

THE LANGUAGE OF (NET?) TELEVISION

Can we use tv to stimulate student's use of language?

In an age of constant web communication what kind of tv are we dealing with?

What are the educational implications of using the web and net tv in class?



TV and language

Students are exposed to different accents, registers, general and specialized vocabulary

They can study speaking strategies: e.g. practice how to use '**minimal responses**', i.e. idioms and phrases used to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Minimal responses enable a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

TV and language

- ◆ Communication is associated with a predictable set of spoken exchanges, a sort of **script**.
- ◆ Greetings, apologies, compliments, invitations, obtaining information etc. are influenced by social and cultural norms and often follow fixed patterns.
- ◆ By observing dialogues in natural contexts students practice in managing and varying the language that different 'scripts' contain.
- ◆ TV can be a source of natural language

TV and Language

- ◆ Language learners are often embarrassed or shy especially when they do not understand another speaker or when they realize that a conversation partner has not understood them.
- ◆ Students overcome this reticence by observing that misunderstanding and the need for clarification can occur in any type of interaction.
- ◆ Students can identify strategies and phrases used for clarification and comprehension check by observing natural conversation.
- ◆ Body language is also relevant > TV provides all this

TV language: real?

- ◆ Content and the language used to discuss anything on tv should be distinguished.
- ◆ TV language is created on purpose (script) but in interviews, reports etc. it is usually spontaneous.
- ◆ Becoming aware of this is a way to develop student's awareness and help them to watch tv in a more critical way.
- ◆ Recognizing registers, inappropriate, vulgar or rude language is a way to avoid it and control one's language in different situations (mixing registers and a sloppy choice of vocabulary can be perceived as impolite or aggressive in non-native speaker).

What are the implications of using (net)TV in class?

- ◆ Media activities require that people are active in any communication situation. Accordingly, the use of the media in education, should help students to rethink their own role, expectations and to recognise their own communication needs and shortfalls.
- ◆ Students should also realise that the mass media intentionally arouse the need for consumer-oriented behavior and that new types of individual and mass communication extend their options for active participation in economic, political and cultural life.

What are the implications of using (net)TV in class?

- ◆ To develop student's active response to the media it is important to:
 - ◆ (1) incorporate pre-viewing discussion
 - ◆ (2) use viewing and note-taking as part of an 'active viewing' strategy

What are the implications of using (net)TV in class?

- ◆ (3) discuss open-ended critical questions that involve students in analyzing the author's purpose, point of view, issues of representation, and methods of developing ideas through language, image, and sound
- ◆ (4) implement simple media production activities that promote an appreciation for the structure of media messages.

(Net)TV as a TEFL resource

- ◆ Key issues:
 - ◆ Web TV and CLIL
 - ◆ Web TV and listening/ speaking activities
 - ◆ Genres related to TV:
 - ◆ review
 - ◆ storyboard
 - ◆ script

A word cloud centered around the text "Web 2.0". The words are arranged in a circular pattern around the center, with varying font sizes and colors. The colors range from dark blue to light blue. The words include:

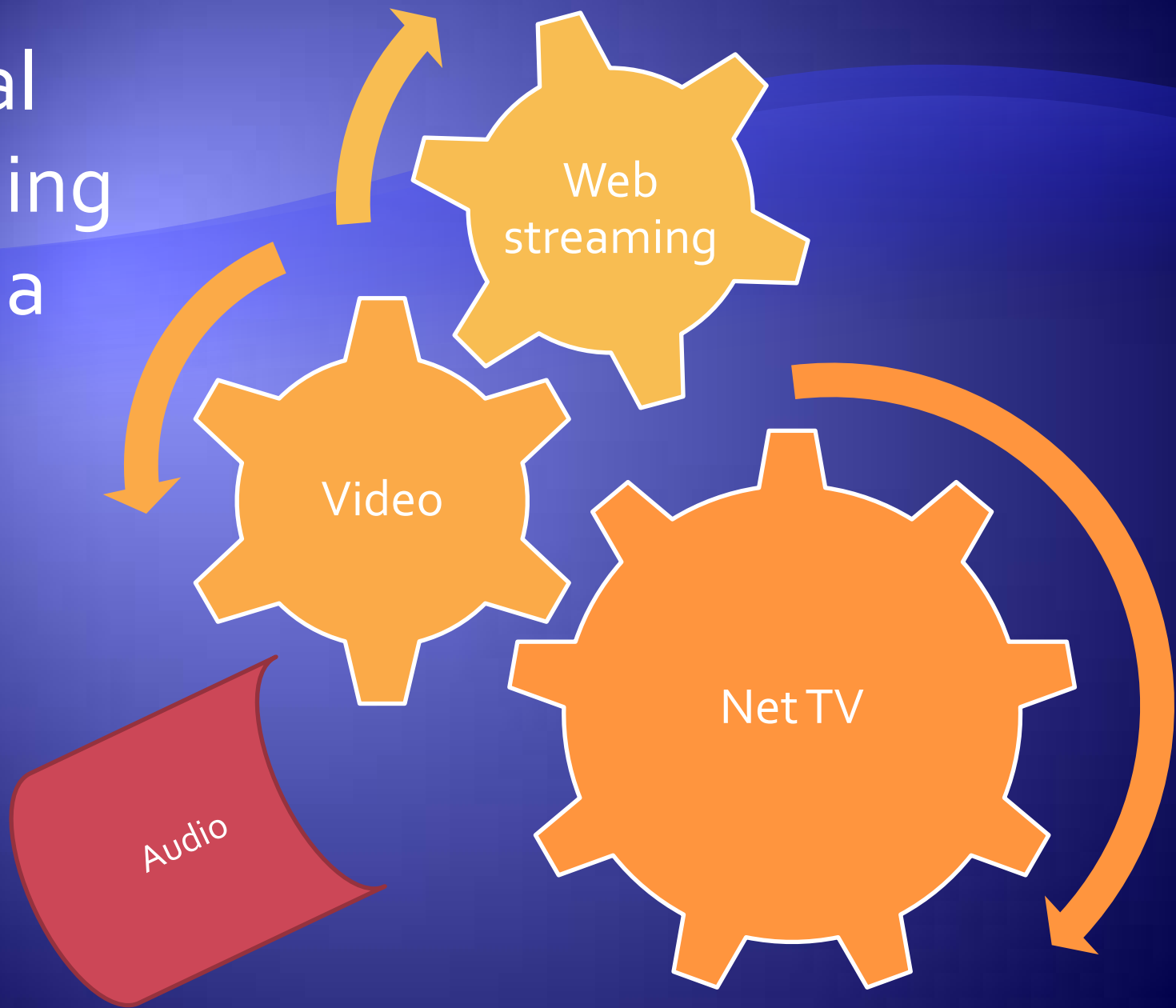
- Aggregators
- Folksonomy
- Wikis
- User Centered
- Joy of Use
- Participation
- Six Degrees
- Usability
- Widgets
- Recommendation
- Social Software
- FOAF
- Simplicity
- Browser
- Videocasting
- Podcasting
- Sharing
- Collaboration
- Perpetual Beta
- AJAX
- Audio
- IM
- Video
- Convergence
- Design
- CSS
- Pay Per Click
- UMTS
- Mobility
- Atom
- XHTML
- SVG
- Ruby on Rails
- VC
- Trust
- Affiliation
- OpenAPIs
- RSS
- Semantic
- Web Standards
- SEO
- Economy
- OpenID
- Remixability
- REST
- Standardization
- The Long Tail
- DataDriven
- Accessibility
- Microformats
- Syndication
- XML
- Modularity
- SOAP

- ◆ The web is used for different purposes and it is devised to have people **participating, interacting, self-producing** contents.
- ◆ The web has and is changing the way we get information and produce information by taking part in communication or, to put it in another way, in **discourse**.
- ◆ Newspapers and traditional TV are not the only way to access the world: students experience multimodal communication.
- ◆ Audio-visual learning is crucial in their native language and in EFL.



- ◆ Cognitive psychology research suggests that **visual learning** is one of the best methods for teaching students of all ages.
- ◆ By transforming abstract ideas into concrete ones, visual learning skills help students **to select and interpret information**.
- ◆ In practice, **visual learning works as background** for writing, reporting, analysing, discussing, and helps students to **focus** their thoughts and ideas.
- ◆ Concept mapping, plans and storyboards are some of the techniques used in visual learning and they can be used along more traditional means i.e. reviews, scripts.

Visual learning media



- ◆ Information about any topic (clil applicable) can be collected through videos (listening)
Downsized, interpreted and digested by using visual mapping formats.
- ◆ Information can be used to discuss (speaking) and plan (writing) texts (videos) for further discussion



metalanguage > develop awareness

By using Net TV

- ◆ Students may watch TV and be equally interested in **web streaming** (net tv/ video).
- ◆ Web streaming/ Net TV/ video download allow **interaction** v.s. passive use of web and language
- ◆ Students can be encouraged to 'imagine', plan or realize videos or create texts related to video/ television production and programming
- ◆ You can generate interest and offer a different perspective on a topic
- ◆ Stimulate critical thinking and media awareness

Examples:

- ◆ Clil projects can use visual materials for effective learning support
- ◆ (eg. BBC History <http://www.bbc.co.uk/history/programmes/archive.shtml>)
- ◆ (eg. “How is made” http://science.discovery.com/tv/how-its-made/#fbid=4peq7nBpfJ_s.com/tag/internet/)
- ◆ <http://www.nobelprize.org/educational/>
- ◆ (eg. Interviews, documentaries etc. > challenging/ to be used only in abridged format)



Discuss:

But:

- ◆ Should teachers use **authentic materials** or EFL targeted ones?
- ◆ Should teachers **mediate materials**?
- ◆ To what extent?
- ◆ How can we **select** the most appropriate video/ programme?
- ◆ Could digital materials be regarded as **thought provocative? offensive?**
- ◆ Is there an **educational responsibility** in using authentic materials?

Language skills and education

- ◆ Technologies help language learning and develop students ability to *understand the potentials of language*
- ◆ Technologies help education and develop students ability to understand how their (the) world is shaped by communication (media language)



Language skills and education

- ◆ TV still belongs to a pre-internet world but it stores a huge amount of information
- ◆ It still represents an accessible means of information > archives are a precious source of materials

- ◆ By talking about television you can develop students awareness about the medium
- ◆ By using a foreign language (English) they can learn how :
 - ◆ to **take part** in media communication
 - ◆ to **carefully** access the web by selecting information
 - ◆ to **cautiously** write their own ideas
 - ◆ to **sensibly** speak with and listen to other people



Chat/
Weblog

Suggestion 1

- ◆ **Metalinguage**: use TV to talk about TV language and compare old style tv and net tv (programs about the history of tv)
- ◆ *Metalinguage addresses issue such as how language is manipulated, how communication has changed in time, how society is represented (e.g. tv advertising)*
- ◆ **Download items from <http://archives.museum.tv/>**
- ◆ Start from a very simple set of information: what do you know about the story of TV?



EXAMPLE

Example: John Reith (1889-1971) founder of the BBC

- ◆ He founded the BBC believing that television should provide **information, education and entertainment** without the direct intervention of the government and commerce. Television had to **serve the public** and educate the viewing audience: is it still the case? Discuss.
- ◆ http://www.bbc.co.uk/historyofthebbc/resources/in-depth/reith_1.shtml



Visit these sites and explore the BBC history:

- ◆ <http://www.teletronic.co.uk/tvera.htm>
- ◆ <http://www.bbc.co.uk/historyofthebbc/resources/index.shtml>
- ◆ <http://www.bbc.co.uk/historyofthebbc//innovation/index.shtml>

Will there be more regulation?

Is the web totally free? What about TV? And Net TV?

- ◆ Look for web TV on the net:
- ◆ What kind of “channels”, i.e. sites are available?
- ◆ What kind of programs are available on-line and off line?



Find materials at:

- ◆ <http://wwitv.com/portal.htm>
- ◆ <http://www.tvweb360.tv/>
- ◆ <http://www.tvchannelsliveonline.com/>

Observe:

- ◆ Traditional television genres: entertainment, documentaries, news bulletin, film, series, soaps, reality shows ...
- ◆ Remember that genres are not self contained: intertextuality (eg. The Simpsons)
- ◆ Hybridity (e.g. the X-files combining detective and science fiction stories) and the development of new forms of entertainment (realities) mix structures and conventions
- ◆ Setting and situation
- ◆ Themes

Suggestion 2:

Working with genres

- ◆ They can be analysed as a literary texts by focusing on:
 - ◆ Characters
 - ◆ Narrative form
 - ◆ Point of view
 - ◆ Dialogue (negotiation, dominant, oppositional forms)
 - ◆ Polisemy (message)



Practical suggestions

Activity: discussion

- ◆ Examine a daily television schedule:
- ◆ <http://www.tvguide.co.uk>
- ◆ What's on air?
- ◆ Can you relate it to people's daily routine?
- ◆ Observe the schedule both vertically and horizontally: is there a time for the news? Documentaries? Soaps? Magazine shows? Talk shows? Programmes for small specialized audiences?
- ◆ Can you still identify the public service objective to inform, educate and entertain the public?
- ◆ What happens in Italy?

Activity: write a review

- ◆ The language of TV reviews tells us about the position of the critic, provides information about the content of the programme:
- ◆ Read and compare a review in an official web site/ newspaper site and a Facebook page?
- ◆ <http://www.radiotimes.com/tv/recommendations>
- ◆ <http://www.guardian.co.uk/culture/television>

Activity: write a review

- ◆ What are the differences/ similarities?
- ◆ Choose a programme one type of text/ context (official website/ newspaper or FB page) and write your own

Activity: the storyboard

- ◆ The storyboard is a sequence of images (frames) which visualize a motion picture, animation, tv and interactive media sequence.
- ◆ Shots, images, scenery, music, are visual and auditory signifiers which complement the development of a programme.

Activity: the storyboard

- ◆ Along with flow-charts (used with hypermedia texts) they pre-organize and plan the structure of a text and are complete the script (pre-production).
- ◆ <http://accad.osu.edu/womenandtech/Storyboard%20Resource/>

Activity: a Script

- ◆ The script of a series includes dialogue and descriptions of characters and sets and key directions for acting (screenplay)
- ◆ To practice writing a screen play read the following guide:
 - ◆ <http://www.oscars.org/educationoutreach/teachersguide/screenwriting/activity1.html>

Activity: read a TV series script

- ◆ Here you can read full sample texts:
- ◆ http://www.simplyscripts.com/tv_all.html
- ◆ http://leethomson.myzen.co.uk/CSI/CSI_Miami_2x02_Dead_Zone.pdf

More resources

- ◆ <http://www.teachingenglish.org.uk/language-assistant/essential-uk/reality-tv>
- ◆ http://dppd.ubbcluj.ro/adn/article_2_1_9.pdf
- ◆ <http://www.onestopenglish.com/support/methodology/teaching-technologies/teaching-technologies-teaching-english-using-video/146527.article>