

# Unit 10: Print Media Project

## Goals:

Speaking: Interaction, use of all language skills, communicative competence

Higher order thinking: Discussion, collaboration, creation, and evaluation

Process Writing: Print media project

Autonomy: Self-directed learning, group responsibility

Reflection and self-assessment

Unit 10 completes *Freshman English Book 2* and the Freshman English Program. Students have studied on the program for two semesters and should now be much more communicatively competent and literate than when they started. In addition, it is hoped that students are more confident, motivated, and autonomous. Finally, the program will have achieved its goals if students have acquired learning strategies and can achieve their goals as identified by their own needs analyses.

This final Unit gives students an opportunity to exercise these skills through more project work and to show what they can do by themselves, with guidance from the teacher (as language resource) when requested.

The project is a 'print media' project. This means newspapers, newsletters, magazines, or brochures. Students in groups are invited to choose one of these genres and make their own project in that genre. Students typically welcome this freedom and responsibility, and surprise the teachers by coming up with amazing work. It is not necessary, therefore, to 'teach' the project. At this point, the teacher's role is complete facilitation and the learning environment should be a workshop environment. Students have the opportunity here to make decisions together, assign roles, decide on the design and format, and come up with a final product.

The group projects are shown to other students in the final week, when the groups give presentations to each other. As in the drama project (Unit 9), these presentations are self-assessed and peer-assessed, before students give written feedback on the program.

The activities in this Unit follow Fried-Booth's (1986) principle of letting learners take progressively greater responsibility. "The teacher decides on introductory and bridging topics, but once the introductory stages are over, learners are ready for full-scale projects in which they take wider responsibility for topic choice as well as topic execution" (Teacher's Notes for Unit 9). Thus, the activities in this Unit begin with setting the schema, move into a dialog about print media, a reading passage about print media, and then into brainstorming, outlining, drafting, etc.

Teachers might want to promote awareness of print media and their scope, by bringing some English-medium newspapers into class and asking students (pairs or groups) to find information in them. This can serve as inspiration and even as a checklist for their projects, as well as demonstrating the great variety of possible contents – and formatting. The activity on the following page is an example of a worksheet for this type of activity.

Further links about print media are offered on the website for this Unit:

<http://www.finchpark.com/KNUFLE/book-2/index.html>.

# Newspaper Information Search

1. The teacher will give your group a newspaper written in English.
2. Find the following information in the newspaper.

1. What is the name of the newspaper?	
2. What is the date on the newspaper?	
3. How much does the newspaper cost?	
4. What is the contact phone number?	
5. What is the contact email address?	
6. Who is the Editor?	
7. When did the newspaper start? (Year)	
8. Write the name of any reporter.	
9. Where is the newspaper printed?	
10. What page is the domestic news on?	
11. What page is the business news on?	
12. What page is the weather news on?	
13. What page is the sports news on?	
14. What is the weather outlook?	
15. Is there an "Opinion" column?	
16. Is there an "Advice" column?	
17. Is there a "Lonely hearts" section?	
18. What is today's exchange rate? (\$ - W)?	
19. Are there any classified ads?	
20. Find the phone number of a restaurant.	
21. Write the date and venue of a concert.	
22. Find the location of an art exhibition.	
23. Find the score of a sports event.	
24. Write the name of a movie showing today.	
25. Write the phone # of a Real Estate Agency.	
26. Write the phone # of a Travel Agency.	
27. Write the cost of a plane ticket.	
28. Write the name and time of a TV show.	

## Page 97: The print media

Goals	Setting the schema, predicting, understanding headlines
Input	Information, instructions, headlines
Activities	Reading headlines, assessing them for probability
Teacher's role	Facilitator, monitor
Students' role	Participant, partner
Settings	Classroom, pairs

As usual, the first activity in this Unit is a schema-setting activity, but this time it is completely pair work, rather than individual exploration followed by pair work. Students are given seemingly implausible headlines and asked to talk about their level of possibility. On the one hand these headlines can suggest topics of interest to students when writing their own headlines and articles. On the other hand, they serve to remind students that strange things happen in life. It is good to keep an open mind. Who could have predicted the smart phone 20 years ago? Who would have expected a woman to be president of Korea?

## Page 98: Campus friends: The newspaper

Goals	Group reading, readers' theatre, deduction, discussion
Input	Information, instructions, images
Activities	Reading the dialog and deciding who speaks each line (problem solving)
Teacher's role	Facilitator, monitor
Students' role	Participant, conversation partner
Settings	Classroom, groups

Having been accepted as reporters, three of the friends discuss their articles for the school English newspaper. This dialog provides ideas for students for their own print media articles.

This is also a problem solving exercise, in that the names of the speakers are not provided. Students have to deduce who is speaking at any time and write their names in the left column. The complete dialog is in the Answer Section, at the back of the book.

## Page 99: Reading: Print media

Goals	Reading, comprehension, information about print media
Input	Information, instructions, texts
Activities	Reading articles, comprehending, learning, discussing
Teacher's role	Facilitator, monitor, participant
Students' role	Active participant
Settings	Classroom, groups

This page offers a sample of a newsletter format, as well as giving reading content about the four print media types that can be used for the project.

Further reading passages are available on the website for this Unit: <http://www.finchpark.com/KNUFLE/book-2/index.html>.

## Page 100: Print media project: Preparation

Goals	Brainstorming
Input	Instructions, print media genres for brainstorming
Activities	Discussing the genres and making a choice
Teacher's role	Facilitator, monitor, participant
Students' role	Participants
Settings	Classroom, groups

The instructions at the top of the page have information about the project. They are followed by a list of 7 items giving further, more specific information. The main content of the page then asks students (in groups) to choose their print media (Step 1) and gives suggestions. Step 2 asks them to discuss the content of their project and gives more suggestions. Many of these are based on reading passages in *Freshman English 1* and *2*. Step 3 then asks students to discuss roles.

Each student should write at least one article, and it is hoped that many will write more. The second article could be more light-hearted in its content, or could be more visual (cartoons, puzzles, games, etc.). The projects might also need one student to be the main editor, another student to be in charge of making the final computer files, etc. This is up to them. An important part of group work is identifying each other's strengths and maximizing them.

## Page 101: Print media project: Planning

Goals	Brainstorming, outlining
Input	Instructions, spaces for writing the contents of each page
Activities	Discussing the contents of each page, planning the format
Teacher's role	Facilitator, monitor, participant
Students' role	Participants
Settings	Classroom, groups

This page continues the planning process by giving students a page on which to plan the overall form and content of their print media. Having decided the genre and broad topic, they can now think about specific pages and authors for the contents of those pages. They will also want to allocate roles in terms of collecting the files and formatting them on computer.

Spaces for 12 pages are offered here. Students might want to have fewer pages or even more pages. In the latter case, they will need more paper, or they can perhaps do the outlining on two books, with the second book having pages 13 – 24. Most print media and periodicals are formatted in terms of units of 4 or 8 pages.

If students are making a magazine, then page 1 will be the cover and page 2 the inside cover. They will also need a back cover and back inside cover.

This page is in the nature of a storyboard and should help individual students to get an overall picture of their publication. It should also help them to see where their contribution(s) fit into that overall picture.

## Page 102: Brainstorming: My article(s)

Goals	Individual brainstorming
Input	Information, instructions, brainstorming boxes
Activities	Thinking, deciding, planning
Teacher's role	Facilitator, monitor, language resource
Students' role	Author
Settings	Classroom, individuals

Coming directly after the overall planning and outlining page, this page helps students to think individually about the contents of their articles. The format of this brainstorming page implies that a five-paragraph essay is desirable. This is a fitting end to the paragraph work that has progressed over the last two semesters.

Students should each write at least one article to show what they can do after two semesters of studying and improving their writing skills. This can vary with the level of the students, but they should all be encouraged to produce their best writing.

## Page 103: My first article: First draft

Goals	Process writing, first draft, creativity
Input	Information, instructions, sheet for writing
Activities	Writing, creating, formatting
Teacher's role	Facilitator, monitor, participant
Students' role	Author, editor
Settings	Classroom, individuals, pairs

Following on from the brainstorming page, this page is situated so that students can view both the brainstorming page on the left and this first draft page on the right, when they open their books. They can thus work on their first drafts while checking the brainstorming page for ideas, content, and flow.

It would be good if students could write more than one article. On the other hand, they might try collaborating on an article. In this case, two students could produce two articles, or one lengthy article (according to level and ability of the students) with graphics.

This following pages offers lots of empty space for writing the various drafts. Advanced students will want to fill the pages and might even need more paper, while basic level students will be able to write at least a paragraph and supplement this with images.

The instruction at the bottom of this page asks students to peer edit each other's first drafts. This part of the writing process should not be forgotten at this stage. The projects will be peer-assessed, and students need to produce their best efforts.

## Page 104: My first article: Final draft

Goals	Process writing, final draft, creativity
Input	Information, instructions, sheet for writing
Activities	Writing, creating, formatting
Teacher's role	Facilitator, monitor, participant
Students' role	Author, editor
Settings	Classroom, individuals

This empty page is for the final draft of the first individually produced article. Having received peer feedback, students write their final draft and then give it to whoever is collecting the articles and formatting them into a newspaper/newsletter/magazine/brochure on computer. This should be an ongoing process and teachers might want to remind students about this. If students are not confident in making or formatting print media, there are lots of templates online, particularly at <http://office.microsoft.com/en-us/templates/>.

## Page 105: My second article: First draft

Goals	Process writing, first draft, creativity
Input	Information, instructions, sheet for writing
Activities	Writing, creating, formatting
Teacher's role	Facilitator, monitor, participant
Students' role	Author, editor
Settings	Classroom, individuals, pairs

If students feel able to take on another article, pages 105 and 106 offer empty space for them to prepare their versions. It could be good to make this second article more visual (images, cartoons, etc.) or lighter (weather forecast, etc.). These two pages offer more room for advanced students, while suggesting to everyone that they might try to write in various genres. On the other hand, pages 103-106 could be used to write drafts for one lengthy feature article.

## Page 106: My second article: Final draft

Goals	Process writing, final draft, creativity
Input	Information, instructions, sheet for writing
Activities	Writing, creating, formatting
Teacher's role	Facilitator, monitor, participant
Students' role	Author, editor
Settings	Classroom, individuals

See the comments for pages 103-105.

## Page 107: Project completion and presentation: Checklist

Goals	Planning, preparation, organization
Input	Information, instructions, checklist for planning and organizing
Activities	Discussing and making plans, checking actions and processes
Teacher's role	Guide, mentor
Students' role	Participant
Settings	Classroom, groups, everyone, outside the classroom, individuals

The instructions at the top of this page remind students to collect all the articles and make the final version of their print project. This should have been an ongoing process from the start of the project, but some groups might need reminding at this point. They will need to

print the final version in order to show it during their presentation, unless they are able to use a computer and beam-projector.

The checklist takes students through the process of planning, preparing, practicing, pre-presenting, and assessing. Students should be encouraged to use this checklist, since it models another learning strategy that will be useful to them now and in later life.

## Page 108: Project and presentation self-assessment

Goals	Evaluation, reflection, awareness raising
Input	Information, instructions, criteria
Activities	Reflecting on the project and the presentation
Teacher's role	Guide, mentor
Students' role	Participant
Settings	Classroom, individuals

This page provides an opportunity for students to assess their participation, effort, and achievement during the making of the project and the giving of the presentation. The function of this activity is to help students to reflect meaningfully. This self-awareness is a learning strategy and leads to effective and realistic goal setting.

While this page is not graded in any way, it is important that students have the opportunity to self-assess. This activity could be completed in a couple of minutes. The teacher could then make the point that self-assessment is a positive event. If we are honest about our effort, our attitude, and our participation, this will help us to positively modify any aspects that need to be changed for effective learning to occur. The self-assessment is the first step. Having done this, we need to think about the results and what we can do to improve them. This will empower us to set goals and make realistic achievements in the realization that effort leads to success; positive attitudes make for positive results. Even at this stage in the program, it is worth making these points so that students can think about them and take their thoughts into the next round of study.

## Page 109: Project and presentation peer-assessment

Goals	Evaluation, reflection, awareness raising
Input	Information, instructions, criteria
Activities	Reflecting on the projects and the presentations
Teacher's role	Guide, mentor
Students' role	Participants
Settings	Classroom, individuals

This part of the program is very important, since students are winding up the semester and giving feedback on the group projects. While the marks they give and the comments



they write on this page will be useful data for teachers interested in research, they are also valuable as reflections made by the students. These reflections implicitly compare their own presentations with those of the other groups and are thus an indirect form of self-assessment.

English learning does not stop with the course. Students should see this program as a stepping-stone to the English that they need in their careers and future lives. Reflection and assessment aid goal setting and lifelong learning. The end of this program is an open door into the future.

## Page 110: Final discussion: Looking back and looking ahead

Goals	Reflection, goal-setting, consciousness raising, planning
Input	Information, instructions, discussion questions, images
Activities	Discussion
Teacher's role	Guide, mentor
Students' role	Participant
Settings	Classroom, pairs

Before giving their final course feedback, students are asked to look back on their freshman year and the current semester, and forward to their future learning path. While there might not be much time available at this stage in the semester, this is a valuable piece of reflection and planning that all students can benefit from. It is hoped that everyone will be able to look at this page and discuss the questions on it.

The images on this page also remind students of the six campus friends who have been working through the concepts in Book 2. These campus friends represent the freshman students and are also asking each other the questions on this page.

## Page 111: Review page

Goals	Evaluation, reflection, goal setting
Input	Instructions, questions, space for comments
Activities	Course assessment, self-assessment
Teacher's role	Guide, mentor
Students' role	Evaluating, reflecting
Settings	Classroom, individuals

As in Book 1, students give feedback on the semester, looking at the course, the textbook, the teacher, and their own performance. An important aspect and goal of the program is to raise awareness in students and to encourage them to think in terms of ongoing professional and personal development. This feedback sheet therefore looks both back and forward.

There are many things to do in this final Unit. However, the note at the bottom of this page suggests that students might like to perform the self-assessment on page 20 (Needs Analysis) again. This would be an interesting piece of feedback for them, showing that they have in fact learnt a number of useful skills during this semester. It is often difficult to realize how much we have grown over the semester, and this sort of feedback can be very encouraging.

Students might also like to revisit the self-assessments on Reading (page 40), Writing (page 50), Speaking (page 70), and Listening (page 80).

## Page 112: Au Revoir!

Goals	Saying farewell, making contacts
Input	Instructions, images
Activities	Saying farewell, bonding
Teacher's role	Guide, mentor
Students' role	Participating
Settings	Classroom, everyone

While the program aims to promote lifelong learning, it is time to say goodbye for now to the students. Hopefully this will not be the end of English study or English use for them; it is simply the end of the program. It is important therefore to take some time to be aware of what is involved in leave-taking and to talk about staying in touch or just saying goodbye peacefully.

The six characters who have been with us during Book 2 take their leave by waving goodbye to the readers, saying "Au revoir!" rather than goodbye, and thus suggesting further language learning in the future.