be characterised as traditional or modern.” (Evans 2012: 217)

“[F]undamental continuities and interdependencies between new media and ‘old’ media (such as television) [...] exist at the level of form and content, as well as in terms of economics.” (Buckingham 2008: 14)

“[T]he advent of a new technology may change the functions or uses of old technologies, but it rarely completely displaces them.” (Buckingham 2008: 14)

“[L]earning is influenced more by the content and instructional strategy in a medium than by the type of medium.” (Clark 1994: 21)
3. Media repertoire – functions along media types

- Body
- Textbook
- Blackboard
- OHP
- Pictures
- Texts
- Audiovisual media
- Multimedia projector
- CD-Rom
- Smartphone
- Apps
- Computer/laptop
Collect and discuss tasks, activities, projects that could be carried out in the EFL classroom to facilitate media literacy and address the teaching objectives outlined above.
4. Digital technologies – digital media: friend or foe?

Euphoric proposals promoting digital media in teaching

Pessimistic stances on how digital media have caused a ‘dumbing-down’ of society

Opinions which stress that the risks of digital media need to be addressed, but generally opt for an integrative and reflected use
4. Digital technologies – net generation?

“Digital Immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language.”

Prensky 2001a: 2
The alleged rift between these two generations has now been relativized!

- inept generalizations
- media use, competencies and motivation differ
- statistics paint a diverse picture
Teachers could learn more about what young people think and how they reflect on media such as computer games.

In my opinion, one should learn more about cyber-bullying because that is one of the worst things in chatrooms. Data protection is another important issue! Which kind of information is one allowed to share and publish?! These topics should be addressed more at school.

A lot of students know more about the use of media than most teachers. [...] It is a real shame that our so-called media teacher is not able to play a video because he does not know how to open the media player.
4. Digital technologies: new horizons, new challenges

Reflect on the student statements. Assess your technology-related instructional competences and discuss how these could be improved.

- Teachers could learn more about what young people think and how they reflect on media such as computer games.
- In my opinion, one should learn more about cyber-bullying because that is one of the worst things in chatrooms. Data protection is another important issue! Which kind of information is one allowed to share and publish?! These topics should be addressed more at school.
- A lot of students know more about the use of media than most teachers. [...] It is a real shame that our so-called media teacher is not able to play a video because he does not know how to open the media player.
4. Digital technologies: new horizons, new challenges – impact on learning

- Used in problem- & project-oriented learning as well as open teaching and learning scenarios
- Students adopt increasingly active roles ➔ more self-regulated learning takes place
- Online publishing, cooperation with external partners ➔ more responsibility for learning process & outcome
- Peer-tutoring
  Cooperation (e.g., classes in other countries, authors, media experts)

4. Digital technologies: new horizons, new challenges – impact on learning

- Access
- Multifunctionality and convergence
- Portability, ubiquity, personal ownership
- User-generated content and contexts
- Interactivity and non-linearity
- Distributed knowledge construction
- Multimodal knowledge representation

Pachler 2014: 146
4. Digital technologies: new horizons, new challenges

Technological pedagogical content knowledge

Koehler & Mishra 2009: 63
5. Four examples of media use

Beginners: writing and illustrating a picture book

**Equipment**
- *Mango and the Dinosaur Island* (Khunnum & Stower 2001), a selection of picture books, computer word-processing software

**Procedure**
- **Activity 1 (pre):** T reads *Mango and the Dinosaur Island* (2001) to S. T and S discuss the features which make the picture book different from a prose text (e.g., the ‘WANTED’ poster on p. 4, the film cell comic on p. 6, the panels on p. 8, the onomatopoeia and the carving sentences on pp. 25 and 16). T asks S why the author and artist have included these things (“I encourage S to view the visual elements as deliberate and adding to the feel of the story for the reader.”)
- **Activity 2 (pre):** T asks S to think about one of their favorite picture books and imagine entering its pages. T tells S that they are going to write and illustrate a two- or three-page picture book showing what happened when they jumped into their favorite picture book.
- **Activity 3 (pre):** on the board, T suggests different ways in which S might make their pages visually interesting.
- **Activity 4 (doing):** S draw pictures, color them, and then decide where the text needs to go. They could type out their text on the computer and print it off so that they are able to cut it up into individual words and play with the shape of the sentences on their illustrated pages. This also makes the finished work look more like a page from a book. T encourages S to make the finished pages visually interesting but not overly complex and to play with the layout and text in different ways (even if the book they are jumping into has a regular sentence format).
- **Activity 5 (post):** S show their pages to the rest of the class. T comments on the visual aspects of the work and questions S as to why they have made the decisions they have in the design.
- **Activity 6 (post):** The work can be displayed on the board or made into individual picture books to give S a sense of authorship.

**Objectives**
- Using an existing narrative as a model for a new and original story
- Combining pictures and words to tell a story
- Considering the effects of the visual aspects and layout of a text on its audience
- Selecting appropriate and interesting words and pictures to tell a story
- Using word-processing software to create stories

Stafford 2011: 48-49, adapted
5. Four examples of media use

Intermediate learners: weather reports with fun

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Weather maps, rules of the game on OHP transparency or slide, cardboards, felt-tipped pens</th>
</tr>
</thead>
</table>
| Procedure | **Activity 1 (pre)**: S receive a worksheet with a word cloud containing weather vocabulary. S are asked to categorize the vocabulary items into a table with columns reading “hot words,” “cold words,” “wet words,” “other words,” “collocations,” and “phrases/sentences.”

**Activity 2 (pre)**: T explains the game and provides the necessary material. S form 5 teams and choose their weatherman, who studies the weather map and is prepared to deliver a short weather report (2.5 min). The teams prepare sets of cards (9 cards with weather-related words/collocations, 1 card with a random/unrelated word).

**Activity 3 (during)**: the game starts with the weatherman from team 1, followed by teams 2 through 5. The weatherman delivers a short weather report. At the same time, the members of the four opposing teams present him/her with one card each so that at any given time there will be a total of four cards visible. The challenge is to meaningfully incorporate as many words as possible into the weather report. As soon as a word is incorporated (successfully or not), this card disappears from sight and a new card appears. The weatherman’s team receives 1 point for each word that was incorporated successfully.

**Activity 4 (post)**: T announces the winner and awards a small prize. T and S evaluate the game during a short feedback phase. Depending on the feedback, T adapts the game.

| Objectives | Revising and consolidating weather-related vocabulary

| | Improving speaking skills

| | Facilitating social competences through teamwork

| | Giving and receiving feedback

Grimm & Riecken 2014, adapted
### 5. Four examples of media use

#### Upper-intermediate learners: telling stories in pictures

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Smartphones, laptops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Activity 1 (pre):</strong> short introduction to mise-en-scène and camera work (e.g., settings, composition, lighting, focus, distance, perspective, angles).</td>
</tr>
<tr>
<td></td>
<td><strong>Activity 2 (during):</strong> in groups, S agree upon a topic and tell a story in three pictures only (no text). They are asked to exploit the options of mise-en-scène and the camera on the school grounds.</td>
</tr>
<tr>
<td></td>
<td><strong>Activity 3 (during):</strong> one member of each group shows the sequence of three pictures (on the smartphone or a laptop) to peers that walk from group to group. The peers narrate the stories suggested by the pictures.</td>
</tr>
<tr>
<td></td>
<td><strong>Activity 4 (post):</strong> S discuss the results with a focus on camera work, visual, and verbal narrative.</td>
</tr>
<tr>
<td>Objectives</td>
<td>Learning about camera/film techniques and technical vocabulary in a conceptual and creative way</td>
</tr>
<tr>
<td></td>
<td>Applying this knowledge by having a go at camera work and creating a story in pictures</td>
</tr>
<tr>
<td></td>
<td>Telling stories on the basis of picture sequences</td>
</tr>
<tr>
<td></td>
<td>Assessing and discussing results of visual and verbal interaction</td>
</tr>
</tbody>
</table>

project: M. Meyer, undocumented
5. Four examples of media use

Advanced learners: platform-based literature project

**Equipment**
- Computers, Internet, an online classroom on Edmodo (www.edmodo.com) with tasks, worksheets, and handouts

**Procedure**
- **Activity 1 (during)**: While reading the novel *A Long Way Down* (2005) by Nick Hornby, student groups are given the main task to choose one of the four protagonists in the novel and to study and describe his/her development throughout the novel. Students post their results (e.g., character sketches) on Edmodo at regular intervals (see deadlines). The other student groups are invited to comment on the posts, provide feedback, and suggest improvements in terms of language and content. In class, these products serve as a basis for further literary analysis and discussion.
- **Activity 2 (during/post)**: Students choose either a focus on multiperspectivity or intertextuality/intermediality in the novel. (1) **Multiperspectivity**: as an alternative to writing a journal entry from the point of view of a fictional character, student groups are asked to become psychological experts and write a medical report (based on the suicide intent scale: https://ebookbrowser.net/suicidal-risk-assessment-backs-suicide-intent-scale-doc-4956222275) about their character. Since the novel alternates between the four characters’ perspectives, students are provided with detailed insights into the characters’ minds. Students publish their medical reports on Edmodo for them to be commented on and also present their expert opinion in class. Students compare and reflect on the difference between literary and psychological discourses. (2) **Intertextuality**: the protagonists mention certain songs throughout the novel. These songs describe the situations the characters are in as well as their emotional state. Students publish their results on Edmodo for commenting and reporting back to the class.
- **Activity 3 (post)**: Students are invited to share on Edmodo songs they find most relatable when they feel in emotional turmoil. All students are advised to provide thoughtful feedback, avoiding insensitive and insulting comments.

**Objectives**
- Researching background information
- Analyzing stylistic aspects of a novel
- Writing formal and creative texts
- Commenting and giving feedback

Klemm & Grimm 2013, adapted
Recommended reading


Acknowledgments

The cartoons at the beginning of each ppt were designed by Frollein Motte, 2014. If not otherwise indicated, the copyright of the figures lies with the authors. The complete titles of the sources can be found in the references to the units unless given below. All of the websites were checked on 10 September 2014.

- **Slide 3:** Focal areas of media pedagogy, based on Hug 2002, 8-9
- **Slide 6:** Multiliteracies model, Cazden et al. 1996: 83
- **Slide 7:** Media literacy, based on Wermke 1997: 145
- **Slide 16:** Extract from Comenius’ Orbis sensualium pictus, [https://commons.wikimedia.org/wiki/Category:Orbis_pictus?uselang=de#/media/File:Orbis-pictus-024.jpg](https://commons.wikimedia.org/wiki/Category:Orbis_pictus?uselang=de#/media/File:Orbis-pictus-024.jpg)
- **Slide 17:** Blended learning: media, methods, and theories, adapted from Wiepcke et al. 2008: 30

Chapter 5: Grammar and vocabulary
Acknowledgments


- Slide 30: word cloud created with tagxedo.com, weather reports with fun, adapted from Grimm & Riecken 2014

- Slide 31: https://en.wikipedia.org/wiki/Point_of_view_shot#/media/File:The_Driller_Killer_Pinball_Scene_Shot_to_Shot.png; project M. Meyer, undocumented

- Slide 32: screenshot of project homepage, https://toppersjump.wordpress.com; Platform-based literature project, adapted from Klemm & Grimm 2013

Chapter 5: Grammar and vocabulary