

Частное учреждение образования  
«Институт современных знаний имени А. М. Широкова»

Факультет гуманитарный  
Кафедра межкультурной коммуникации

СОГЛАСОВАНО  
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СОГЛАСОВАНО  
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# **ЯЗЫК СРЕДСТВ МАССОВОЙ КОММУНИКАЦИИ**

*Электронный учебно-методический комплекс  
для студентов 3-4-го курсов специальности 1-23 01 02 Лингвистическое  
обеспечение межкультурных коммуникаций (по направлениям)*

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Учебно-методический комплекс представляет собой совокупность учебно-методических материалов, способствующих эффективному формированию компетенций в рамках изучения дисциплины «Язык средств массовой коммуникации».

Для студентов вузов.

## ВВЕДЕНИЕ

В современных условиях важным направлением в образовательном процессе является эффективное использование информационных технологий. Разработка и внедрение электронных средств в высших учебных заведениях и распространение дистанционной формы обучения обеспечивают качественно новый уровень обучения, построенный на принципах интерактивности и информационной открытости.

Актуальность создания электронного учебно-методического комплекса (далее – ЭУМК) по учебной дисциплине «Язык средств массовой коммуникации» обусловлена его принципиальным отличием от традиционно применяемых печатных дидактических комплектов и его профессиональной направленностью.

Электронный учебно-методический комплекс по дисциплине «Язык средств массовой коммуникации» предназначен для организации процесса обучения на гуманитарном факультете, готовящего специалистов по межкультурной коммуникации по специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций». Данный ЭУМК соответствует требованиям к содержанию и уровню подготовки специалистов, сформулированных в Государственном образовательном стандарте для высших учебных заведений и на основе учебного плана Института.

Цель создания комплекса – формирование у студентов системы ориентирующих знаний об актуальных и дискуссионных вопросах теории норм современного литературного языка и проблемах их реализации в языке СМИ.

В процессе обучения также реализуется профессиональная цель, предполагающая умение использовать знания, полученные при изучении курса «Язык средств массовой коммуникации», то есть использование рациональных программ общения при соблюдении правил риторики и вербального этикета – владеть аргументированной продуктивной речью в форме монолога, диалога или полилога в следующих жанрах: лекция, доклад, беседа, «круглый стол», дискуссия, дебаты, интервью.

Данный комплекс разработан в соответствии с рабочей программой по учебной дисциплине «Язык средств массовой коммуникации» для студентов 4-5 курсов дневной формы обучения, с учетом реальных возможностей и потребностей и рассчитан на активную аудиторную и самостоятельную внеаудиторную работу.

ЭУМК по учебной дисциплине «Язык средств массовой коммуникации» состоит из теоретического и практического разделов, раздела контроля знаний и вспомогательного раздела.

Теоретический и практический разделы содержат необходимые теоретические сведения, текстовые и послетекстовые задания, а также задания для аудирования. Практические устные и письменные задания способствуют развитию умений давать характеристику и анализировать медиатекст как базовую категорию языка СМИ; применять полученные теоретические сведения и практические навыки в журналистской деятельности, в частности – при создании собственных медиатекстов; а также использовать полученные знания для эффективного обеспечения межкультурной коммуникации.

Раздел контроля знаний содержит задания для самостоятельной работы, ситуационные задачи по теме, перечень вопросов к экзамену.

Во вспомогательный раздел входят учебная программа по дисциплине и списки основной и дополнительной литературы.

# 1. ТЕОРЕТИЧЕСКИЙ РАЗДЕЛ

## UNIT 1. THE MEDIA AND THEIR AUDIENCES

### OUTLINE

1. Defining the Media.
2. Using the Media.
3. The power of Mass Media.
4. Categorization of the Media.
5. Categorizing audiences. Target audience.

### 1. Defining the Media

1.1 Read the dictionary definitions of 'medium' and 'media' given below.

**medium 1** a way or means of expressing your ideas or means of communicating with people.

e.g.: *I went to secondary school in a country where English is not the medium of instruction.*

**2** a substance or material which is used for a particular purpose or in order to produce a particular effect.

e.g.: *Air is a medium for sound. I think watercolour is an extremely difficult medium to work with.*

**media 1** the media are television, radio and newspapers/magazines regarded as a group. e.g.: *The Media entertain or spread news and information to a large number of people.*

*The news media are interested only in bad news.*

**2** is a plural of medium.

In English, a distinction is made between the first and second senses of the term media by the use of a definite article. People talk about the media when they are referring to newspapers, magazines, television and radio, but media when they are using the word as the plural of 'medium'.

1.2 Make up sentences with the words *medium, media, the media*.

1.3 Explain what you understand by the terms. Give Russian Equivalents for these terms: *media coverage, media event, media hype*.

1.4 Match these definitions with the words given above. Write down them.

- a) *the amount of time or space given to an event by the media;*
- b) *an event that the media give a lot of attention to;*
- c) *a lot of attention given to an event by the media, making it much more important than it really is.*

1.5 Say what is the media event of these days (media hype) and its coverage?

## 2. Using the Media

2.1 We live in an increasingly media-literate society. We hear and see news through television, radio, print and online media constantly and ideas and opinions are formed by them.

The media appeal to different groups of people who use the media in a variety of ways and who have different characteristics and interests.

The functions of mass communication in society could be paralleled by statements about how the media function at the level of the individual, how the individual uses mass communication. At the individual level, the functional approach is given the general name of the uses-and-gratifications model. The various uses and gratifications are classified into four categories: **cognition; diversion; social utility; and withdrawal.**

### Cognition

Cognition is the act of coming to know something. When a person uses a mass medium to obtain information about something, then he or she is using the medium in a cognitive way. At the individual level, there are **two different types** of cognitive functions. One has to do with using the media to keep up with information on current events, while the other has to do with using the media to learn about things in general or things that relate to a person's general curiosity. It has been found that many people give the following reasons for using the media:

- I want to understand what is going on in the world;
- I want to know what political leaders are doing;
- I want to satisfy my curiosity;
- The media make me want to learn more about things;
- The media give me ideas.

### Diversion

Another basic need of human beings is for diversion. Diversion can take many forms. Some of the forms identified by researchers are:

- (1) stimulation, or seeking relief from boredom or the routine activities of everyday life;
- (2) relaxation, or escape from the pressures and problems of day-to-day existence;
- (3) emotional release of pent-up emotions and energy. Let us look at each of these gratifications in more detail.

**Stimulation.** Seeking emotional or intellectual stimulation seems to be an inherent motivation in a human being. Psychologists have labeled these activities lucid behaviors – play, recreation, and other forms of activity that seem to be performed to main-

tain a minimum level of intellectual activity. Many people report that they watch, read, or listen simply to pass the time the media have taken.

**Relaxation.** When faced with overload, people tend to seek relief. The media are one source of this relief. Watching *channels* or reading magazines represents a pleasant diversion from the frustrations of everyday life. Some might relax by listening to serious /cinema classical music. The content is not the defining factor, since virtually any media material might be used for relaxation by some audience members.

**Emotional Release.** The use of the media for emotional release is fairly obvious. For instance, emotional release can take more subtle forms. One of the big attractions of soap operas, for example, seems to be that many people in the audience are comforted by seeing that other people have troubles greater than their own. Other people identify with media heroes and participate in their triumphs. Such a process evidently enables these people to vent some of the frustrations connected with their normal lives. Emotional release was probably one of the first functions to be attributed to media content.

### **Social Utility**

Psychologists have also identified a set of social integrative needs, including our need to strengthen our contact with family, friends, and others in our society. The social integrative need seems to spring from an individual's need to affiliate with others. The media function that addresses this need is called social utility, and this usage can take several forms. First, we talked with a friend about a TV program. Or we have discussed a current movie or the latest record you heard on the radio. If so, we are using the media as conversational currency. The media provide a common ground for social conversations, and many people use things that they have read, seen, or heard as topics for discussion when talking with others.

### **Withdrawal**

At times, people use the mass media to create a barrier between themselves and other people or activities. For example, the media help people avoid certain chores that should be done.

People also use the media to create a buffer zone between themselves and other people. When you are riding a bus or sitting in a public place and do not want to be disturbed, you bury your head in a book, magazine, or newspaper. If we are on an airplane, we might insert a pair of earphones in our ears and tune everybody out. Television can perform this same function at home by isolating adults from children or children from adults .

## **Content and Context**

In closing, we should emphasize that it is not only media content that determines audience usage, but also the social context within which the media exposure occurs. For example, soap operas, situation comedies, movie magazines all contain material that audiences can use for escape purposes. People going to a movie, however, might value the opportunity to socialize more than they value any aspect of the film itself. Here the social context is the deciding factor.

It is also important to note that the functional approach makes several assumptions: audiences take an active role in their interaction with various media. That is, the needs of each individual provide motivation that channels that individual's media use.

1. The mass media compete with other sources of satisfaction. Relaxation, for example, can also be achieved by taking a nap or having a couple of drinks, and social utility needs can be satisfied by joining a club or playing touch football.

2. The uses-and-gratifications approach assumes that people are aware of their own needs and are able to verbalize them. This approach relies heavily on surveys based on the actual responses of audience members. Thus, the research technique assumes that people's responses are valid indicators of their motives.

### 2.2. The ways of utilizing the media.

Media can be used in almost any discipline to enhance learning, both in class, and also for out-of-class assignments. Short film and television clips, written articles, and blog postings can be viewed to reinforce concepts and spark discussion. Songs and music videos, especially when the lyrics are made available, can be used to the same effect.

Research suggests that people learn abstract, new, and novel concepts more easily when they are presented in both verbal and visual form (Salomon, 1979). Other empirical research shows that visual media make concepts more accessible to a person than text media and help with later recall (Cowen, 1984). In Willingham's (2009) research he asks a simple question to make his point, "Why do students remember everything that's on television and forget what we lecture?" -- because visual media helps students retain concepts and ideas. Bransford, Browning and Cocking also note the crucial role that technology plays for creating learning environments that extend the possibilities of one-way communication media, such as movies, documentaries, television shows and music into new areas that require interactive learning like visualizations and student-created content.

## The Advantages of Using Media:

1. Many media sources (feature films, music videos, visualizations, news stories) have very high production quality capable of **showcasing complex ideas** in a short period of time. This helps develop quantitative reasoning.
2. Media offers both cognitive and affective experiences. It can **provoke discussion, an assessment of one's values, and an assessment of self** if the scenes have strong emotional content.
3. The use of media sources help **connect learners with events that are culturally relevant**. As a result, a positive consequence of utilizing media is that instructors must keep their materials and examples up-to-date.
4. News stories can be used to **connect theories taught in the classroom with real world events and policies**.

## The Advantages of Media for Students:

1. Popular media (films, music, YouTube) are a familiar medium to students that helps gain attention and **maintain student interest** in the theories and concepts under discussion. Students can see the theories and concepts in action. In more than a figurative sense, theories and concepts leap from the screen.
2. Students can **hone their analytical skills** by analyzing media using the theories and concepts they are studying.
3. The use of media in the classroom **enables students to see concepts and new examples** when they are watching television, listening to music, or are at the movies with friends.
4. Students can **experience worlds beyond their own**, especially if the media is sharply different from their local environment.

In addition to numerous advantages, there are also a number of cautions that faculty should keep in mind in utilizing media. Using media requires a complete understanding of copyright law, an appreciation of the workload involved, and some skill in recognizing content that will enhance learning, instead of becoming a distraction.

### 3. The power of Mass Media

3.1. “The main aims of Mass Media are to keep people informed, to educate people and to entertain them”, say media organizations. But they mainly attempt to persuade people to share a particular set of values and beliefs. The Media affects people.

Now we need to look at the Media in terms of how media actions, interactions and reactions affect consumers of the Media. We need to look at how various educational,

business and government actions affect others and how compounding media impressions impact. Society as a whole is both a media audience and a media participant, the roles intersect, overlap and parallel at various times. Mass Media follows the principles to appeal to the viewers, they select information and give it and they form public opinion, draw attention to this or that problem, this fact makes them socially important.

3.2. Read the following extracts and approve of or disapprove of them.

Advantages of the media include that it allows information to be dispersed quickly and that it allows people to learn about cultures other than their own. Disadvantages of the media include that it can result in the spread of misinformation and the development of bad values.

Here are some certified educators' opinions:

Steph Muller

The first thing to understand about the media is that it is ever-changing. Twenty years ago, newspapers and radio were the primary sources of news and the best way to disperse information. Nowadays, printed newspapers are just about dead, and everyone gets the news courtesy of websites and social media.

Advantages of the media include the fact that media provides a way for information and news to be widely shared. This information ranges from basic stuff like the local weather and upcoming events to the exposition of injustices. A great example to consider is COVID-19. If there was no media (newspapers, radio, television, websites and social media), it would have been very difficult to spread the news that we are fighting a deadly virus, and the death toll would have been higher.

A second advantage of the media is that it exposes us to culture, art, and ways of life which we would otherwise never have known.

A third advantage is that thanks to advertising, the media provides a platform for businesses to gain market shares, thereby keeping the economy going.

On the flip side of the coin, there are many disadvantages and dangers to the media, and these have arguably been exacerbated by recent shifts in media. Twenty years ago, our news was found in newspapers and was written by trained journalists. Nowadays, anyone with a keyboard and an opinion can get published on the internet, and this can lead to hatred and misinformation.

I would argue that many media users behave unethically. Take for example the paparazzi who were chasing Princess Diana on the night that she died. They were willing to put people's lives at risk to get the photograph and make some money. To provide another royal family example, it seems that Kate Middleton is pregnant every week if one were to take certain media sources seriously.

The media gives rise to a need for good judgment and discernment, which are not attributes possessed by everybody.

Michael Koren

There are advantages and disadvantages of the media. One advantage of the media is that it is able to get information to the public in a quick and timely manner. The media can warn us of impending bad weather, dangerous situations in a city, a state, or the country. The media has the resources to expose injustices, corruption, or abuse of power that an average citizen would never be able to expose. This can lead to positive change in our country. The media has uncovered events where elected officials have been using government workers to campaign for them while they are supposedly working on government business. The media has uncovered scams where people try to take our money dishonestly. The media keeps us updated on news, weather, and sporting events. The media can play a very important and helpful role.

The disadvantages of the media include a risk of inaccurate reporting and a loss of privacy. Sometimes, in a rush to be the first to break a story, the media puts out incorrect or inaccurate information. This can be embarrassing, and depending on the information, it can harm a person's reputation. In the election of 1948, many newspapers reported that Dewey defeated Truman when in reality it was the other way around. It is very easy for people to use the media to make false claims or make claims that are only half true. Political candidates sometimes do this, and we recently saw a high-profile news reporter do this. It is hard to check everything that is reported or stated by the media. Additionally, with all the cameras and coverage today, there really is no privacy. When somebody makes a mistake or inadvertently says something wrong, it can get blown way out of proportion. The recent Miss Universe error is an example. The media has both positive and negative aspects associated with it.

Sarah Miles

This is a really loaded and great question! There are many advantages of the media. Nowadays it is so easy to get the latest breaking news. We are able to stay up to date on what is happening around the world. All we need to do is turn on our computer or smartphone and we can instantly have the news. We are able to see what other cultures have to offer. We are able to see how indigenous people are living in their own communities. The media offers a great outlet for people to learn more about other people's beliefs and values. It is a great tool for teaching children about other cultures, as well.

On the flip side of all the great things the media offers us, there are many dangers to be seen with how much media we are exposed to. Too much information can cause mass panic in some cases. If there is a wide outbreak of some mysterious illness in a

foreign part of the world, then some people may become panicked that the illness might come to where they live. The media can also be a bad thing with our children. Sometimes the media has a way of making kids think that there is only one to look or believe. Kids are thinking that what they see is the norm and they will do whatever they can to be like everyone else. Creativity and uniqueness has become something that is looked upon as bad in the media.

Isabell Schimmel

The major advantage of the modern mass media is that it can provide us with huge amounts of news and entertainment quite easily. This enriches our lives because it makes us better informed and it gives us things to do at all times.

There are many possible negatives about the media. Culturally, having a mass media can push us towards having a single culture. It can destroy regional cultures within a country and diminish the differences between different nations. Media can also have a huge impact on the values we have so that, for example, our children might develop bad values if they are constantly exposed to such values in the media.

#### **4. Categorization of Mass Media**

4.1. The Media can be classified according to:

1) the channel of information transmission. All the Media can be divided into **electronic** (television, radio, computer) and **print** (magazines, newspapers, flyers, newsletters, scholarly journals and other materials that are physically printed on paper). TV delivers information affecting two channels of people's perception: visual and audio. In newspapers the only channel i.e. visual channel is activated. In the newspaper the text is more important than that one on TV;

**Print Media** like Newspapers, Journals and Magazines are the basic oldest channels of communication between one source to another. **Print Media** are being **printed** in every regional language to facilitate the readers, to get information and knowledge in one's own mother tongue.

2) the size of the audience it embraces. The Media can embrace with their information the **international, national and local community**;

3) the quality of information they perform. **Tabloids (gutter press)** and **the quality newspapers**;

4) the type of information they perform. **Hard and soft news**;

5) the frequency of their coming. They are **daily, weekly, Sunday, monthly, weekend editions**.

4.2. **New Media** is any Media - from newspaper articles and blogs to music and podcasts – that are delivered digitally. From a website or email to mobile phones and

streaming apps, any internet-related form of communication can be considered new media.

New media doesn't necessarily refer to a specific mode of communication. Some types of new media, such as an online newspaper, are also "old media" in the form of a traditional printed newspaper. Other new media are entirely new, such as a podcast or smartphone app. It becomes even more complicated to define when you consider that as technology continues to advance, the definition continually changes.

Earning a new media degree can be an excellent way to develop a wide array of skills to work in media and technology across many industries.

"I think the most important thing to know about new media is that it is always changing," Bord said. "Though this does make it a challenging field because professionals have to be aware of the constant changes in trends and technologies, it also makes it a very exciting and dynamic field to enter."

Just a few examples of new media include:

- Websites;
- Blogs;
- Email;
- Social media networks;
- Music and television streaming services;
- Virtual and augmented reality.

Media is a vast industry that encompasses dozens of job roles that leverage skills ranging from writing and oral communication to coding, graphic design and more. Some common job roles for someone with a new media degree can include social media manager, public relations specialist and marketing executive.

By studying and working in new media, professionals in the field can develop strong and marketable skills that are valuable across a vast range of industries. From writing, editing and design to marketing and public relations, these skills can help you market yourself to too many types of employers to list.

As a new media professional, you can bring value to a company or organization because you will be prepared to apply your technical and soft skills to adapt to the ever-changing landscape in the field.

## **5. Categorizing audiences. Target audience**

**5.1.** Media industries categorize audiences so they are easily targeted. These categories include age, gender and class. Generally audiences are defined through their demographic profile or their psychographic profile.

An audience is categorized according to their class, income, occupation (high managerial, administrative or professional, supervisory, clerical and junior managerial, skilled manual workers, semi and unskilled manual workers, state pensioners, casual

or lowest grade workers, unemployed with state benefits). This is an audience defined by their values, attitudes and lifestyles; high managerial, administrative or professional, intermediate managerial, administrative or professional are the wealthiest and potentially have the highest disposable income.

People in their 50's plus, retired from a profession, and have a high disposable income with time on their hands. They are often adventurous and like to experiment and seek enjoyment from their remaining years. They are the fastest growing users of the internet.

A fashionable marketing term for pre-teens, girls in particular aged between seven and 11, a group having substantial purchasing power. They are more worldly wise, fashion conscious and more media-aware than children of this age used to be.

Generation Y. This is a term used to describe social groups born from 1983 -2007. The main concept behind this group is based around some of the key issues which have occurred within this timeframe such as development of the internet and September 11th. These issues are seen as affecting the values, attitudes and lifestyles of members of that group. Generation Y's key characteristics are a quest for physical security and safety, patriotism, heightened fears, acceptance of change and being technically savvy.

## **5.2. How media products target audiences.**

When considering how products attract and reach their target audience methods may include:

*Technical and audio codes:* editing, music, headlines etc.

*The language and mode of address:* this might target a specific audience whilst alienating another, for example, Grand Theft Auto's game cover might use lexis and tone specific to an audience of primarily young males who will understand the references and language as they are the intended audience.

*The construction:* the way in which a text is constructed, such as the opening sequence to a TV drama might use enigmas, multi-stranded narratives and stars associated with that genre.

*Platform:* an audience can also be targeted through the ways in which a product is marketed and distributed. For example, viral, online and social media campaigns for TV dramas are used to target a younger audience. The positioning of the audience – this may be through the camera shots and angles, the use of music and other audio codes, the language and mode of address.

## **5.3. Target audience**

A **target** audience is the intended audience or readership of a publication, advertisement, or other message catered specifically to said intended audience. A target audience is the group of people you want to hear, see, and interact with your messaging with the aim of turning them into loyal customers. Getting your message to the right

*people* at the right *time* in the right *way* represents the best chance for you to increase your bottom line. The media industry is highly competitive and all media texts are created with a target audience in mind.

If there isn't an audience for a media text then it won't be successful either in getting its message across or, if it is a commercial media text, making money for the producers.

Media producers use audience research and analysis to find out as much as possible about their target audience and use that research to ensure their production will appeal to them.

## UNIT 2. TELEVISION CULTURE

### OUTLINE

1. Television content
2. TV Genres and Types of TV programmes
3. TV interviews and TV debates

#### **1. Television content**

Television is a system for transmitting visual images and sound that are reproduced on screens, chiefly used to broadcast programs for entertainment, information, and education. The television set has become a commonplace in many households, businesses, and institutions. It is a major vehicle for advertising. Few inventions have had as much effect on contemporary American society as television.

Television in the United States differs and compares to television in other countries. In Afghanistan a few years back, the Taliban created a law that stated that having a television in your possession was a crime. Women could only watch programming in their home, while men had the option of viewing out in public like in bars or restaurants. With wars taking place, there is only a small percentage of people able to view TV. Most of the programming is imported from other countries. In their country they have a version of the United States' American Idol called the Afghan Star. They could also vote on their favorite singer using their mobile devices. The talk shows were drawing a huge audience. Like in the United States, Reality TV, Quiz, and various cooking shows are gaining a larger audience creating more ratings. Regardless of the various media competitions, people watch more TV now than ever. Americans typically watch TV four and a half hours per day. In Japan, they watch a few more minutes than Americans.

Social media is becoming more and more prevalent in our lives in the twenty-first century. Not only does social media affect our friends, but it also affects our television experience. Social media consists of a variety of websites that allow the user to create an online profile and interact with other people, places, and things. The most common two are Facebook and Twitter. People are able to communicate with friends, get special offers from stores, and interact with television shows through these social media outlets. Twitter is a microblogging site, restricting posts to 140 characters or fewer. The limit allows real-time posts to be made using SMS (short message service) technology, which is the basis for text messaging on the cell phone and other mobile devices. Tweets can also be posted online at Twitter.com. In recent years, a lot of attention has been given to Twitter. People mainly use Twitter for sharing information and posting what they are doing right then, commenting on some social issue, or telling where they are located at that given time. Using Twitter, television

shows allow the viewing audience to comment on the shows they are watching. Oftentimes, the network will replay the show and show all the previous tweets from that show. The other social media “giant” that engages millions of users is Facebook. Facebook was established in 2004 as an internet platform to facilitate interpersonal communications among college students. Facebook has grown into a mediated environment that supports both interpersonal and commercial interaction among individuals that may or may not know each other. Facebook will allow you to post a comment about a show as well. This is why social media is gaining a lot of attention within the television community. Users of social media often like to multitask. Using social media allows them to view a show, and at the same time, tweet to their friends about what happened on the show.

Comments can also be posted on Facebook about what viewers thought about particular shows that they have watched. Social media is used more today than it was used in the past. It is estimated that between 66%-96% of consumer goods companies have adopted social media, including Facebook, to connect with consumers, and have done so for a variety of reasons, including the capacity to “tell a story” about brand identity or product development, to provide a transparency about business practices, to establish connections with consumers. Social media also allows for the consumer to offer their opinion during and after the purchase process. In mass communication, social media is sweeping the market, and is also affecting the way we view television.

## **2. TV Genres and Types of TV programmes**

Each medium develops its own ways of telling stories. These different ways of telling stories encompass the devices of the plot, the technical aspects of the medium, and the codes and conventions of types of stories. Another way of putting this is that different media allow different possibilities of telling the story and performance and the relation between the two. Whether as readers (audiences) of texts or as producers of them, we recognise these combinations and categorise them, in order to advise or predict what kind of story this is going to be.

These categories of story may be identified as **genres** (the French word for types or kinds). On the one hand, genres can be seen as offering an important way of framing texts that assists comprehension. Genre knowledge orientates competent readers towards appropriate attitudes, assumptions and expectations about a text, which are useful in making sense of it. On the other hand, genres may be seen ideologically, as constraining interpretation, as limiting the available meanings of the text. What is a genre? Texts concerned with the study of television, such as Williams (1990), Tulloch (2000) or Creeber (2001), offer genres (or forms, as Williams calls them) of tel-

levision program, such as news, drama, ‘variety’, sport, advertising, ‘cop series’, soap opera, documentary, cartoons, situation comedy, children's television and ‘popular entertainment’.

TV and online series – programmes are still the predominant means of entertainment. So let’s have a look at the most known types.

- 1) **comedy** = a play, movie, etc. of light and humorous character with a happy or cheerful ending;
- 2) **cartoon** = a film or television show made by photographing a series of drawings;
- 3) **music show** = a live music performance in front of the audience;
- 4) **sports show** = tv show that gives information about sport events, matches, athletes etc;
- 5) **quiz show** = a television programme in which people answer questions, often in order to win prizes;
- 6) **documentary** = a television programme that shows a story or situation truthfully;
- 7) **reality show** = a television programme in which ordinary people are continuously filmed, designed to be entertaining rather than informative;
- 8) **police drama** = a story or drama about the investigation of a crime by the police;
- 9) **the news** = a television broadcast which consists of information about recent events in the country or the world;
- 10) **soap opera** = an ongoing drama serial on television, featuring the lives of many characters and their emotional relationships;
- 11) **chat show** = a television show or programme in which celebrities are invited to talk informally about various topics.

### 3. TV interviews and TV debates

A **media interview** is a discussion involving questions and answers for the purpose of broadcast. It is distinct from an informational interview, McLean, S. (2005). *The basics of interpersonal communication*. Boston, MA: Allyn & Bacon. where you might be asked questions to learn background on a story, but you will still need to observe the three hallmark rules of interviews:

1. Anything you say can and often will be used against you;
2. Never say anything you would not feel comfortable hearing quoted out of context on the evening news;
3. Be prepared for the unexpected as well as the expected.

At first, those rules may sound extreme, but let's examine them in the context of today's media realities. In a press interview setting you will be recorded in some fashion, whether audio, video, or handwritten notes on a reporter's notepad. With all the probability for errors and misinterpretation, you want your words and gestures to project the best possible image to the press. There was a time when news programs didn't have to justify themselves with advertising dollars, but today all news is news entertainment and has to pay its own way. That means your interview will be used to attract viewers. You also have to consider the possibility that the person interviewing you is not a trained professional journalist, but rather an aspiring actor or writer who happened to land a job with the media. From their perspective, your quote in an audio, video, or print content package is dinner. It may also serve the public good, and inform, or highlight an important cause, but news has a bottom line just like business. Because of these factors, you need to be proactive in seeing the press interview as part of the overall spectacle that is media, devoted to revenue. The six-second quote that is taken from the interview may not represent the tone, range, or even substance of your comments, but it will have been chosen to grab attention. It will also go viral if it catches on. Your interviewer may ask you a question that is off-the-wall, inappropriate, outside the scope of the interview, or unusual just to catch you off guard and get that attention-worthy quote. So consider your role in the interview: to provide information and represent your business or organization with honor and respect. In sports, business, and press interviews, a good defense is required.

That said, a press interview is a positive opportunity, whether it is planned in advance or catches you off guard in public. You are the focus of the interview, and many people believe that if you are on television, for example, that you have something to say, that you have special insight, or that you are different from the viewing audience. That can give you an edge of credibility that can serve your business or company as you share your knowledge and experience.

Press interviews are often requested at the last minute, and you may not be the first person this reporter asked for an interview that day. They have a story in mind, and they are looking for you to be part of that story. If the opportunity to be interviewed arises on the spur of the moment, you will need to make a quick judgment on whether to agree or decline. Your decision will rest on a multitude of factors, such as how much you know about the topic, whether someone else in your organization is better qualified to answer, whether your employer would appreciate your agreeing to speak to the media, and so on.

## TASKS

- 1) Observe a press interview. How do they take turns? Does the interviewee ever look nervous? What could he or she have done to improve their performance? Write a brief suggestion and provide the link to the interview.
- 2) Find a sample press interview on a video Web site such as YouTube and evaluate it based on the guidelines in this chapter. Was it effective? Why or why not? Present your findings to the class.
- 3) Find at least one example of an interview gone bad. It may involve a misquotation, expressions of frustration or anger, or even an interview cut short. What happened? Provide a brief summary and provide the link to the interview.

A **political interview** is a specific type of media interview. It is said to be “one of the most important ways in which the political debate is conducted” (Hannan 1986). It is by definition an interview in which the people interviewed are “members of the political elite - i.e. political decision makers who hold, or actively seek to hold widely publicised public offices” (Blum-Kulka 1983: 133). The interviewer usually addresses the politician in a very respectful way by his or her title or family name whereas the politicians typically do not address the interviewers at all.

A **debate** is a formal discussion, for example in a parliament or institution, in which people express different opinions about a particular subject and then vote on it.

Televised debates are an extremely important election campaign medium for several reasons. Many voters watch debates; they also learn about debates from news and/or from discussions with other voters. Furthermore, televised campaign debates are becoming more common over time. Every American general election presidential campaign since 1976 has featured at least one debate (the first American general election debate occurred in 1960, when Nixon and Kennedy squared off). Recent years have seen dozens of US presidential primary debates (the first presidential primary debate was broadcast on radio in 1948). Debates for other elected offices—US senate or congress, governor, and mayor—are becoming more common. Other countries, including Australia, Britain, Canada, Germany, Iran, Italy, Poland, South Korea, Spain, Taiwan, and Ukraine, have also held debates among political leaders in recent years. Debates are important because they allow voters to directly compare leading candidates, and the face-to-face confrontation of debates can generate a direct clash of ideas, helping voters learn more. Although candidates prepare for debates, candidates usually are not allowed to bring prepared notes to the debate. This can mean that unexpected questions or comments from an opponent may provoke more candid answers than found in heavily scripted spots or speeches. Debates provide extended exposure to candidates. Debates are longer than most other campaign messages (usually one to two hours long), and some campaigns feature more than one debate. Finally,

televised debates have substantial effects on viewers, as elaborated below. It should be noted that debates usually feature a question and answer format, with candidates alternating answers to each. Some debates permit candidates to make opening statements and/or closing remarks not prompted by questions. Without question, debates merit scholarly attention.

Watch these videos and get the idea about tv debates:

**I** The First Presidential Debate: Hillary Clinton And Donald Trump (Full Debate) | NBC News

[https://www.youtube.com/watch?v=855Am6ovK7s&ab\\_channel=NBCNews](https://www.youtube.com/watch?v=855Am6ovK7s&ab_channel=NBCNews)

**II** President Trump and former VP Biden face off in first presidential debate — 9/29/2020

[https://www.youtube.com/watch?v=Y4HQzeI8F\\_U&t=149s&ab\\_channel=CNBCTeleVISION](https://www.youtube.com/watch?v=Y4HQzeI8F_U&t=149s&ab_channel=CNBCTeleVISION)

## UNIT 3. NEWS BROADCASTING

### OUTLINE

1. TV News
2. Criteria for news selection
3. TV News hosts

#### 1. TV News

**News broadcasting** is the medium of broadcasting of various news events and other information via television, radio, or internet in the field of broadcast journalism. The content is usually either produced locally in a radio studio or television studio newsroom, or by a broadcast network. It may also include additional material such as sports coverage, weather forecasts, traffic reports, commentary, and other material that the broadcaster feels is relevant to their audience.

**Television news** refers to disseminating current events via the medium of television. A "news bulletin" or a "newscast" are television programs lasting from seconds to hours that provide updates on international, national, regional, and/or local news events.

There are numerous providers of broadcast news content such as BBC News, NBC News, CNN, Fox News Channel, CNA, and Al Jazeera, as well as numerous programs that regularly provide this content such as *NBC Nightly News*. In addition to general news outlets, there are specialized news outlets, for example about sports ESPN, Fox Sports News, and Eurosport News, as well as finances, including CNBC, Bloomberg Television, and Fox Business Network.

Television news is very visually-based, showing video footage of many of the events that are reported; still photography is also used in reporting news stories, although not as much in recent years as in the early days of broadcast television. Television channels may provide news bulletins as part of a regularly scheduled news program. Less often, television shows may be interrupted or replaced by breaking news reports ("news flashes") to provide news updates on events of great importance.

Newscasts, also known as bulletins or news program(s), differ in content, tone, and presentation style depending on the format of the channel/station on which they appear, and their timeslot. In most parts of the world, national television networks will have bulletins featuring national and international news. The top-rated shows will often air in the evening during "prime-time", but there are also morning newscasts of two to three hours in length. Rolling news channels broadcast news content 24 hours a day. The advent of the internet has allowed the regular 24-hour-a-day presentation of many video and audio news reports, which are updated when additional information becomes available; many television broadcasters provide content originally provided on-air as well as exclusive or supplementary news content on

their websites. Local news may be presented by standalone local television stations, stations affiliated with national networks or by local studios which "opt-out" of national network programming at specified points. Different news programming may be aimed at different audiences, depending on age, socio-economic group, or those from particular sections of society. "Magazine-style" television shows (or newsmagazines) may mix news coverage with topical lifestyle issues, debates, or entertainment content. Public affairs programmes provide analysis of and interviews about political, social, and economic issues.

News programs feature one or two (sometimes, three) anchors (or presenters, the terminology varies around the world) segueing into news stories filed by a reporter or correspondent by describing the story to be shown; however, some stories within the broadcast are read by the presenter themselves; in the former case, the anchor "tosses" to the reporter to introduce the featured story; likewise, the reporter "tosses" back to the anchor once the taped report has concluded and the reporter provides additional information. Often in situations necessitating long-form reporting on a story (usually during breaking news situations), the reporter is interviewed by the anchor, known as a 'two-way', or a guest involved in or offering analysis on the story is interviewed by a reporter or anchor. There may also be breaking news stories which will present live rolling coverage.

Television news organizations employ several anchors and reporters to provide reports. They may also employ specialty reporters that focus on reporting certain types of news content (such as traffic or entertainment), meteorologists or weather anchors (the latter term often refers to weather presenters that do not have degrees in meteorology earned at an educational institution ) who provide weather forecasts – more common in local news and on network morning programs – and sports presenters. Live coverage will be broadcast from a relevant location and sent back to the newsroom via fixed cable links, or via online streaming. Roles associated with television news include a technical director, a television crew of operators running character graphics (CG), teleprompters, and professional video cameras. Most news shows are broadcast live.

As it has been mentioned above newscasts are traditionally broken into familiar blocks that include lead stories, other news, sports, weather and a kicker.

***Lead news stories*** are the most important stories that occurred during the day and, even in local newscasts, are often national stories. Lead stories can also consist of breaking news that develops during the news broadcast or that began just before the broadcast went on the air. Some newscasts will actually go live to a reporter who has arrived on the scene of the breaking story, giving viewers up-to-the-minute information on what's happening. According to Meredith Miller, a news producer for an

ABC affiliate in Arkansas, live team coverage and news anchor movement during a breaking lead story can help to engage viewers. Some newscasts only feature one lead story, while others open the newscast by announcing two or three lead stories.

At the conclusion of the lead story block, many newscasts will move on to *other less urgent news*. The "other news" segment, also known as the "B block," often covers local crimes, arrests, updates on old stories, government activities and lifestyle and health stories. This block takes up the bulk of most newscasts and is designed to provide a comprehensive overview of news and stories news producers feel are important and informative to the average viewer.

*The weather block of a newscast* provides detailed information on the day's weather, five-day forecast, possible storms and weather disturbances that may strike a particular area. Many weather forecasters use digital, colored maps with graphics that display weather patterns, cloud formations and areas of heavy rainfall. The weather block may also become the lead story in the event of a tropical storm, hurricane, blizzard, heavy rainfall or heat wave that causes disruptions to power, traffic accidents and displaced homeowners.

*The sports block of a newscast* covers all the day's sporting events, provides scores and shows highlights of played games. Many sports newscasts also include interviews with athletes and sports personalities and often have live coverage of sporting events taking place in the community. Before the advent of national cable sports networks like ESPN, the sports segment was one of the most popular blocks of a newscast; but increasingly, many local stations are cutting back on this block. According to Timothy Franklin, director of the National Sports Journalism Center at Indiana University, sports is the least-viewed part of a newscast, and news directors are eliminating many of their well-paid sports anchor positions.

*The kicker* is the last segment of a newscast and often features a bizarre or humorous story intended to end the news on a lighter note. Television news producers also use kickers to humanize their anchors and make them more relatable to the viewing audience. Kickers are designed to make the audience leave a newscast feeling good about what they've just seen as opposed to lingering on the hard news from earlier in the program.

<https://ourpastimes.com/typical-characteristics-of-a-horror-movie-12560216.html>

[https://en.wikipedia.org/wiki/News\\_broadcasting](https://en.wikipedia.org/wiki/News_broadcasting)

## 2. Criteria for news selection

For an event to be deemed newsworthy it should be recent, concern elite people, be negative and be surprising.

**Recency** demands that a newsworthy event should have occurred within the last twenty-four hours and during that time things should have happened that can be seen as an origin and as a point of achievement or closure.

An event should concern **elite persons**. This means that the people in the news will all be familiar, if not individually then at least in their social roles. Certain political, official, sporting and entertainment people will be familiar in their own right. In other cases, the roles will be familiar even if the individuals filling them may vary – the trade unionist, the disaster survivor, the minority spokesperson, the victim. The socially powerful tend to be familiar to us as individuals, the powerless or the voices of opposition are familiar mainly as social roles, which are filled by a variety of forgettable individuals. News occurs in the public sphere which is where elite people circulate rather than the domestic. The domestic appears only when it is the site of extreme or violent crime and can thus be constructed as a matter of public law and order. The public sphere is one that our society deems to be masculine (having qualities regarded as characteristic of men and boys such as strength, boldness, leadership, individualism) and is thus populated largely by men. News is largely about “the masculine” and aimed at a male audience.

**Negative news** disrupts the normal. Conflict is as important in making a good news story as it is in making a good fiction.

News **surprisingness** goes together with the belief in the objectivity of the news.

## 3. TV News hosts

A TV News anchor is a person who presents televised local, national, and world news to the public. They may work along with a co-anchor as representatives of the station both on-air and in the community. Their roles are important because they are what turn a day's variety of news stories into a cohesive TV program. Most TV news anchors work full time and may be required to work nights and weekends to lead news programs or provide commentary. TV news anchors work in offices, conference rooms, and newsrooms either helping to develop daily programs or presenting them on-air to viewers.

This career generally requires the ability to do the following work:

1. Present the news to viewers in a professional, calm, and friendly manner;
2. Ensure their appearance properly represents the face of the network;
3. Participate in helping to formulate news stories by pitching ideas and providing feedback on content;

4. Quality check each story to ensure grammatical correctness, accuracy, and clarity;
5. Attend meetings in preparation for each day's newscast and help producers form the structure of each program;
6. Participate in researching and writing news stories.

A newsroom meeting is usually held when the anchors arrive so that they can be briefed on the day's news. Because the news cycle is typically 24 hours, anchors walk in while stories are in the process of being completed. This meeting informs the anchors which story will lead the newscast and which ones are still being investigated and allows the anchors to pitch their own ideas and help the newscast producers develop the structure of the program.

Many anchors will take the time to edit their own copy. That can be as simple as changing some wording so that a script will sound natural when they read it on the air. Others have formal titles such as managing editor, which means they also approve the reporters' scripts for grammar, clarity, accuracy, and fairness. The best anchors are involved in the writing of the news and aren't simply news readers.

The hour before a newscast is the most intense period for a TV news anchor. That's the time late-breaking stories come in, revisions are made to scripts, and the anchor prepares mentally to deliver the news. That preparation ensures that an anchor will be confident and relaxed when the cameras are turned on.

TV news anchors require the following skills to perform their job successfully:

**Communication skills:** A primary skill for this position is the ability to communicate clearly both in writing, editing, and quality-checking news pieces, as well as speaking to a TV audience, newsroom staff, and others.

**Interpersonal skills:** TV news anchors need to work well with co-anchors, other newsroom staff, as well as news sources, to help develop daily programs. Because a TV news anchor is the face of a station or network, there's also an understood requirement for community involvement. This means anchors will spend time volunteering, joining civic or charity groups, and speaking to students.

**Stamina:** This job requires the ability to work in a fast-paced, stressful environment, where news programs must be ready to air on time. The TV news anchor also needs to adapt to sudden on-air program changes such as delivering late-breaking news without a prepared script.

**Problem-solving skills:** Some TV news anchor skills can't be taught in a classroom. One is the ability to ad-lib without a script, similar to what a stage actor might do

during a play. A TV news anchor has to be able to keep talking if a piece of equipment breaks down during a live newscast, or to ask a question of a reporter at the end of a story.

<https://www.thebalancecareers.com/tv-news-anchor-career-profile-and-job-description-2315478>

## UNIT 4. EDUCATIONAL TELEVISION

### OUTLINE

1. What do TV shows teach your preschooler?
2. The good things about television.
3. Are TV shows effective teachers?

#### **1. What do TV shows teach your preschooler?**

Most parents carefully select what television programs and movies their children can watch. But a study in the latest *Journal of Applied Developmental Psychology* found that even educational shows could come with an added lesson that influences a child's behavior. Douglas Gentile, a professor of psychology at Iowa State University, was part of the research team.

"Children who spent more time watching educational programs increased their relational aggression toward other children over initial levels," Gentile said. "This study shows that children can learn more than one lesson out of a given program. They can learn the educational lesson that was intended, but they're also learning other things along the way".

This unintended impact has to do with the portrayal of conflict in the media and how preschool-age children comprehend that conflict. Gentile said TV and movie producers often incorporate an element of bad behavior in order to teach children a lesson at the end of the program. This type of conflict is also found in children's literature.

However, since children between the ages of 2 and 5 do not typically understand the plot of shows, Gentile said they do not know how the beginning of a story relates to the end.

"Even though educational shows like Arthur have pro-education and pro-social goals, conflict between characters is often depicted with characters being unkind to each other or using relational aggressive tactics with each other," Gentile said. "Preschool children really don't get the moral of the story because that requires that they understand how all the parts of the show fit together. You need pretty complicated cognitive skills and memory skills to be able to do that, which are still developing in young children."

For the study, researchers observed how the children interacted with others in the classroom and on the playground at daycare centers. They also relied on behavior reports from teachers and parents. They found that children exposed to educational programs were more aggressive in their interactions.

Researchers observed each child for approximately 2.5 hours throughout the study. They note that the aggression they witnessed was generally not physical. Jamie Ostrov, a professor of psychology at the University of Buffalo in New York and another member of the research team, said the behaviors often mirrored those incorporated in children's programming.

"The most common relationally aggressive behaviors were children saying, 'I won't be your friend anymore unless you do what I say,' or 'You can't come to my birthday party' as well as socially excluding a peer from play," Ostrov said. "From our viewing, this type of relational aggression is much more common in young children's programming than physically aggressive behavior."

### **Lessons for parents**

Researchers caution parents against completely pulling the plug on TV and movies for their children. Gentile said there is a benefit to educational programming, but it could also teach undesirable behaviors. Parents may already limit the content and the amount of media their children consume, but he said parents can be more involved when their children are in front of the TV.

"Parents can watch with their kids and help them to understand the plot. Parents can comment along the way and then explain the message at the end. They explain how the insulting behavior or the ignoring behavior was not appropriate. This will help children interpret and get the message and help them learn to watch it for those messages," Gentile said.

Researchers asked parents about the specific media their children were exposed to during the study. Ostrov said most programs were educational or informational in nature with an emphasis on social and emotional issues. Programs such as "Arthur," as well as "Curious George" and "Reading Rainbow," were among those most often mentioned by parents. Gentile said to more fully understand the issues presented in these programs there needs to be more analysis of the content.

<https://www.sciencedaily.com/releases/2013/02/130219102118.htm>

## **2. The good things about television**

Television is an inescapable part of modern culture. We depend on TV for entertainment, news, education, culture, weather, sports - and even music, since the advent of music videos.

Instead of two or three stations we now have hundreds, with shows for every taste and interest. As well, we increasingly get our TV through digital devices – computers, phones, tablets – sometimes watching on more than one screen at once. Watching

television has become a more **solitary activity** and less shared time means that adults are less able to monitor what their kids are watching.

With more and more ways of viewing TV available we now **have access to a plethora of both good quality and inappropriate TV content**. In this crowded television environment, the key is to provide young children with a guided viewing experience and to model and **teach them the critical thinking skills** they need to be active, engaged viewers.

Television offers lots of benefits to kids:

- TV enables young people to share cultural experiences with others;
- TV can act as a **catalyst** to get kids reading – following up on TV programs by getting books on the same subjects or reading authors whose work was adapted for the programs;
- Television can teach kids important values and life lessons;
- Educational programming can develop young children’s socialization and learning skills;
- News, current events and historical programming can help make young people more aware of other cultures and people;
- Documentaries can help develop critical thinking about society and the world;
- TV can help introduce youth to classic Hollywood films and foreign movies that they might not otherwise see;
- Cultural programming can open up the world of music and art for young people.

How to choose good TV.

How can we select viewing that is good for children? One approach is to ask the following questions:

- **Does the program encourage children to ask questions, to use their imaginations, or to be active or creative?**

Television watching doesn’t have to be passive. It **can** prompt questions, **kindle curiosity**, or teach activities to pursue when the set is off;

- **How does this program represent gender and diversity?**

Young children believe that television reflects the real world. To not see people like themselves—in race, ethnicity, or physical ability, for example—**may diminish their self-worth**, and not seeing people *different* from themselves may **lead to a distorted view of the world** as well. Beyond the simple presence or absence of diversity, it’s important to look at *how* different people are portrayed;

- **How commercialized is this program?**

Some children’s programs are designed to act as extended commercials for related merchandise. While this is often true from the outset, in other cases the merchandising may not appear until the show is successful – which can lead to a situation where

the marketing becomes more important than the program itself, and hurts the quality of the show;

– **What are the common themes and topics in this program?**

Watch a few episodes of the program to see the common themes and storylines. What characteristics are shown in a positive or negative light? Which behaviours and activities are rewarded, and which are punished? What does the show suggest is important, valued or desirable?

– **What emotional effect will this program have on children?**

Consider that children will often have different emotional reactions than adults. Things which we consider to be normal elements of drama, such as conflict between characters or **putting characters in jeopardy, can be distressing for very small children**. Also, all children are different: don't assume that a child will be able to **handle content** because you watched it at their age or because siblings or classmates have watched it without incident.

### **3. Are TV shows effective teachers?**

It seems like the perfect innovation: a device that provides entertaining, interactive education to your child 24/7 free of cost (with the exception of the monthly cable bill, of course), allowing you to safely plant them in front of the screen while you work or savor your free time. While early TV was often regarded as mindless entertainment, this would change as a new dimension of children's media emerged in 1969. With the creation of the instant hit Sesame Street came a flood of innovative new shows for children that not only sought to entertain, but also to educate. While productive in theory, many parents debate whether or not this "hands-free" approach to learning is actually helping their children to grasp preschool concepts, or if it's simply neglectful. Does educational television actually help children learn, or is it too good to be true?

The first benefit of educational television comes in the form of accessibility. A child coming from a financially-strained family may not be able to attend preschool, but can easily turn on the TV to have access to similar knowledge they'd be expected to learn in preschool. This is, of course, where educational programming has an advantage: it's accessible and reliable, providing an otherwise uneducated child with the information they'll need in a fun and interactive way.

Another major benefit deals with how vast and widespread television is. Naturally, education on certain topics differs between locations; a preschooler from San Francisco is going to learn about different societal issues and norms.

Racial diversity isn't the only area where Sesame Street has proven to be a positive influence— also featured is a segment about breastfeeding, a cast member with Down

Syndrome, a Muppet whose father is incarcerated, a song empowering natural hair, and even an episode that tackles the sensitive topic of death. Introducing these topics gives parents a great opportunity to discuss them with their child, giving the topics a preface and reason to be discussed. Though reading, writing and math are integral parts of education, it's imperative that children learn about the world around them and the people within it.

Though it's clear that TV offers an accessible education with different perspectives than a preschool classroom, what are the shortcomings of educational TV? Unlike a teacher, who can stop, repeat and answer questions, the TV can only go forward, at a pace which may not be ideal for all children. The child cannot ask questions on puzzling topics, which can lead them to either not grasp—or worse—misunderstand a lesson. The child cannot learn from experiences from the TV like they can at a preschool, where many lessons and ideas are conveyed through the senses. Another major issue boils down to the unhealthy nature of watching TV; when a child learns in a school environment, play and physical activity are encouraged, while excessive TV watching can cause a child to become lethargic.

So, now that we know the pros and cons of educational TV, what can we take from this? Educational TV is most effective when used as a supplement, rather than the primary source, of education. These shows can spark a conversation between a parent and child and provide an opportunity to teach them with a hands-on approach. This approach is supported by the creators of Sesame Street, who decided to air their episode about death on Thanksgiving, when children would be surrounded by adults. In the end, it's important that we realize the importance of discussing things with our children and guiding them through the world of education by hand, rather than by screen.

<https://www.northerniowan.com/11309/opinion/are-tv-shows-effective-teachers/>

## UNIT 5. ENTERTAINMENT JOURNALISM

### OUTLINE

1. Entertainment journalism vs news journalism
2. Entertainment is a human need
3. The rise of TV quiz shows in America

### 1. Entertainment journalism vs news journalism

Read the information below and single out the difference between two kinds of journalism.

**Entertainment journalism** is any form of journalism that focuses on popular culture and the entertainment business and its products. Like fashion journalism, entertainment journalism covers industry-specific news while targeting general audiences beyond those working in the industry itself. Common forms include lifestyle, television and film, theater music, video game, and celebrity coverage.

As you have found out before, **news journalism** deals with information of current events or reports of events that have previously occurred. The main purpose of this type of journalism is to inform. Entertainment journalism deals with information about the entertainment industry such as films, television shows, events, music, fashion and video games among others. The main purpose of this type of journalism is to entertain. In this area of journalism, however, it is not just about the pure reproduction of facts, as the Central European journalist Norman Schenz sums it up: "We no longer just write about an event, we tell stories".

Journalists can skew facts in a particular matter that cause their story to come across as entertainment. This action can have a profound effect on the consumer, making the authenticity of the report questionable. Cases of this problem can occur in news articles, magazines, and documentaries.

### 2. Entertainment is a human need

Answer the question after reading: Do you support this point of view?

Entertainment is important as it brings people together and is a good way for the entire family to bond. It diverts people's attention from their demanding lives and amuses them in their leisure time. Among the cognitive benefits of entertainment media are the maintenance or improvement of problem solving and enhanced perceptual skills. Music, in addition to its mood management function, also affects brain development, language, and cognitive development. One undeniable feature of play is fun. Moreover, it provides employment. The entertainment industry is one of the largest employers. From the street magician to the galaxy of stars we see on TV, they are all

earning a living because of entertainment. It also plays a great role in fostering the economy in that a lot of tax is collected from the industry.

What *forms of entertainment* do you know? *Movies*. Movies are the easiest and most common form of entertainment that most people in the world consume. *TV Shows*. Just like movies, television is another type of entertainment that is easily available and comes in a wide array of choices. *Books*. *Video Games*. *Sporting Events*. *Comedy Clubs*. *Circus*.

Talk shows, as one of the most traditional and simple radio and TV formats, continue to be popular, not only because of their very simple formula, but because of their ability to spectacularize conversation. By focusing on issues or topics regarding political or social matters, as well as pertaining to the guests' private domain, talk shows need to come across as spontaneous. At the same time, since home audiences have to be involved in a conversation that is not specifically addressed to them, they somehow become "ratified bystanders." In order to represent the main interactional mechanisms studied in research and theory of sociology of communication and journalism, this entry addresses different types of talk, with particular attention to television formats. The central role of the talk show host, divided into different and complementary functions, is a key to read some of the changes in the role of journalists.

The TV studio, the studio host, and the interview are the basic common elements in the various forms of talk show. Other elements which are vital in deciding how each talk show is perceived and experienced, are the scenographic set-up, camera techniques, the use of sound and the entire audio-visual dimension.

### **3. The rise of TV quiz shows in America**

Read the following article and point out the main ideas of each paragraph.

Before quiz shows hit prime time on television, they were on radio. Quiz shows, popular for their informal feel and their inclusion of everyday people, started out slowly on network radio. In the early 1930s, it consisted almost solely of music and comedy. Soap operas, minstrel shows, news, commentary, and sporting events rounded out the programming.

During the Depression, however, the quiz show caught on. The beloved big-band show, the sportscast, the mystery hour, even the soap opera, were transformed into some kind of prize-giving game, quiz, contest or jackpot. By 1940, 50 quiz shows were on the air. By the time the 1940s had ended, 200 such shows had air time, including "Colonel Stoopnagle," "Professor Peter Puzzlewith," and "Dr. IQ," which was emceed by a man who would drop jingling silver dollars into the hands of winners, a sound that could be heard by every radio listener.

One of the most popular and intelligent shows was "Information, Please," which called on the audience to send in questions to stump a panel of experts. The show aired for 14 years, until its finale in 1952, and was noteworthy not only for its success, but for its integrity. At the time, radio programs made their way on air in two ways. They were underwritten by big name sponsors, who were expected to be involved with the show, or they were funded by individual producers, making them self-sufficient.

But with the outbreak of WW II the radio quiz shows became mere ghosts of what they once were. The federal government restricted many shows, fearing the unfettered access that quiz shows granted to broadcasting studios in wartime. Those shows that did survive gave away patriotic prizes. After the war, the quiz shows came back strong.

As television moved into millions of homes in the 1950s, the popular quiz shows followed. Like many other radio quiz show producers, Louis Cowan, who had conceptualized the show "Quiz Kids" in 1940, tried his hand at television. A TV version of "Quiz Kids" proved only a modest success, never catching on the way the radio show had. But Cowan also produced the radio show "Stop the Music," which was one of the few radio quiz show conversions to do well on television.

**WRITING.** Topic: "Share your attitude to entertainment journalism".

Source: <https://www.pbs.org/wgbh/americanexperience/features/quizshow-rise-tv-quiz-shows/>

## UNIT 6. BUSINESS AND FINANCE IN THE MEDIA

### OUTLINE

1. Business journalism.
2. The impact of the media on financial markets.
3. Using social media to market businesses.
4. Advertising.

### 1. Business journalism

Read the information below and answer the questions:

- 1) What does the area of business journalism cover?
- 2) What do business reporters typically write?
- 3) Name the most important business reporter responsibilities.

1.1 Business journalism is the part of journalism that tracks, records, analyzes and interprets business, economic and financial activities and changes that take place in societies. Topics widely cover the entire purview of all commercial activities related to the economy.

This area of journalism provides news and feature articles about people, places and issues related to the business sector . Most newspapers, magazines, radio, and television-news shows include a business segment. Detailed and in-depth business journalism may appear in publications, radio, and television channels dedicated specifically to business and financial journalism.

1.2 A business reporter typically writes articles with regards to breaking news making readers get informed about the industry's current changes and major events. Business reporters gather and analyze facts with regards to events that are newsworthy. They collect information through investigation, research, observation, or interview. Generally, they write and report stories for news magazines, television, newspaper, or radio. It is part of their job to establish innovative ideas for writing news that is associated with a business.

The most important business reporter responsibilities are listed below.

- 1) Arguably the most important personality trait for a business reporter to have happens to be communication skills. An example from a resume said this about the skill, "reporters, correspondents, and broadcast news analysts must be able to report the news" Additionally, other resumes have pointed out that business reporters can use communication skills to "report on real estate, telecommunications and biotechnology";
- 2) Another commonly found skill for being able to perform business reporter duties is the following: computer skills. According to a business reporter's resume,

"journalists should be able to use editing equipment and other broadcast-related devices." Check out this example of how business reporters use computer skills: "utilized apple works, pagemaker, and photoshop computer software";

3) Interpersonal skills is also an important skill for business reporters to have.

This example of how business reporters use this skill comes from a business reporter resume, "to develop contacts and conduct interviews, reporters need to build good relationships with many people" Read this excerpt from a resume to understand how vital it is to their everyday roles and responsibilities, "developed strong interpersonal skills and secured trust of community leaders to gain competitive advantage".

1.3 Business channels are the channels that concentrate on business news.

**CNBC** (the Consumer News and Business Channel) continues to possess the wealthiest audience (in terms of average income) of any television channel in the United States. During the late 1990s and early 2000s, CNBC's ratings were increasing sharply along with the stock market, often beating those of CNN during market hours.

Other reliable channels include CNN Money, The Financial Times, The Wall Street Journal, Fox Business, The Motley Fool, The Economist, and Yahoo Finance.

<https://www.zippia.com/business-reporter-jobs/what-does-a-business-reporter-do/>

## **2. The impact of the media on financial markets**

Read the text and make a list of its key ideas.

The role of information and the way it is reflected in the value of financial instruments has been long debated in the financial literature. The traditional theory proposed in 1970 by Eugene Fama, Nobel laureate in economic sciences, postulates that the condition for a market to be efficient is associated with how much the stock prices might reflect the available information. More recently, the financial literature has shifted attention towards the channels and the ways in which information is presented and communicated, as it has been understood that the way the information is shaped and delivered to investors can lead to completely different financial outcomes.

In this sense, there are two main mechanisms that can influence the way in which investors retrieve and process financial information: on the one hand, information intermediaries (newspapers, TVs, and others) select and convey to investors only the part of information they believe to be relevant; on the other hand, the way in which each individual can differently interpret the same piece of information depends on the individual's beliefs and the possible presence of personal cognitive biases.

The relationship between information and finance is therefore enriched by a double complication. First, the information that reaches investors has been already selected and potentially slanted, twisting the individual's attention towards a limited number

of topics. Second, once the investor has been exposed to a given information, the interpretation is highly influenced by the way each investor processes it.

An example of the limited attention and the effects on financial markets has been described in a research paper published in 2001 in the *Journal of Finance*: The *New York Times* dedicated a large space on its Sunday edition to a specific biotech company and its scientific progress about cancer treatment. None of the information reported was actually new and these progresses had already been known for at least five months. Nonetheless, following the New York Times article, the company share price increased from \$12 to \$85 the day after the article to settle, then to \$52 immediately after. This example shows that financial markets (sometimes) react to stale news, as an effect of media coverage. It is therefore evident that the media can influence the dynamics of investment behavior, catalyzing public attention.

However, the extent and the effects of media on financial markets have a much broader reach as they often act as a watchdog against potential corporate misbehaviors. Media coverage can be decisive both to enhance the quality of corporate governance, bringing to light and impeding possible misconducts or frauds.

These results have also been made possible by the strong development and diffusion of new techniques for text analysis. Among those, textual analysis allows to inform about the positiveness or negativeness of a certain article body, based on the count of the proportion of tonal words. For the financial lexicon, for example, Tim Loughran and Bill McDonald have developed a dictionary which takes into account the specific jargon used by the financial industry.

In a recent article , Emanuele Bajo (Director of the Global MBA in Corporate Finance of Bologna Business School) and Carlo Raimondo (University of Lugano) show how the tone used by the newspapers when they report about a forthcoming IPO (Initial Public Offering, i.e. the process of a company going public) has an important effect on the so-called underpricing phenomenon. The phenomenon, widely documented in the scientific literature, consists of a voluntary and apparently irrational company's decision to set an offer price lower than what the market would be willing to pay. This choice determines a significant price increase during the first day of trading. In this article, the authors show that this phenomenon is also associated with the tone used by newspapers in presenting the listing companies: a more positive treatment on the media pushes *retail investors* to buy the shares as soon as they are available on the market, consequently increasing the price and making the relative *underpricing* more sizeable.

<https://www.bbs.unibo.eu/the-impact-of-the-media-on-financial-markets/>

### 3. Using social media to market businesses

Social media are internet services that let you interact with others and share and create content through online communities.

Social media present great marketing opportunities for businesses of all sizes. You can use social media to:

- promote the name of your brand and business;
- tell customers about your goods and services;
- find out what customers think of your business;
- attract new customers;
- build stronger relationships with existing customers.

Social media marketing has many advantages:

- **broad reach** – social media can reach millions of people all around the world;
  - **ability to target** particular groups – many forms of social media (e.g. Facebook, Twitter, Instagram) allow businesses to target specific groups, often in particular locations;
  - **free or low-cost** – many forms of social media are free for business, and paid options are usually low-cost;
  - **personal** – social media allow you to communicate on a personal basis with individual customers and groups;
  - **fast** – you can quickly distribute information to many people;
  - **easy** – you don't need high-level skills or computer equipment to participate in social media. The average person with a standard computer should have no difficulty.
- Of course, marketing through social media also has its risks. These include:

- **wasted time and money** for little or no tangible return;
- **the rapid spread of the wrong kind of information** about your business (e.g. incorrect information accidentally posted by you, negative reviews posted by others);
- **legal problems** if you don't follow privacy legislation and the laws regarding spam, copyright and other online issues.

It's important to be aware of these risks and to have strategies in place to avoid them if you decide to get involved in social media marketing.

Different types of social media are good for different marketing activities. The key social media services are:

- **Facebook** – a social networking site that allows you to have conversations with customers, post photos and videos, promote special offers, and more;

- **Twitter** – a 'microblogging' service that allows you to send and receive short messages from customers and potential customers;
- **YouTube** – an online video-hosting service that lets people share their videos;
- **blogs** – internet sites that contain a series of entries or 'posts' about topics of interest to the author, much like an online 'diary';
- **coupon sites** – websites that offer discount coupons for goods, services and events;
- **online photo-sharing services** – websites that allow users to store, organise and share their photo collections;
- **location-based marketing sites** – websites that deliver targeted marketing messages to customers in particular locations, through mobile devices such as smartphones and tablets;
- **customer review sites** – websites that feature customer reviews of goods and services.

Many businesses are also using online technology to support their marketing efforts. This includes:

- developing applications for mobile devices;
- modifying websites to make sure that they work properly on mobile devices;
- giving customers the option of paying online.

Most social media services are affordable and easy to use, and they can put your business in touch with customers like never before. Getting your business online can provide new opportunities and benefits. There are many different ways to do business online, and it's a good idea to consider which ones might suit your business.

Depending on your products and your customers, you might plan to run your entire business online. Or you might decide to provide just some of your services online.

Your customers will expect you to have a website where they can find information about your business, such as contact details and what products or services you offer.

- 1) Define social media.
- 2) What marketing opportunities do social media present?
- 3) Name advantages of social media marketing.
- 4) Are you aware of the risks that marketing through social media has?

<https://www.business.qld.gov.au/running-business/marketing-sales/marketing-promotion/online-marketing/social-media>

#### **4. Advertising**

Before reading the text, answer the following questions: *Do you think advertising is necessary at all? When, why and how should we use advertising?*

4.1. Advertising is any paid form of communication from an identified sponsor or source that draws attention to ideas, goods, services or the sponsor itself. Most advertising is directed toward groups rather than individuals, and advertising is usually delivered through media such as television, radio, newspapers and, increasingly, the Internet. Ads are often measured in *impressions* (the number of times a consumer is exposed to an advertisement).

Advertising is a very old form of promotion with roots that go back even to ancient times. In recent decades, the practices of advertising have changed enormously as new technology and media have allowed consumers to bypass traditional advertising venues. From the invention of the remote control, which allows people to ignore advertising on TV without leaving the couch, to recording devices that let people watch TV programs but skip the ads, conventional advertising is on the wane. Across the board, television viewership has fragmented, and ratings have fallen.

Print media are also in decline, with fewer people subscribing to newspapers and other print media and more people favoring digital sources for news and entertainment. Newspaper advertising revenue has declined steadily since 2000. Advertising revenue in television is also soft, and it is split across a growing number of broadcast and cable networks. Clearly companies need to move beyond traditional advertising channels to reach consumers. Digital media outlets have happily stepped in to fill this gap. Despite this changing landscape, for many companies advertising remains at the forefront of how they deliver the proper message to customers and prospective customers.

An **advertisement** is a message paid for by a company and delivered through a mass medium to a target audience. **Commercials** are examples of ads that run specifically on broadcast media like television and radio. Choosing the right medium to persuade your target audience is a critical element of successful advertising.

The words, “**Ad**” and “**Advert**” are both shortened forms of the word “**Advertisement**”. In other words – they are both abbreviations. Therefore, you can clearly see that all three of these words mean the same thing.

4.2. Advertising has three primary objectives: to inform, to persuade, and to remind.

– **Informative Advertising** creates awareness of brands, products, services, and ideas. It announces new products and programs and can educate people about the attributes and benefits of new or established products;

– **Persuasive Advertising** tries to convince customers that a company’s services or products are the best, and it works to alter perceptions and enhance the image of a company or product. Its goal is to influence consumers to take action and switch brands, try a new product, or remain loyal to a current brand;

– **Reminder Advertising** reminds people about the need for a product or service, or the features and benefits it will provide when they purchase promptly.

When people think of advertising, often **product-focused advertisements** are top of mind—i.e., ads that promote an organization’s goods or services. **Institutional advertising** goes beyond products to promote organizations, issues, places, events, and political figures. **Public service announcements (PSAs)** are a category of institutional advertising focused on social-welfare issues such as drunk driving, drug use, and practicing a healthy lifestyle. Usually PSAs are sponsored by nonprofit organizations and government agencies with a vested interest in the causes they promote.

#### 4.3. Advantages and disadvantages of advertising

Read the text and name the factors which can influence the choice of media.

As a method of marketing communication, advertising has both advantages and disadvantages. In terms of advantages, advertising creates a sense of credibility or legitimacy when an organization invests in presenting itself and its products in a public forum. Ads can convey a sense of quality and permanence, the idea that a company isn’t some fly-by-night venture. Advertising allows marketers to repeat a message at intervals selected strategically. Repetition makes it more likely that the target audience will see and recall a message, which improves awareness-building results. Advertising can generate drama and human interest by featuring people and situations that are exciting or engaging. It can introduce emotions, images, and symbols that stimulate desire, and it can show how a product or brand compares favorably to competitors. Finally, advertising is an excellent vehicle for brand building, as it can create rational and emotional connections with a company or offering that translate into goodwill. As advertising becomes more sophisticated with digital media, it is a powerful tool for tracking consumer behaviors, interests, and preferences, allowing advertisers to better tailor content and offers to individual consumers. Through the power of digital media, memorable or entertaining advertising can be shared between friends and go viral—and viewer impressions skyrocket.

The primary disadvantage of advertising is cost. Marketers question whether this communication method is really cost-effective at reaching large groups. Of course, costs vary depending on the medium, with television ads being very expensive to produce and place. In contrast, print and digital ads tend to be much less expensive. Along with cost is the question of how many people an advertisement actually reaches. Ads are easily tuned out in today’s crowded media marketplace. Even ads that initially grab attention can grow stale over time. While digital ads are clickable and interactive, traditional advertising media are not. In the bricks-and-mortar world, it is

difficult for marketers to measure the success of advertising and link it directly to changes in consumer perceptions or behavior. Because advertising is a one-way medium, there is usually little direct opportunity for consumer feedback and interaction, particularly from consumers who often feel overwhelmed by competing market messages.

#### 4.4. Impact of advertising on society

Read the text and summarize the ideas.

Advertising has brought in an advanced manner of building awareness about any product or a service in the society. It has enabled the consumers to have knowledge about the service or the product before making any purchase. Advertising has grown on the levels of creativity and innovation. The types of ads being produced these days have shown great influence on the minds of people by persuading them through attractive advertising tactics. These tactics of advertising have therefore shown a great impact of the society in the following ways:

1. Today the human needs are fulfilled by the source of advertisements. Almost every product today is advertised in order to reach a larger group of people. This benefits the company with increased sales. For instance, if a person wishes to buy a car and is in dilemma whether to make a purchase for it or not. In this case his target would be set and he would be eager to learn more about it from the advertisements. The advertisement will in a way provoke him to buy. In this way advertisements control the mind of the interested person by fulfilling their want;
2. Advertising has increased the awareness of the people by keeping them updated with the activities of the market like what product is launched? What is the market price of that product? What is its use? How is it used? Etc. This enables them to participate in the ongoing happenings market actively. In other words, advertising influences consumer behavior;
3. However, it does give a negative impact on society by creating unrealistic expectations for the product local cleaning service near me. The features that are usually advertised generally are not the same when dealt in real life. This disappoints the consumer and the relationship gets harmed;
4. Advertising impacts on the economic stability of the society. The influence of ads on society builds their desire to purchase. This increases the sales of the company which sums up to benefit the economic stature of the country.

The impact of advertising on society has brought in a great change. It has made people think beyond their compact world of stability. It has made society change their way of living. The marketers try to influence or persuade consumers to buy the particular product. It is also a medium serving many businesses.

**WRITING.** Topic: “Advertising and its impact on society”.

<https://courses.lumenlearning.com/suny-marketing-spring2016/chapter/reading-advertising/>

<https://www.easypresswire.com/blog/impact-of-advertising-on-society/>

## UNIT 7. PRINT MEDIA

### OUTLINE

1. Newspapers.
2. Advertising in newspapers.
3. Magazines and journals.
4. Advantages of advertising in magazines.
5. Journalism genres and article types.

### 1. Newspapers

Read 1.1 and 1.2 and answer the questions:

- 1) What are the Russian Equivalents to the expressions in bold type?
- 2) Which factors led to a decrease in readership according to the text?
- 3) Can you distinguish between a tabloid and a broadsheet?

1.1. Although newspapers are no longer the fastest medium for carrying **the bulletins and headlines of the day**, they still provide the best display and **in-depth coverage of events and news**. Some researchers say there has been an increase in readers at the same time there has been a decrease in the number of newspapers. Roberts & Maccoby, on the other hand, cite studies that indicate **a decrease in readership** especially among younger adults who do not have the newspaper-reading habit and are less likely to develop it as they grow older. They even offer references and explanations for why there is a decrease. Factors they **cite** include **decline in home ownership**, increase in single-person households, increase of women in the labor force, and changes in amounts of available time.

Researchers **ascribe** the decrease in the number of newspapers in part **to the fact that** more newspapers are now owned by chain newspaper companies "making the business more efficient and profitable". Among the top papers are the NY Times, Wall Street Journal, Christian Science Monitor, Washington Post, & USA Today. Among the newspaper chains are Gannett Co., Inc., Knight-Ridder Newspapers, Newhouse Newspapers, Tribune Co., Dow Jones & Co. Inc., Times Mirror Co., News America Pub. Corp., and the NY Times Co.

Small **weekly newspapers** and specialized weekly newspapers serve the local community or distinct ethnic, cultural, or professional groups. Some papers provide an English version of foreign ones for specific ethnic populations (e.g., a company in Colorado publishes the Soviet newspaper PRAVDA in English).

Two hundred twenty (220) of 3,000 black newspapers founded in the United States still exist. They are financially strong and **circulate to** approximately 4 million. The National Newspaper Publishers Association is a black press organization begun in

1940. After World War II, black press began declining as "blacks became increasingly assimilated into white culture". James D. Williams in his book, *The black press and the first amendment*, suggested the decline was in part due to more people turning to television, the indifference of major advertisers to black media, and the quality and quantity of reporting **in some instances**.

The newspaper audience includes 138 million Americans of whom 2 out of 3 read a newspaper daily, 9 out of 10 adults read at least 1 newspaper weekly and 2.2 people read each newspaper delivered to a household. The average reader is likely to be male, mature, college graduate, higher income, white, and stable vs. mobile. Six out of ten readers read the comics daily, 100 million people read the Sunday comics section.

1.2. In the world of **print journalism**, the two main formats for newspapers are broadsheet and tabloid. **Tabloid**: a smaller than standard newspaper which focuses on less "serious" content, especially celebrities, sports, and sensationalist crime stories. **Broadsheet**: a standard or full sized newspaper that takes a serious look at major news stories.

## 2. Advertising in newspapers

- 1) Write out the words denoting types of newspapers.
- 2) Memorise the types of ads in newspapers.

Newspaper advertising can promote your business to a wide range of customers. Display advertisements are placed throughout the paper, while classified listings are under subject headings in a specific section.

You may find that a combination of advertising in your state/metropolitan newspaper and your local paper gives you the best results.

Types of Ads in newspapers:

1. classified advertisements – ads arranged according to product or service;
2. display advertisement – ads that use illustrations, photos, visual elements, may be National or Local;
3. special inserts – Tender notices, Public notices, Shifting of office etc.;
4. free standing insert – pre-printed ad inserted in newspapers folds that fall out when the reader opens it and attract immediate attention.

## 3. Magazines and journals

Read the text and find English Equivalents to the following Russian ones:

- ежедневные дедлайны (сроки) –
- последующие выпуски журнала –
- издательства –

– покупать журналы в единичном экземпляре –

– из-за –

– редакторы –

– стоимость подписки –

Unlike newspapers with daily deadlines, magazines have time to look more closely at issues for analysis and interpretation. They can follow the flow of events over time through a series on a given topic in subsequent editions of the magazine. "Surveys of magazine readers' actions suggest that readers tend to take more action as a result of their reading than is taken by consumers of other media".

A great number of magazines published in the continental United States in the 90-s were monthly. They do not include the private, institutional, or in-house publications. New York based publishers produce one-third of the magazines published; the rest are scattered among the fifty states. More people buy magazines on a single-copy basis rather than subscriptions, partly due to the rising costs of postage.

Magazine publishers are increasingly using computers and demographic data to segment audiences for their advertisements and content. Readers preselect categories of interest and the magazine publishers assure that each issue has at least one appealing article for each segment. Neighbors, therefore, may get one differing article in their copy of the same magazine in a given month.

Unlike past practices where editors waited for freelance contributions for their editorial content, they now most often use staff-developed and staff-written materials. "Schedules are too demanding and story development is too complicated to allow the editors to depend on volunteer contributions".

Consumer magazines fall into 13 or more categories: Women's, men's, sophisticated, quality, romance, news, sports, travel, exploration, humor, shelter, class, and city. Specialized magazines consist of juvenile, comic, little literary (Prairie Schooner), literary (Paris Review), scholarly (Journalism Quarterly), educational (College & University Journal), business (Nation's Business), religious (Christianity Today), industrial or company (Western Electric World), farm (Farm Journal), transportation (Railway Age), science (Scientific American), and discussion (New Republic).

Most magazines keep subscription costs down by using advertisements. Only a few attempt to control the content of their periodicals by eliminating all advertisements and the content controls associated with those ads. Advertisers in many cases must be taken into account when promoting articles on recent research findings.

#### **4. Advantages of advertising in magazines**

Advertising in a specialist magazine can reach your target market quickly and easily. Readers (your potential customers) tend to read magazines at their leisure and keep them for longer, giving your advertisement multiple chances to attract attention.

Magazines generally serve consumers (by interest group e.g. women) and trade (industry/business type e.g. hospitality).

If your products need to be displayed in colour then glossy advertisements in a magazine can be ideal – although they are generally more expensive than newspaper advertisements.

Magazines do not usually serve a small area such as a specific town. If your target market is only a small percentage of the circulation, then advertising may not be cost-effective.

Business magazines include publications such as trade journals for business, industries or occupations. Generally readership includes business managers and executives and business students and can create image, prestige or reputation, can reach specialized groups and better reproduction.

## **5. Journalism genres and article types**

Study the information and pay attention to the word combinations in italics.

5.1. In journalism, there are several different articles or journalism types. Some of the best-known include news articles, interviews, features, reviews, columns and editorials.

*A news article* is the most important article type in journalism. Its purpose is to convey information by answering the questions of what, where, when, how, why and who as neutrally and objectively as possible. The purpose of news is to tell people what has happened.

The form of a news article is highly standardised and regularly referred to as a downward-facing triangle structure. The most important information is located at the beginning of the news article and, from there onwards, less and less important background information is provided. The style has become so standard, that the last chapter or chapters of a news article can be removed during the layout without it hampering the ease of understanding the article. The most important message in a news article is called a news lead. It is a brief, concise description of the article's content. The most important message in a news article is called a news lead.

In its simplest form, *an interview* can be in a question-answer format, where both the reporter's questions and the interviewee's answers are quoted directly.

*A feature article* is a longer article type than a news article. A feature should be fact-based, objective and accurate, but the genre also allows for more creative expression than a news article. While containing elements of news, feature writing provides scope, depth, and interpretation of trends, events, topics or people. It aims to humanise, add colour, educate, entertain and illuminate. Types of features can be, for example, news features on a topical phenomenon including the use of several independent sources, profiles and reportages.

*Columns, editorials and reviews* are even more subjective article types than features. They can and usually do include openly personal opinions from the writer. Nevertheless, a good review not only presents the critic's opinions, but the critic's expertise is put into practice, for example to analyse a piece of art or culture and place it in a larger context or tradition. Likewise, a good column is not just a rant composed of the writer's thoughts but a well justified argument on a topical issue.

## 5.2. Newspaper Article Characteristics.

Read the text and prepare to speak on the specific newspaper article characteristics.

**Authors:** Newspaper articles frequently do not list authors. Articles may be obtained from the various national and international wire services such as Associated Press and Reuters and may only reference the wire service providing the news article. Feature stories will normally attribute authorship. Editorials might attribute authorship or will imply that the newspaper editors are the authors. Letters to the editors will routinely provide the names of the readers submitting the letters.

**Frequency:** Newspapers can be published daily, weekly, bi-weekly, or even just on weekends. Major national and regional newspapers typically publish daily, with increased coverage on weekends.

**Subject Focus:** Newspaper articles typically report news on a wide variety of topics. Anything is fair game for a newspaper, from politics to science to art and music. Newspapers published in localities will typically have a section that provides national and international news coverage and additional sections that focus on local news and interests. Local papers also typically publish obituaries.

**Illustrations/Photographs:** Newspapers make extensive use of photographs. Photographs might come from syndicated sources or from the paper's own staff photographers. Photos are typically in black and white, however some sections of the paper, such as the weekend comics, might make use of color.

**Advertisements:** Newspapers will include advertisements throughout the paper and might even have full page and special insert advertisements. Advertisements embedded within the paper itself are typically black and white. Those that are included as special inserts or supplements may be in color and even on glossy paper.

**Layout and Arrangement:** Newspapers arrange articles on the page in columns. Lead articles will begin on the front pages of the various newspaper sections and will continue deeper in the paper. The most important news events typically appear on the front page of the first section of the paper. Most newspapers are divided into sections. Typical sections include: national/international news; local news; sports; entertainment/amusements; classified advertisements; and neighborhood news. Editorials usually appear in the first section of the paper, although some newspapers have a separate section devoted just to insights and opinion.

**Overall Appearance:** Newspapers are normally printed on large sheets of newsprint and folded. Different newspapers might opt for varying size formats. Normally printed with black ink, some newspapers might use color to highlight specific sections of the paper or to publish important photographs.

<https://libguides.unf.edu/articletypes/newspaper>

## UNIT 8. VISUAL JOURNALISM

### OUTLINE

1. Meaning and application of the term.
2. Types of visual content and tools to create it.
3. Anatomy of an advertisement.
4. Types of advertising.

### 1. Meaning and application of the term

**Visual journalism** is premised upon the idea that at a time of accelerating change, often words cannot keep pace with concepts. Visual journalism incorporates ancient symbols that resonate with humans across cultures and time and conveys meaning instantaneously at a deep level. Visual journalism is an outgrowth of the practice of graphic facilitation and recording that began entering corporate board rooms, conferences. But its roots date back to ancient cave paintings and carry forward in the work of designers, architects, and engineers. Only recently has interactive visualization of this sort moved out into common use in a variety of group engagements. The scholarly father of this visual form of communication is Robert Horn, Ph.D., a fellow at Stanford University and author of the book *Visual Language*.

Visual journalism is not a series of symbols with precise meanings but rather images that suggest complex meanings and contain words. The symbols do not simply represent but participate in the meaning and, in combination with evocative phrases, are designed to provoke creative thinking.

[https://en.wikipedia.org/wiki/Visual\\_journalism](https://en.wikipedia.org/wiki/Visual_journalism)

### 2. Types of visual content and tools to create it

#### 2.1. Reasons for visual press releases.

65% of people are visual learners. By presenting your press release visually rather than text based, you have more chance of a journalist or blogger reading it purely due to its visual nature.

Images not only help journalists and bloggers get the gist of your news story better, but in turn help them in telling it to their audiences more accurately. A picture is worth a thousand words is hardly a new adage, so including images can aid readers digest even the most complex of ideas.

People may not always remember the facts and figures presented to them, but they will remember how they felt when they read the story. Visuals stimulate our brain and lead us to heighten our creative thinking. This emotion then helps us with our decision making.

Hearing news from word of mouth seems like a lifetime ago. Nowadays, social media is the driving force behind news being spread. People love sharing things that interest them. Citizen journalism means there is a whole blogosphere that can spread your news story. Here, the benefit is that multimedia is shareable in ways text isn't. By having a range of visual elements alongside your text, you have more chance of your voice being heard.

As you see there are many reasons to include visual content in your press releases, but the biggest by far is that visual content gets shared more. If these stats came as a surprise, content editors are one step ahead of you. They already know that visual content matters. They're urging journalists to include more visuals in their articles, and the more you can give journalists what they need to be successful, the more coverage you'll get for your clients.

Now that you're fully convinced of the importance of visual content (you are, right?), let's cover some key types of visual content and best practices for leveraging each type. Some are so simple, you can start adding them to your press releases right away, while others require more time and resources to develop. Either way, it's definitely worth the extra effort.

**Images** are the workhorses of visual PR. Easy to use, cheap to obtain, and proven to increase views, adding images to your press releases will drive better results across the board. Images work best when they are eye-catching, high quality, and relevant. Steer clear of generic stock photos. Instead, choose images that clearly relate to your story. For press releases, it's best to use high quality, high-resolution photos.

When you have a data-driven story to tell, **infographics** are a natural choice. Visually appealing, easy to read, and chock full of viral potential, the best infographics literally paint a picture with your data, making it easy to understand and simple for readers to follow along.

Simplicity, clarity, and good data are the keys to a successful infographic. Start with the question, "What impression do I want the reader to take away from this data?", and design your infographic around the answer.

Use your data to tell a clear narrative, and don't deviate from it. Use only as many visuals as you need. A simple, easy-to-understand story is always better than an overcrowded collection of statistics, no matter how good it looks.

Creating your own visual content isn't as hard as it sounds, and it's usually cheaper than paying someone else to create it for you. If you carry a smartphone, you already have everything you need to create gorgeous photos and videos. Make it a habit to snap pictures and film footage throughout your workday, and you can create a solid backlog of visuals almost effortlessly.

## 2.2. Helpful tools to create your own visual content:

- PowerPoint templates. PowerPoint is easy to use and a surprisingly powerful tool for visual design. From gorgeous Facebook cover photos to killer infographics, you'll be surprised at how far PowerPoint can take you;
- Canva. If you don't have the budget for a graphic designer, Canva is a lifesaver. This simple online tool helps you design images, edit photos, and create beautiful visual content at little to no cost. It's fast, too. Canva includes hundreds of elements and fonts for free, or you can access their premium digital library for a very small fee;
- Adobe Voice. Adobe Voice is a free iPad app that lets you easily create your own animated videos. All you have to do is talk. Choose from over 25,000 images to create your custom backdrop, and Voice automatically adds music and cinematic motion;
- Wistia. Wistia is an excellent resource for all things video-related. For practical guidance concepting, producing, and marketing videos, be sure to check out their free Learning Center.

When going visual, remember to keep it visually articulate. Place visuals where they count – overcrowding your news story with too many images or videos will clutter readers' minds and impede your objective of getting more coverage of your story. And remember, visuals should help your press release pass the 'so what' test – so keep them on track and interesting.

Source: <https://www.prezly.com/academy/ultimate-guide-visual-press-releases>  
<https://everything-pr.com/press-release-visual/>

## 3. Anatomy of an advertisement

Advertisements use several common elements to deliver the message. The visual is the picture, image, or situation portrayed in the advertisement. The visual also considers the emotions, style, or look-and-feel to be conveyed: should the ad appear tender, businesslike, fresh, or supercool? All of these considerations can be conveyed by the visual, without using any words.

The headline is generally what the viewer reads first – i.e., the words in the largest typeface. The headline serves as a hook for the appeal: it should grab attention, pique interest, and cause the viewer to keep reading or paying attention. In a radio or television ad, the headline equivalent might be the voice-over of a narrator delivering the primary message, or it might be a visual headline, similar to a print ad.

In print ads, a subhead is a smaller headline that continues the idea introduced in the headline or provides more information. It usually appears below the headline and in a smaller typeface. The body copy provides supporting information. Generally it appears in a standard, readable font. The call to action may be part of the body copy, or

it may appear elsewhere in a larger typeface or color treatment to draw attention to itself.

A variety of brand elements may also appear in an advertisement. These include the name of the advertiser or brand being advertised, the logo, a tagline, hashtag, Website link, or other standard “branded” elements that convey brand identity. These elements are an important way of establishing continuity with other marketing communications used in the IMC campaign or developed by the company. For example, print ads for an IMC campaign might contain a campaign-specific tagline that also appears in television ads, Website content, and social media posts associated with the campaign.

<https://courses.lumenlearning.com/suny-marketing-spring2016/chapter/reading-advertising/>

#### **4. Types of advertising**

A successful advertising campaign will spread the word about your products and services, attract customers and generate sales. Whether you are trying to encourage new customers to buy an existing product or launching a new service, there are many options to choose from.

The most suitable advertising option for your business will depend on your target audience and what is the most effective way to reach as many of them as possible, as many times as possible. The advertising option chosen should also reflect the right environment for your product or service. For example, if you know that your target market reads a particular magazine, you should advertise in that publication.

The following list is an introduction to advertising tactics that you could use.

**Television** has an extensive reach and advertising this way is ideal if you cater to a large market in a large area. Television advertisements have the advantage of sight, sound, movement and colour to persuade a customer to buy from you. They are particularly useful if you need to demonstrate how your product or service works.

Producing a television advertisement and then buying an advertising slot is generally expensive. Advertising is sold in units (e.g. 20, 30, 60 seconds) and costs vary according to:

- the time slot;
- the television program;
- whether it is metro or regional;
- if you want to buy spots on multiple networks.

**Directories** list businesses by name or category (e.g. Yellow Pages phone directories). Customers who refer to directories have often already made up their mind to buy – they just need to decide who to buy from.

The major advantage of **online directories** over **print directories** is that if you change your business name, address or phone number, you can easily keep it up to date in the directory. You can also add new services or information about your business.

If your target market uses print and online directories, it may be useful to advertise in both, although print directories are being used less.

There are many ways to advertise **outside and on-the-go (transit)**. **Outdoor billboards** can be signed by the road or hoardings at sport stadiums. **Transit advertising** can be posters on buses, taxis and bicycles. Large billboards can get your message across with a big impact. If the same customers pass your billboard every day as they travel to work, you are likely to be the first business they think of when they want to buy a product.

Even the largest of billboards usually contain a limited amount of information; otherwise, they can be difficult to read. Including your website address makes it easy for customers to follow up and find out more about your business. Outdoor advertising can be very expensive especially for prime locations and supersite billboards.

**Direct mail** means writing to customers directly. The more precise your mailing list or distribution area, the more of your target market you will reach. A direct mail approach is more personal, as you can select your audience and plan the timing to suit your business. A cost effective form of direct mail is to send your newsletters or flyers electronically to an email database. Find out more about direct mail.

**Catalogues, brochures and leaflets** can also be distributed to your target area. Including a brochure with your direct mail is a great way to give an interested customer more information about your products and services.

<https://www.business.qld.gov.au/running-business/marketing-sales/marketing-promotion/advertising/types>

## UNIT 9. RADIO

### OUTLINE

1. Definition, history and facts.
2. Introduction and glossary.
3. Technological innovation.
4. Marketing and regulation.

### 1. Definition, history and facts

1.1. **Radio**, sound communication by radio waves, usually through the transmission of music, news, and other types of programs from single broadcast stations to multitudes of individual listeners equipped with radio receivers. From its birth early in the 20th century, broadcast radio astonished and delighted the public by providing news and entertainment with an immediacy never before thought possible.

Based on the human voice, radio is a uniquely personal medium, invoking a listener's imagination to fill in mental images around the broadcast sounds.

The prime purpose of radio is **to convey information from one place to another through the intervening media** (i.e., air, space, non conducting materials) without wires. Besides being used for transmitting sound and television signals, radio is used for the transmission of data in coded form.

1.2. During the 1860-s: Scottish physicist, James Clerk Maxwell predicted the existence of radio waves; and in 1886, German physicist, Heinrich Rudolph Hertz demonstrated that rapid variations of electric current could be projected into space in the form of radio waves similar to those of light and heat. In 1866: Mahlon Loomis, an American dentist, successfully demonstrated “wireless telegraphy”. Loomis was able to make a meter connected to one kite cause another one to move, making the first known instance of wireless aerial communication. Guglielmo Marconi, an Italian inventor, proved the feasibility of radio communication. He sent and received his first radio signal in Italy in 1895. In 1895, a young Italian named Guglielmo Marconi invented what he called “**the wireless telegraph**” while experimenting in his parents' attic. He used radio waves to transmit Morse code and the instrument he used became known as the radio. By 1899 he flashed the first wireless signal across the English Channel and two years later received the letter “S”, telegraphed from England to Newfoundland. This was the first successful transatlantic radiotelegraph message in 1902.

1.3. Radio news stories must have these attributes:

– *The writing style should be conversational. Write the way you talk;*

- *Each sentence should be brief and contain only one idea.* We do not always talk in long sentences. Shorter sentences are better in broadcast news writing. Each sentence should focus on one particular idea;
- *Be simple and direct.* If you give your audience too much information, your audience cannot take it in. Choose words that are familiar to everyone;
- *Read the story out loud.* The most important attribute for writing for “the ear” is to read the story aloud. This will give you a feeling for timing, transitions, information flow, and conversation style. Your audience will hear your television or radio news story, so the story has to be appealing to the ear.

<https://www.britannica.com/topic/radio>

## 2. Introduction and glossary.

Study the glossary.

### **blog**

An online publication written by an individual or a group of individuals that covers a subject of their choosing, a contraction of the term 'web log'.

### **brand identity**

The image a company constructs for itself through the use of logos, slogans and other marketing tools in order to appeal to an audience.

### **Broadcasting Code**

Ofcom's Broadcasting Code sets standards for television and radio shows which broadcasters have to follow.

### **commercial radio**

Radio is owned by private companies and usually funded by advertising.

### **convention**

The normal standard practices for doing something.

### **diction**

The way words are spoken in a clear and precise way.

### **house style**

The overall design concept used by a magazine, website, or media company which includes logos, fonts, and colours.

### **licence fee**

A compulsory payment made by households in the UK that own a TV, the money is used to finance the BBC.

### **media convergence**

When audiences use one platform to consume various types of media texts.

### **media platform**

A media platform is where a media text is presented; this can be TV, cinema, computer, games console, digital media player, smartphone, tablet, magazine, or newspaper

**pirate radio stations**

Stations which are unlicensed and are therefore transmitting illegally.

**podcast**

An audio file, usually similar to a radio show, that can be streamed or downloaded to a computer or mobile device.

**remit**

The area of activity in which an organisation or person is permitted to operate.

**Royal Charter**

The Royal Charter is the constitutional basis for the BBC. It sets out the public purposes of the BBC, guarantees its independence, and outlines the duties of the Trust and the Executive Board.

**stream**

A method of downloading digital media such as audio and video as a temporary file.

**target audience**

The specific audience group a media text is aimed at.

**zoo format**

A live presenter-led radio show which contains music, chat, guest interviews, an audience phone-in and competitions delivered in a spontaneous, comic way.

Radio has evolved dramatically since the first broadcasts in the 1920s.

As a media industry it was dominated by the BBC until the 1960s when **pirate radio stations** became popular with young people.

This popularity would pave the way for **commercial radio** to establish itself and allow the industry to develop.

Modern radio is available in various forms:

– BBC Radio: national stations include Radio 1,2,3,4, 5 live and 6 Music. The BBC also has over 50 regional radio stations broadcasting throughout the UK. All these stations operate under the conditions of the **Royal Charter** and don't carry adverts because they are funded by the **licence fee**;

– Commercial and Independent Radio: stations include Classic FM and Absolute. These stations are funded by advertising;

– Regional Stations: these can be delivered by the BBC as well as commercial and independent radio broadcasters. For example BBC Radio London or Radio Essex, which is commercially owned by the Adventure Radio Group;

- DAB (Digital Audio Broadcasting): Planet Rock and Magic are examples of this type of radio station;
- Community Radio;
- Hospital and Student Radio.

A radio programme's style and content will be influenced by the station identity and often by the personality of the presenter.

Programmes can be broadcast live or be pre-recorded.

For example, *The Radio 1 Breakfast Show with Nick Grimshaw* is a live presenter-led show which contains the expected **conventions** of music, chat, guest interviews, an audience phone-in and competitions.

The show is **zoo format**; this means it includes all those elements mentioned and is delivered in a spontaneous, comic way.

### 3. Technological innovation

New technology has helped the radio industry evolve and increase in popularity.

There's been a huge increase in the number of people downloading **podcasts** and streaming internet radio. Most radio stations archive past broadcasts on their official websites, for listeners to access on-demand.

Studio webcams and social media have changed the audience relationship with radio by making listeners feel more connected to the presenters.

This type of **media convergence** is also achieved through the use of **blogs** and forums on radio websites.

Radio is available on more platforms than ever before, including:

- DAB (Digital Audio Broadcasting);
- FM Radio;
- LW (Long Wave);
- MW (Medium Radio);
- Freeview TV, Sky TV and Virgin TV;
- Online;
- On mobile phones via mobile apps;
- On digital music players.

#### Brand identities

A radio station will have a specific **brand identity** which informs their **house style**.

A radio station's **target audience** can be identified by the music it plays; a station like Gold, for example, focuses on playing classic pop songs for an older audience.

Another feature of house style is the language presenters use on air.

For example, Radio 4 uses clear **diction** and formal language whereas a station targeting a young audience will be more energetic and use informal, everyday language that may include some slang or abbreviations like 'LOL' or 'YOLO'.

The BBC is a good case study to show how a single broadcaster can have a range of brand identities that target different audiences.

Each station has a different **remit**:

- **BBC Radio 1**: to entertain and engage a broad range of young listeners with a distinctive mix of contemporary music and speech;
- **BBC Radio 1 Xtra**: to play the best in contemporary black music with a strong emphasis on live music and supporting new UK artists;
- **BBC Radio 2**: to be a distinctive mixed music and speech service, targeted at a broad audience, appealing to all age groups over 35;
- **BBC Radio 3**: to offer a mix of music and cultural programming in order to engage and entertain its audience;
- **BBC Radio 4**: to be a mixed speech service, offering in-depth news and current affairs and a wide range of other speech output including drama, readings, comedy, factual and magazine programmes;
- **BBC Radio 4 Extra**: to provide speech-based entertainment. Its schedule includes comedy, drama, stories, features, readings and programmes that appeal to children.
- **BBC Radio 5 Live**: to provide live news and sports coverage;
- **BBC Radio 5 Live Sports Extra**: to bring a greater choice of live action to sports fans by offering a part-time extension of BBC Radio 5 live;
- **BBC Radio 6 Music**: to entertain lovers of popular music with a service that celebrates the alternative spirit in popular music from the 1960s to the present day;
- **BBC Asian Network**: to provide speech and music output appealing to British Asians, with a strong focus on news and current affairs;
- **The World Service** is broadcast internationally and provides news, analysis and information.

#### **4. Marketing and regulation**

Radio stations market themselves through advertising.

They often use their own stations, official websites and social media channels as **platforms** to promote forthcoming shows, new presenters, or the general **brand identity** of the station itself.

##### **Radio online**

Official websites may contain additional content; when a pop star is interviewed on Radio 1 there may be exclusive excerpts which are only available online.

This is called **convergence**.

This allows for interactive participation, for example, the audience submitting questions before and during an interview via the website or social media.

Webcams can be used to **stream** radio shows as they are broadcast, allowing the audience to see what is happening in the studio. In this way, radio isn't just audio-based; it is transformed via new technology into an audio-visual medium.

<https://www.bbc.co.uk/bitesize/guides/z2s97hv/revision/3>

## UNIT 10. INTERNET

### OUTLINE

1. Definition.
2. Introduction and facts.

Read the information below and answer:

Which feature distinguishes websites from other media texts?

Which specific codes and conventions do websites include?

### **1. Definition**

According to Wikipedia, the free encyclopedia, the **Internet** is the global system of interconnected computer networks that uses the Internet protocol suite (TCP/IP) to communicate between networks and devices. It is a network of networks that consists of private, public, academic, business, and government networks of local to global scope, linked by a broad array of electronic, wireless, and optical networking technologies. The Internet carries a vast range of information resources and services, such as the inter-linked documents and applications of the World Wide Web (WWW), electronic mail, telephony and file sharing.

Most traditional communication media, including telephony, radio, television, paper mail and newspapers are reshaped or redefined by the Internet, giving birth to new services such as email, Internet telephony, Internet television, online music, digital newspapers, and video streaming websites. Newspaper, book, and other print publishing are adapting to website technology, or are reshaped into blogging, web feeds and online news aggregators. The Internet has enabled and accelerated new forms of personal interactions through instant messaging, Internet forums, and social networking services. Online shopping has grown exponentially for major retailers, small businesses, and entrepreneurs, as it enables firms to extend their "brick and mortar" presence to serve a larger market or even sell goods and services entirely online. Business-to-business and financial services on the Internet affect supply chains across entire industries.

The Internet has no single centralized governance in either technological implementation or policies for access and usage; each constituent network sets its own policies.

<https://en.wikipedia.org/wiki/Internet>

### **2. Introduction and facts**

The internet has come a long way since it was first developed in the early 1960s.

1960-s – only the military, scientists and government officials use the Internet. 1991 – first website built. 1993 – installation of web servers and popularisation of web browsers. 1994 – with faster internet speeds HTML2 becomes web standard which

offers greater design capabilities. 1995 – Microsoft Internet Explorer is released, increasing design capabilities such as animation. 1996 – platforms for website building and web hosting for the general public are established. 2000-s – new browsers supporting HTML4, JavaScript, XML and CSS become web standard and offer more design possibilities. Presently anyone can build a professional looking website without having to learn how to code, via website building tools.

Websites, like video games, offer one key feature which distinguishes them from other media texts: interactivity.

Websites perform a vital function for many media industries but they are also **media texts** in their own right. Media text is any media product such as a TV programme, film, magazine, video game, newspaper, music track or album created for an audience.

As such, they have their own specific codes and conventions which include:

## **Type**

## **Description**

Navigational features: These are clearly displayed on a web page and are essential in guiding the user through the content contained on a site. When web designers are building a website, the navigational features are among the most important to get right.

Web banner: This is the title or header image of a web page and it works in the same way as a newspaper masthead or magazine title. It aims to attract an audience and indicates the type of content available. It does this through choice of image and selection of font.

Flash elements: These design options allow web designers to incorporate animations and interactive content into a website. A flash plug-in is required to view these features on a web browser. Many websites are moving away from Flash and using platform neutral technologies such as HTML5 instead. Some web browsers, such as Chrome, have announced they are withdrawing from supporting Flash.

Advertisements: Though not all websites carry advertisements, many do as it helps generate revenue from site visits.

Multimedia features: This is the use of images, video, text and audio on a website to present information in an engaging and effective way. These features can help make the content more entertaining and informative.

Web links: When links direct a user to another page on the same website they are 'internal links' and when they direct a user to the pages of another website they are 'external links'.

Interactive elements: These allow the user to contribute to the website by taking part in forums, surveys, games, quizzes, or by commenting on an article. In turn, the audience may be inspired to produce blogs and vlogs using platforms like YouTube, Tumblr or WordPress, which encourage interactivity from site visitors.

### **Content convergence**

Media industries use websites for media content **convergence**.

Media convergence is when audiences use one platform to consume various types of media texts.

For example, the TV show *Top Gear* has an official website which includes features articles, video clips, games and links to buy previous episodes in the BBC Store.

Media convergence encourages greater audience engagement by making more content available on the web platform. This has the potential to increase audience numbers as well as the level of enjoyment and appreciation.

<https://www.bbc.co.uk/bitesize/guides/z3gqhv4/revision/1>

## 2. ПРАКТИЧЕСКИЙ РАЗДЕЛ

### TASKS

#### UNIT 1. THE MEDIA AND THEIR AUDIENCES

##### 2. Using the Media

2.1.

1) Look up the unknown words and expressions in a dictionary to avoid any difficulty of understanding:

a media-literate society, a uses-and-gratifications model, cognition, diversion, social utility, withdrawal, subtle forms, inherent motivation, to keep up with information, to relate to..., recreation, lucid behaviors, media exposure, emotional release, to assume, valid indicators.

2) Find derivatives and memorize them:

cognition, motivation, curiosity, assumption.

3) Give Russian Equivalents to the following expressions, find them in the text, read out loud and interpret the sentences:

1. to provide a common ground for smth., 2. to release pent-up emotions, 3. to seek relief, 4. to enable to vent some of the frustrations, 5. to bury one's head in a newspaper, 6. to be aware of smth., 7. conversational currency, 8. to affiliate with, 9. to avoid certain chores, 10. a diversion from the frustrations of everyday life, 11. to tune everybody out.

4) Give English Equivalents to the following Russian expressions:

1 поддерживать активность – ; 2 столкнуться с перегрузкой – ; 3 присвоить (приписать) функцию – ; 4 определить набор социально интегративных потребностей – ; 5 создать буферную зону – ; 6 уметь выразить словами, вербализировать – ; 7 решающий фактор – ; 8 контент не является определяющим фактором – .

5) Questions for discussion:

1. How to use a mass medium in a cognitive way?
2. What forms can diversion take? Comment on each of them.
3. What is probably one of the first functions to be attributed to media content?
4. What is called social utility?
5. What are the ways to create a buffer zone between an individual and other people?
6. Why do the mass media compete with other sources of satisfaction and relaxation?

2.2.

1) Find synonyms to the given verbs in the text:

- 2) to back, to support –
- 3) to upgrade, to improve –
- 4) to recollect, to remember, to think of –
- 5) to keep, to maintain –
- 6) using media –

2) Give Russian Equivalents to the following English ones:

- 1) to spark discussion –
- 2) one-way communication media –
- 3) to showcase complex ideas –
- 4) to develop quantitative reasoning –
- 5) to keep materials and examples up-to-date –
- 6) to gain attention –
- 7) to hone analytical skills –

3) Make a list of advantages of using the Media.

4) Points for discussion:

1. Why (what for) can the media be used in almost any discipline?
2. What forms of the media are mentioned in this paragraph? Which of them performs better?
3. Which aspects of utilizing the media are emphasized in the text with the aim of enhancing learning?
4. Name one-way communication media?
5. Do you agree or disagree with the ideas extended in the text? Stand your ground using the text and target vocabulary.

### **3. The power of Mass Media**

1. Look up the unknown words and expressions in a dictionary to avoid any difficulty of understanding:

courtesy of websites, the death toll, to expose to, exposition of injustice, to gain market shares, thereby, on the flip side of the coin, discernment, in a quick and timely manner, impending bad weather, to keep updated on smth, inadvertently, uniqueness, diminish the differences.

2. Give English Equivalents to the following expressions:

- 1) постоянно меняющийся –
- 2) распространять информацию –
- 3) обостренный, преувеличенный –
- 4) свойство, признак – ; приписывать качества –
- 5) злоупотребление властью –

- 6) раскрытые события, мошенничества –
  - 7) обрушиться с новостью, ворваться в эфир –
  - 8) делать ложные заявления –
  - 9) провокационный вопрос –
  - 10) быть в курсе –
  - 11) отличный способ узнать больше –
  - 12) оказать огромное влияние на –
3. Which aims of Mass Media make them socially important?
  4. Make a list of advantages of the modern Mass Media using all the opinions.
  5. Make a list of possible negatives about the media according to the texts.

#### 4. Categorization of the Media and audiences

Match the expressions in column A with their Russian Equivalents in column B:

Column A	Column B
array of skills –	быть технически подкованным –
to alienate –	использовать навыки –
multi-stranded narratives –	“вирусная” кампания –
augmented reality –	чистый доход –
to leverage skills –	набор навыков –
to be technically savvy –	отчуждать, отдалять –
viral campaign –	многоплановые повествования –
intended audience –	дополненная реальность –
disposable income –	покупательская способность –
substantial –	целевая аудитория –
purchasing power –	существенный –

#### 1) POINTS FOR DISCUSSION:

1. According to which principles can the Media be classified? Give examples;
2. Characterize New Media;
3. Categorize audiences;
4. Explain the way media products target audiences;
5. Define the term “target audience”.

#### WRITING

TOPIC: **The role of the Media (and New Media) in the ever-changing world.**

## TASKS

### UNIT 2. TELEVISION CULTURE

#### 1. Television content

Read Television Content and do the tasks:

1. Find English Equivalents to the following in the text:

- 1) система для передачи визуальных образов и звука – ;
- 2) невзирая на, не обращая внимание на, независимо от - ;
- 3) взаимодействовать через социальные сети – ;
- 4) интернет-платформа – ;
- 5) облегчить межличностное общение – ;
- 6) привлечь внимание в среде ... – ;
- 7) любить многозадачность – ;

2. Write out of the text the vocabulary units useful for speaking about social media.

3. Why is social media becoming more prevalent in our lives?

4. Why do people use social media?

5. Why is social media gaining a lot of attention within the television community?

6. Explain what it means: social media is sweeping the market.

#### 2. TV Genres and Types of TV programmes

Read the information about TV Genres and programmes and memorise those definitions.

#### 3. TV interviews and TV debates

Read this section and do the following tasks.

1) Give Russian Equivalents to the following:

- *outside the scope of the interview* –
- *to catch off guard* –
- *to have a special insight* –
- *to give an edge of credibility* –
- *to arise on the spur of the moment* –
- *to rest on a multitude of factors* –
- *face-to-face confrontation of debates* –
- *to generate a direct clash of ideas* –
- *to provoke more candid answers* –
- *to provide extended exposure to candidates* –
- *to merit scholarly attention* –
- *to alternate questions* –

1) Points for discussion:

1. Define a **media interview**;
2. How can an interview be used?
3. Explain why a press interview is a positive opportunity for an interviewee;
4. What is a **political interview**?
5. Define a **debate**;
6. Prove that televised campaign debates are becoming more common over time;
7. Make a list of positives about political debates.

#### WRITING

TOPIC: **In mass communication, social media is sweeping the market.**

## TASKS

### UNIT 3. NEWS BROADCASTING

#### 1. TV News

Read the text and explain (paraphrase) the following:

- disseminating current events;
- news bulletin;
- news flashes;
- timeslot;
- featuring national and international news;
- the advent of the internet;
- stations, affiliated with national networks;
- to be aimed at;
- to present live rolling coverage;
- to eliminate many of well-paid sports anchor positions;
- make them more relatable to the viewing audience.

1) Give Russian Equivalents to the following:

- 1) broadcast journalism – ;
- 2) providers of broadcast news content – ;
- 3) to opt-out of national network programming – ;
- 4) “magazine-style” television shows – ;
- 5) public affairs programmes – ;
- 6) to segue into news stories filed by a reporter – ;
- 7) to employ specialty reporters – ;
- 8) up-to-the-minute information – ;
- 9) lead news stories – ;
- 10) updates on old stories – ;
- 11) causes disruptions to power – ;
- 12) displaced homeowners – ;
- 13) to show highlights of played games – ;
- 14) to cut back on this block – .

3) Answer the questions using the text.

1. What is news broadcasting?
2. What does television news refer to?
3. Comment on newscasts;
4. Who presents the stories within the broadcast?
5. What roles are associated with TV news?
6. What blocks are newscasts broken into?
7. What do lead stories consist of?

8. What does the so-called “B block” cover?
9. What information does the weather block provide?
10. What does the sports block include?
11. What is the purpose of kickers?

## 2. Criteria for news selection

Read the text and summarize it.

## 3. TV News hosts

Read the text and do the tasks:

- 1) Give the Russian Equivalents to the following English ones:
  - to lead news programs;
  - to provide commentary;
  - to pitch ideas on the content;
  - intense period;
  - stamina;
  - a fast-paced, stressful environment;
  - a prepared script;
  - the ability to ad-lib without a script;
- 2) Define a TV news anchor.
- 3) Which abilities does the career of a TV news anchor require?
- 4) Which skills do TV anchors require to perform their job successfully?

## 4. Watch the video BBC TV News moves to New Broadcasting House, 18 march 2013 and do the following tasks:

- 1) pay attention to the following:

*appropriate vocabulary used in speech*

- formal/neutral/informal;
- word choice;
- specialized vocabulary;
- technical jargon;
- slang.

*the way of presenting*

- abbreviations;
- figures/numbers;
- titles/names;
- quotations.

*sentences*

- complete/incomplete;

- length;
- how many ideas or images contain;
- logical connection between sentences.

*voice level and intonation characteristics*

- clarity and pitch of the voice;
- careful pronunciation of each syllable;
- blurred pronunciation;
- special emphasis or words;

2) after watching the news programme once again be ready to comment on:

- fluency of the speech;
- pause between sentences;
- body language and posture of the newscasters;

3) Have you noticed anything wrong in the spokesperson's verbal and non-verbal presentation? For example: constant problems – a popping sound “p”, hissing sound “s”, too many repetitions, comments under breath;

4) follow a reporter/announcer as he/she delivers news to the audience, comment on the details:

*appearance on camera*

- facial expressions;
- eye contact (direct/indirect);
- make up;
- fashion (very formal/semiformal/informal clothing).

*purposes he/she serves*

- studio reporter;
- stand upper;
- sitdowner;
- walker through;

5) what can you say about:

- the layout of the studio;
- lightning;
- music;
- graphics.

## TASKS

### UNIT 4. EDUCATIONAL TELEVISION

#### 1. What do TV shows teach your preschooler?

Read the text and do the the following tasks:

1) Give Russian Equivalents to the following expressions:

- intended impact;
- to learn the educational lesson;
- to learn a lesson out of a programme;
- to incorporate an element;
- to have pro-education and pro-social goals;
- to pull the plug on TV;
- to achieve a benefit;
- pretty complicated cognitive and memory skills;
- to be more aggressive in interactions.

2) Answer the questions using the text:

1. Find the definition to pro-social behaviour;
2. What can children learn, watching educational programmes?
3. What can parents do in order to achieve a benefit rather than teach undesirable behaviour when watching TV?
4. How can children benefit when watching pro-education programmes with their parents/adults?

#### 2. The good things about television

Read the text and do the following tasks:

1) write out the words and word combinations in bold type and give their Russian interpretations;

2) answer the questions:

1. What is negative about the fact that watching TV has become a solitary activity?
2. What is the key in the crowded TV environment to make children engaged viewers?
3. Which benefits to kids does TV offer?
4. How can we select viewing that is good for children?

### 3. Are TV shows effective teachers?

Read the text and do the following tasks:

1) Give English Equivalents to the following:

- наслаждаться своим свободным временем;
- семья, испытывающая финансовые проблемы;
- иметь доступ к знаниям;
- увлекательный и интерактивный способ;
- социальные проблемы и нормы;
- заключенный в тюрьму;
- недостатки образовательного телевидения;
- продвигаться вперед с определенной скоростью;
- усвоить урок;
- сводиться к ...;
- чрезмерный просмотр ТВ.

2) Find derivatives and translate into Russian: access;

3) What is the so-called “hands-free” approach to learning?

4) Due to what has Sesame Street proven to be a positive influence?

5) What are the shortcomings of educational TV?

6) Make a list of concluding ideas.

### 4. Watch the video Elmo’s World. Teeth - sesame street- brush your teeth

Get ready to comment on its educational role. Emphasize its strong aspects and point out its weak sides if you can find them.

## READING COMPREHENSION

### MASS MEDIA

1. Read the text and do the tasks that follow it.

News and entertainment are communicated in a number of different ways, using different media. The media include print media such as newspapers and magazines and electronic media such as radio and television.

Programmes on radio and television may be referred to formally as **broadcasts**; and they may be referred to informally as **shows**.

Programmes or shows on radio and television are often presented or hosted by a **programme host**. Popular music programmes are presented by **disk jockeys** or **DJs**.

News programmes may **be hosted, fronted** or **anchored** by anchors famous in their own right, sometimes more famous than the people in the news. In more traditional news programmes the news is read by a **newsreader**. **Reporters** and **correspondents** or **television journalists** make reports. They and the **camera operators** who go with them are **news gatherers**. Together they form **TV crews**.

Programmes and reports are **transmitted** or **broadcast live** in a **live broadcast** with events seen or heard as they happen or recorded for broadcast later. A recording of an event can be referred to as **footage** of that event.

A **news programme** might include: **dramatic footage** of events such as war or disaster; interviews and studio discussions; **vox-pop interviews**, getting the reactions of ordinary people, often in the street or **clips** or **extracts** of any of these things.

People sometimes say that today's news programmes are **infotainment** – a mixture of information and entertainment, something that people watch or listen for pleasure. Another example of infotainment is **docudrama** where real events are dramatized and reenacted by actors. This is a combination of documentary and drama.

There is of course, a lot of competition between broadcasting organizations. Most TV and radio **networks** want to increase the size of their **audience** or their **ratings** at the expense of their networks.

Good ratings are especially important during **prime-time** or **peak-time** – the time of the day when most people watch TV.

High audience figures attract more **advertising** or **commercials** to be shown in commercial breaks between programmes. Commercials are also known as **spots**. People watching TV are **viewers**. Viewers who watch a lot of television without caring what they watch are **couch potatoes**.

If you **zap between** channels you use your **remote control** or **zapper** to change channels a lot, may be looking for something interesting to watch and perhaps not succeeding.

The press usually refers just to **newspapers** but the term can be extended to include magazines. Newspapers are either **tabloid**, a format usually associated in the English-speaking world with the popular press, or **broadsheet**, associated with **quality journalism**. Tabloids are sometimes referred to as **the gutter press** by people who disapprove of them.

Tabloids often have very large **circulations** and even bigger **readerships**. Papers such as these are often referred to as **mass circulation papers**.

Newspapers run or carry **articles** or **stories**. Articles other than the most important ones can also be referred to as **pieces**.

**Editorials** give the paper's opinion about the news of the day. In a quality newspaper the most important editorial is the **leading article** or **leader**. These and other editorials are written by leader writers.

Celebrities usually complain about **intrusive reporting techniques** like the use of **paparazzi** – photographers with long-lens cameras who take pictures without the subject's knowledge or permission. Other intrusive methods include **doorstepping** – waiting outside someone's house or office with a microphone and camera in order to question them and secretly recording conversations by **bugging rooms** with hidden microphones or bugs.

2. Write out the words in bold and translate them.

3. Give synonyms to the words:

to publish, to broadcast, to anchor, a programme, a host, popular press, quality press, advertising, prime-time, audience, an editorial.

4. Make a list of 10 questions on the text.

5. Explain the meaning: *one anchor – duel anchor; to cover events – to break news; news bulletin – news flash.*

## GRAMMATICAL FEATURES OF NEWS TEXTS

I Read the information below and memorise the grammatical features of news texts.

The text of any article displays a multitude of linguistic features that are used by the writer for a number of reasons. You have to remember that, probably, you will hardly find all the features in any one article, but you have to be able to find all those that are there. Find below the list of grammatical features.

### 1. Adverbial phrases introducing sentences.

Purpose: to save space.

Example: “*Characteristically for him*, the Prime Minister started his speech with accusations.” instead of “The Prime Minister started his speech with accusations, which is characteristic of him.”

### 2. Relative clauses condensed by the use of the present and past participle and infinitives.

Purpose: a) to save space and pack in more information into a shorter sentence; b) to vary the structure of the sentence, which is necessary to break the monotony.

Example: “The British Cabinet has adopted a new law *dealing with* real estate disposition and *replacing* the old legislation passed back in 1982.” instead of “The British

Cabinet has adopted a new law. The new law deals with real estate disposition. Real estate matters are now regulated by the old legislation passed back in 1982.”

### **3. Premodified noun phrases, known as stone-wall constructions.**

Purpose: to pack in more information and create dramatic effect. One of the usual pre modifications is title-and-name combinations.

Examples: “*a 57-day fast*”, instead of “a fast that lasted 57 days.”

“*An American Republican Party member statement*,” instead of “A statement by a member of the American Republican Party.”

### **4. Apposition.**

Purpose: to save space. The most widely used cases include mentioning the post, age, profession.

Examples: “*Mr Sands, 38, ...*” instead of “Mr Sands who is 38, ...”

“*Mr Biden ,the US President, ...*” instead of “Mr Biden who is now the President of the USA.”

Note that in this case premodification could be used with the same effect: “the US President Mr Biden.”

### **5. Hyphenated adjectives.**

Purpose: to save space.

Example: “*panic-stricken people*”, instead of “people who were stricken with panic.”

Note that in many cases such adjectives are nonce-words that are not to be found in dictionaries but whose meaning is readily deductible from their components.

### **6. Passive verb forms.**

Purpose: a) to give a phrase a front position and so emphasize it; b) express an impersonal, neutral tone; c) to vary the pattern of active verb form (the most frequent reason for using passive forms).

Examples: “*75 people were killed during the blast.*”(underlining the most important fact: the number of casualties); “*10 activists were arrested during the demonstration.*” (avoiding the potentially embarrassing use of the name of the doer - police).

### **7. Subject-with-the-Infinitive.**

Purpose: to compact the information and give the sentence a neutral tone.

Example: “*12 people are reported to have been killed during the attack.*”

II Identify and comment upon the highlighted grammatical features in the following excerpts from articles.

The procedure for the comment is as follows:

- 1) mention the name of the feature preceded by some introductory phrase; e.g. I have discovered/ identified/ found the following grammatical features such as ...;
- 2) cite the example from the excerpt;

3) provide the purpose for using this particular feature.

III Paraphrase the sentences using the appropriate grammatical features.

## **RADIO**

### **TERMS USED IN BROADCASTING**

Let us understand some of the common terms used in the medium of radio.

**Audience:** The group of people whom radio or media reaches for a particular programme.

**Listener/s:** A person or a group of people who form the target audience of radio programmes.

**Broadcaster:** a person who presents or announces programmes over radio for the public.

**Broadcasting:** any communication or transmission of any message or signal to the public through electronic apparatus.

**Tuning into radio:** You have to switch on your radio and tune into the station you want to listen to.

**Live broadcast:** It means a programme being broadcast directly without any pre-recording or the sounds made at the moment of broadcast.

**Pre-recorded programme:** The programme recorded on magnetic tape, phonographic discs or compact disc for broadcasting it later.

**Script :** The written copy of the words to be spoken during a radio programme.

### **OBJECTIVES OF RADIO**

Firstly, radio informs;

Secondly, radio educates;

Thirdly, radio also entertains.

Radio is the best medium of entertainment. It provides healthy entertainment to the listeners. There is plenty of music of different types available to people. The popular types of music are classical, light classical, light, devotional, folk and film music.

People tune into radio basically for these three things – for information, education and entertainment. As radio is not expensive, for a large number of people in our country, radio continues to be the only source of information, education and entertainment. Those who cannot read or write or cannot see, listen to radio news for getting informed about what is happening around them. However, the three objectives of radio are interrelated.

*Activities:*

1) Tune into your favourite radio station. Listen to the programmes over a period of two or three days. Make a list of them and find out if they were a source of information, entertainment or education.

Given below is a list of descriptions;

2) Relate them to the respective term used in the medium of radio:

a) A person or a group of people who form the target audience of radio programmes – \_\_\_\_\_ ;

b) a person who presents or announces programmes over radio for the public \_\_\_\_\_ ;

c) any communication or transmission of any message or signal to the public through electronic apparatus \_\_\_\_\_ ;

d) The programme recorded on magnetic tape, phonographic discs or compact disc for broadcasting it later \_\_\_\_\_ ;

i) The written copy of the words to be spoken during a radio programme. \_\_\_\_\_ ;

You have learnt that one of the objectives of radio is to inform its listeners.

3) Name the other two objectives and give your own examples of such programmes on radio.

#### CHARACTERISTICS OF RADIO

– Radio makes pictures: Remember the example of the running commentaries on radio. As you heard the commentary, you could visualize or ‘see’ in your mind what was being described. You use your power of imagination as you follow the running commentary;

– The speed of radio: Radio is the fastest medium. It is instant. As things happen in a studio or outside, messages can be sent or broadcast. These messages can be picked up by anyone who has a radio set or receiver which is tuned into a radio station. These days if you have a satellite connection, you can also receive radio signals from various AIR stations. Otherwise your normal radio set gives the meter or frequency on which various radio stations operate. You are tuned into that station and listen to news that happened a few minutes earlier;

– Simplicity of radio: Compared to all other media, radio is simple to use. As mentioned in the previous sections, radio needs very simple technology and equipment;

– Radio is inexpensive: As it is simple, it is also a cheaper medium. The cost of production is low and a small radio can be bought for a low price;

– Radio does not need an electric power supply: You can listen to radio using dry battery cells even if you do not have electric power supply or a generator;

– A radio receiver is portable: This facility of moving an object which is called ‘portability’ gives radio an advantage. These days if you have a car and a radio in it, you can listen to it as you drive or travel;

– One does not have to be literate to listen to radio: Unless you are literate, you can't read a newspaper or read captions or text on television. But for listening to radio, you need not be literate at all. You can listen to programmes or news in any language on the radio.

*Activities:*

- 1) Name any three characteristics of radio;
- 2) State whether the following statements are true or false:

I Radio makes pictures;

II Radio is a slow medium;

III Radio is an expensive medium;

IV One has to be literate to listen to radio;

V Radio is not a portable medium.

**TERMINAL (FINAL) EXERCISES**

1. Make a list of the common terms that you have learnt on radio broadcasts and explain each one of them.
2. Describe the objectives of radio with examples.
3. Radio as a medium has certain characteristic features. Explain.

[https://nios.ac.in/media/documents/srsec335new/335\\_Mass\\_Communication\\_Eng/335\\_Mass\\_Communication\\_Eng\\_L9.pdf](https://nios.ac.in/media/documents/srsec335new/335_Mass_Communication_Eng/335_Mass_Communication_Eng_L9.pdf)

## TESTS

### RADIO TEST QUESTIONS

Check your knowledge:

I. How do commercial and independent radio stations differ from the BBC?

1. Users have to subscribe to their services;
2. They require users to pay a license fee;
3. They are funded by advertising.

II. Which of the following is a DAB only radio station?

1. BBC World Service;
2. BBC Radio 1Xtra;
3. BBC Radio 5 Live.

III. Which of these is an example of the 'Zoo' format?

1. A sports show on BBC Radio 5 Live;
2. A nature documentary on BBC Radio 4;

3. The Breakfast Show on BBC Radio 1.

IV. Which of these is NOT an example of how the internet has innovated radio?

1. Listeners can tune in to radio stations via their television set;
2. Listeners can now listen to radio on-demand or download podcasts;
3. Listeners can watch live-action on the internet via studio webcams.

V. Which of these factors is most likely to help you define a radio station's targeted audience?

1. The type of music they are playing;
2. The time of day their main shows are broadcast;
3. Whether they have a website or not.

VI. What is BBC Radio 1's remit?

1. To entertain lovers of popular music with a service that celebrates the alternative spirit in popular music from the 1960s to the present day;
2. To be a mixed speech service, offering in-depth news and current affairs and a wide range of other speech output;
3. To entertain and engage a broad range of young listeners with a distinctive mix of contemporary music and speech.

VII. How can radio stations allow listeners to participate in radio shows?

1. Let listeners post questions online for guests being interviewed on the show;
2. Post videos of guests on the station's website;
3. Stream webcam footage of an interview online.

## WEBSITES TEST QUESTIONS

Check your knowledge:

1 Which of the following features distinguish websites from most other media?

- a) Colourful graphics;
- b) Interactive features;
- c) Limited advertising.

2 Which of the following features guides the user through the content on a website?

- a) Navigational features;
- b) Web banner;
- c) Multimedia features.

3 What is the main function of a web banner?

- a) It contains links to external sites;
- b) It makes the page layout look professional;
- c) It attracts attention.

4 What purpose do multimedia features have on a website?

- a) They make the website display better on different devices;
- b) They can help to make the content more entertaining and informative;
- c) They generate revenue.

5 What function do external web links have on a website?

- a) They direct users to pages on the same site;
- b) They direct users to pages on another site;
- c) They direct users to interactive features.

6 Which of these is an example of media convergence?

- a) A TV programme goes out live;
- b) A TV programme launches a website with clips, downloads, and interactive features;
- c) A radio programme hosts a phone-in.

7 What is the purpose of media convergence?

- a) To save money on production costs;
- b) To target a niche audience;
- c) To encourage greater audience engagement.

Source: <https://www.bbc.co.uk/bitesize/guides/z2s97hv/test>

## **3. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ**

### **3.1. Методические рекомендации по самостоятельной работе студентов**

Студент в процессе обучения должен не только освоить учебную программу, но и приобрести навыки самостоятельной работы, которая способствует развитию ответственности и организованности, творческого подхода к решению проблем учебного и профессионального уровня, поскольку студент должен уметь планировать и выполнять свою работу.

Самостоятельная работа студентов является одной из основных форм аудиторной и внеаудиторной работы при реализации учебных планов и программ. Самостоятельная работа определяется как индивидуальная или коллективная учебная деятельность, осуществляемая без непосредственного участия педагога, но по его заданиям и под его контролем.

Для организации самостоятельной работы необходимы следующие условия:

- готовность студентов к самостоятельному труду;
- наличие и доступность необходимого учебно-методического и справочного материала;
- консультационная помощь.

Формы самостоятельной работы студентов определяются при разработке рабочих программ учебных дисциплин содержанием учебной дисциплины, учитывая степень подготовленности студентов.

Видами заданий для внеаудиторной самостоятельной работы являются:

- *для овладения знаниями:*
  - чтение текста (учебника, дополнительной литературы), составление плана текста, переводческий анализ текста, выписки из текста, работа со словарями и справочниками, ознакомление с нормативными документами, учебно-исследовательская работа, использование аудио- и видеозаписей, компьютерной техники и интернета и др.;
- *для закрепления и систематизации знаний:*

– обработка текста, повторная работа над учебным материалом (учебника, дополнительной литературы, составление плана, ответ на контрольные вопросы, аналитическая обработка текста (аннотирование, рецензирование, реферирование, конспект-анализ и др.), составление библиографии.

Таким образом, самостоятельная работа всегда завершается какими-либо результатами. Это выполненные задания, упражнения, переводы, аннотации.

### *Цели и задачи*

*Целью* самостоятельной работы студентов является овладение фундаментальными знаниями, профессиональными умениями и навыками деятельности по профилю, опытом творческой, исследовательской деятельности. Данный учебно-методический материал ориентирован на достижение главной цели: повышение результативности самостоятельной работы студентов, развитие способности к самостоятельному получению знаний, освоению коммуникативных компетенций по учебной дисциплине.

В ходе выполнения самостоятельной работы студент научится активно, целенаправленно приобретать новые знания и развивать коммуникативные умения без прямого участия в этом процессе преподавателей; самостоятельно анализировать современные учебно-методические материалы; закреплять пройденный материал посредством анализа и обсуждения.

Указанная цель требует реализации ряда *задач*:

- приобретения конкретных знаний в соответствии с темами, заявленными в учебной программе дисциплины;
- систематизации и закрепления полученных теоретических знаний и практических умений обучающихся;
- развития познавательных способностей и активности студентов: творческой инициативы, самостоятельности, ответственности и организованности;
- формирования самостоятельности мышления, способностей к саморазвитию,
- самосовершенствования и самореализации;
- развития исследовательских умений;

– реализации универсальных учебных действий с использованием информационно-коммуникационных технологий.

Информация, полученная в результате самостоятельного изучения обозначенного материала, будет необходима для продуктивной работы на практических занятиях, а также успешного прохождения всех этапов контроля знаний. Помимо анализа библиографического списка литературы, поощряется самостоятельное нахождение и изучение дополнительной литературы и электронных источников.

При этом целями и задачами самостоятельной аудиторной работы являются:

– методическая помощь студентам при изучении дисциплины «Перевод: Аспекты перевода в международном туризме» по темам, выносимым на самостоятельное изучение;

– обучение логичному и последовательному переводу в пределах усвоенного лексико-грамматического материала;

– применение сформированных навыков при работе с аутентичными материалами;

– развитие творческих способностей студентов, активизация мыслительной деятельности, повышение положительной мотивации к изучению английского языка;

– отработка навыков работы со специальными тематическими словарями, с научными справочными пособиями.

Цели и задачи внеаудиторной самостоятельной работы студентов:

– закрепление, углубление, расширение и систематизация знаний, полученных во время занятий;

– самостоятельность овладения новым учебным материалом;

– формирование навыков самостоятельного умственного труда;

– овладение различными формами самоконтроля;

– развитие самостоятельности мышления;

– развитие коммуникативных умений в сфере профессионального общения;

– воспитание способности к самоорганизации, творчеству.

Самостоятельная работа может осуществляться индивидуально или группами студентов в зависимости от цели, объема, конкретной тематики самостоятельной работы, уровня сложности, степени развития умений студентов.

Контроль результатов внеаудиторной самостоятельной работы студентов может осуществляться в пределах времени, отведенного на обязательные учебные занятия по дисциплине и внеаудиторную самостоятельную работу студентов по дисциплине. Используется устная и письменная формы контроля.

По дисциплине «Язык средств массовой коммуникации» практикуются следующие виды и формы самостоятельной работы студентов:

- подготовка к практическим занятиям;
- подготовка к экзамену;
- отработка изучаемого материала по печатным и электронным источникам;
- выполнение самостоятельной работы;
- подготовка к участию в научно-практических конференциях.

### **3.2. Рекомендации по выполнению самостоятельной работы**

#### *Изучение теоретического материала.*

Изучение литературы и интернет-ресурсов с целью расширения знаний по той или иной теме необходимо осуществлять с учетом следующих пунктов:

- прежде чем приступить к работе, требуется четко определить цели задания, что поможет осуществить самоконтроль в конце работы;
- ход работы проводить «пошагово» и не приступать к следующему пункту, не пройдя предыдущий;
- при работе с литературными источниками выделять главное, обращая особое внимание на классический немецкий язык,
- в конце работы проверить достигнута ли цель и сколько времени потребовалось для ее достижения.

В зависимости от цели просмотрового чтения и степени полноты извлечения информации выделяют четыре подвида просмотрового чтения:

Конспективное – для выделения основных мыслей. Оно заключается в восприятии только наиболее значимых смысловых единиц текста, составляющих логико-фактологическую цепочку.

Реферативное – для выделения основных мыслей. При этом читающего интересует только самое основное в содержании материала, все подробности опускаются как несущественные для понимания главного.

Обзорное – для определения существа сообщаемого. Оно направлено на выделение главной мысли текста, причем задачи сводятся в основном к ее обнаружению на основе структурно-смысловой организации текста. Понимание главной мысли, выраженной имплицитно, в данном случае практически невозможно. Интерпретация прочитанного ограничивается вынесением самой общей оценки содержанию и определением соответствия текста интересам студентов.

Ориентировочное – для установления наличия в тексте информации, представляющей для читающего интерес или относящееся к определенной проблеме. Основная задача читающего – установить, относится ли данный материал к интересующей его теме.

### **3.3. Задания для самостоятельной работы**

1. Изучить теоретический материал дисциплины.
2. Ознакомиться с основными понятиями и терминами по темам.
3. Ознакомиться с образовательными программами ВВС.
4. Ознакомиться с бизнес и развлекательными программами, рекламой.
5. Изучить материалы для совершенствования навыка владения общественно-политической лексикой и речевой деятельности “Война и мир”, “Мировые рынки”, “Преступление и правосудие”, “Борьба с терроризмом”.

### **3.4. Вопросы к экзамену**

#### **по дисциплине «Язык средств массовой коммуникации»**

Примерный перечень экзаменационных вопросов по дисциплине «Язык средств массовой коммуникации» для студентов 4-го курса специальности «Лингвистическое обеспечение межкультурных коммуникаций»

1. The problem of defining Terrorism. The targets and activities of terrorists.
2. Name the actions that can be committed by terrorist groups and comment on them.
3. Describe one of the cases of hostage-taking. Mention the terrorists' aims and counter-terrorist actions.
4. Comment on the ways of countering terrorism.
5. Assess the criminal activity in this country in general and in other countries you have been to.
6. Describe differences in police actions depending on the scale or seriousness of the crime reported to the police (e.g. homicide vs. shoplifting).
7. Explain what evidence is. What objects may be considered evidence.
8. Describe a crime scene investigation process.
9. Name the stages of crime investigation, participants in the investigation process and their responsibilities.
10. Define such types of crimes as: white-collar crime, crime of passion, computer crime. Give their Russian Equivalents.
11. Define such types of crimes as: victimless crime, hate crime, violent crime. Give their Russian Equivalents.
12. Define such types of crimes as: hate crime, white-collar crimes, computer crime. Give their Russian Equivalents.
13. Name the stages of the Burress case and its participants.
14. Name the stages of a trial and all the participants of a trial.
15. Define the purpose of capital punishment.
16. Name the methods used by man over the years to put criminals to death.

17. Speak about capital punishment in the USA.
18. Comment upon the grammatical features used in news texts and state their functions.
19. Speak on Terrorism as an international problem.
20. Speak on the tragedy of one of western Europe's first suicide bombers.
21. Comment on the main features of the UN anti-terrorism resolution.
22. In mass communication, social media is sweeping the market.
23. The role of the Media (and New Media) in the ever-changing world.
24. Advertising and its impact on society.
25. Make a tour of a crime lab.

## **4. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ**

### **4.1. Учебная программа**

**ЧАСТНОЕ УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ  
«ИНСТИТУТ СОВРЕМЕННЫХ ЗНАНИЙ ИМ. А. М. ШИРОКОВА»**

**УТВЕРЖДАЮ**

**Ректор Института современных  
знаний имени А. М. Широкова**

\_\_\_\_\_ **А.Л.Капилов**

\_\_\_\_\_ /уч.  
Регистрационный № УД- \_\_\_\_\_/уч.

**ЯЗЫК СРЕДСТВ МАССОВОЙ КОММУНИКАЦИИ**  
**Учебная программа учреждения высшего образования**  
**по учебной дисциплине для специальности:**  
**1-23 01 02 «Лингвистическое обеспечение межкультурных**  
**коммуникаций (по направлениям)»**

Учебная программа составлена на основе образовательного стандарта высшего образования ОСВО 1-23 01 02 – 2013 «Высшее образование. Первая ступень» по специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)» и учебного плана Частного учреждения образования «Институт современных знаний имени А. М. Широкова» по специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)», регистрационный № 1-23 01 02-068-2015/д.

### **СОСТАВИТЕЛЬ**

*С. А. Маковецкая*, старший преподаватель кафедры межкультурной коммуникации Частного учреждения образования «Институт современных знаний имени А. М. Широкова».

### **РЕЦЕНЗЕНТЫ:**

*Н. Н. Ширяева*, старший преподаватель кафедры межкультурной коммуникации Частного учреждения образования «Институт современных знаний имени А. М. Широкова»;

*Л. А. Бода*, старший преподаватель кафедры немецкого языка факультета международных бизнес-коммуникаций Белорусского государственного экономического университета.

### **РЕКОМЕНДОВАНА К УТВЕРЖДЕНИЮ:**

Кафедрой межкультурной коммуникации (протокол № \_\_\_\_\_ от 2 .12.2019 г.);  
Научно-методическим советом Частного учреждения образования «Институт современных знаний имени А. М. Широкова» (протокол № \_\_\_\_\_ от \_\_\_\_\_)

## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Дисциплина «Язык средств массовой коммуникации» предназначена для изучения студентами 3 курса специальности «Лингвистическое обеспечение межкультурных коммуникаций».

Актуальность изучения дисциплины обусловлена прагматикой современной жизни – перераспределением удельного веса каналов коммуникации в пользу средств массовой информации, возрастающей ролью электронных СМИ.

Средства массовой информации прочно вошли в жизнь человеческого общества. Они являются мощным средством воздействия на человеческий разум. Динамичное развитие традиционных СМИ – печати, радио, телевидения, появление новых компьютерных информационных технологий, глобализация мирового информационного пространства оказывают огромное влияние на процесс производства и распространения слова.

Будучи динамичным по своей сути, язык средств массовой информации наиболее быстро реагирует на все изменения в общественном сознании, отражая состояние последнего и влияя на его формирование. Именно в языке средств массовой информации легко увидеть те новые тенденции в подходах к изучению языка, которые прослеживаются в современной лингвистике.

В курсе «Язык средств массовой коммуникации» реализуются следующие цели обучения иностранному языку:

**Общеобразовательная цель** предполагает:

– формирование и развитие социально-профессиональной, практико-ориентированной компетентности, позволяющей сочетать академические и профессиональные компетенции для решения задач в сфере профессиональной и социальной деятельности;

– повышение общего уровня образования и культуры студентов, расширение кругозора студентов на базе приобретенных знаний по изучаемому курсу, а также формирование их социально-личностных компетенций, которые предполагают умение анализировать и критически осмысливать исторические и современные проблемы экономической, политической и социальной жиз-

ни страны изучаемого языка, способность находить взаимопонимание и сотрудничать с представителями других культур, языков и религий, способность к ценностно-смысловой ориентации в современном мире, умение отстаивать гражданскую позицию.

**Практическая цель** дисциплины предусматривает:

- активизацию грамматических структур в речи и обогащение словарного запаса студентов;
- стимулирование социолингвистической компетенции, а именно способности воспринимать и порождать иноязычную речь в соответствии с условиями речевой коммуникации;
- совершенствование культуры межнационального общения, знание реалий страны изучаемого языка, норм вербального и невербального поведения.

**Профессиональная цель** предполагает:

- ознакомить обучающихся с особенностями функционирования языка в СМИ;
- охарактеризовать нормы литературного языка в конкретных каналах коммуникации – языке печати, киноязыке, радио- и телеязыке, языке рекламы, языке компьютерных средств массовой информации;
- содействовать повышению речевой культуры;
- ознакомить с актуальными и дискуссионными вопросами теории нормы современного литературного языка и проблемами их реализации в языке СМИ.

**Воспитательная цель** предмета заключается в:

- оптимизации способности находить взаимопонимание и сотрудничать с представителями других культур, языков и религий;
- развитию способности к ценностно-смысловой ориентации в современном мире;
- активизации умения отстаивать гражданскую позицию.

Студент должен быть подготовлен к решению следующих **задач**:

- научиться давать характеристику и анализировать медиатекст как базовую категорию языка СМИ;

- определять роль СМИ в динамике языковых процессов;
- научиться применять полученные теоретические сведения и практические навыки в журналистской деятельности, в частности, в создании собственных медиатекстов;
- самоопределяться в конкретной речевой ситуации и поступать с учетом ситуации общения;
- анализировать и оценивать степень эффективности общения.

Студент должен **знать:**

- фонетические, лексические, грамматические, стилистические, орфографические, орфоэпические, стилистические нормы современного английского и русского языков в целом и применительно к практике современных СМИ;
- параметры средств массовой коммуникации и функции;
- жанры массовой коммуникации;
- типологию прессы;
- специфику презентации радиопрограмм;
- особенности коммуникации в системе интернет.

В результате изучения курса «Язык средств массовой коммуникации» студент **должен уметь:**

- анализировать проявления телевизионной культуры;
- работать с радиоматериалами различных форматов;
- воспринимать и понимать официально-деловую, разговорную, в том числе просторечную, диалектную речь в формате теле- и радиопередач, кинофильмов;
- трансформировать текст и адекватно передавать его содержание;
- представлять краткое содержание прочитанного в виде резюме;
- владеть аргументированной продуктивной речью в форме монолога, диалога или полилога в следующих жанрах: лекция, доклад, беседа, круглый стол, дискуссия, дебаты, интервью, соблюдая правила риторики и вербального этикета;
- вести беседу официального характера;

– грамотно осуществлять коммуникацию в сети интернет.

Освоение данного курса должно обеспечить формирование следующих групп компетенций: академических, социально-личностных и профессиональных.

### **Требования к академическим компетенциям специалиста**

Специалист должен:

– АК-1. Уметь применять базовые научно-теоретические знания для решения теоретических и практических задач.

– АК-3. Владеть исследовательскими навыками.

– АК-4. Уметь работать самостоятельно.

– АК-7. Иметь навыки, связанные с использованием технических устройств, управлением информацией и работой с компьютером.

– АК-8. Обладать навыками устной и письменной коммуникации.

### **Требования к социально-личностным компетенциям специалиста**

Специалист должен:

– СЛК-3. Обладать способностью к межличностным коммуникациям.

– СЛК-6. Уметь работать в команде.

– СЛК-8. Уметь реализовывать сценарии поведения в типичных ситуациях.

– СЛК-10. Обладать опытом групповой коммуникации.

– СЛК-13. Быть способным к критическому мышлению.

### **Требования к профессиональным компетенциям специалиста**

Специалист должен:

– ПК-1. Владеть сложными коммуникативными навыками и умениями.

– ПК-2. Обладать знаниями культурных норм и ограничений в общении, обычаях, традиций и этикета.

– ПК-5. Обладать способностью убеждать.

– ПК-15. Работать со специальной литературой; анализировать и оценивать собранную информацию.

– ПК-16. Готовить доклады, материалы к презентациям и пользоваться глобальными информационными ресурсами.

– ПК-17. Проводить анализ содержания и осуществлять интерпретацию текстов различной направленности.

– ПК-25. Владеть приемами мозгового штурма, кейс-стади и игровыми технологиями.

Данный курс тесно связан с такими учебными дисциплинами как теория и практика перевода, практикум по культуре речевого общения, практика устной и письменной речи, стратегии и тактики коммуникативного поведения.

По учебному плану на курс «Язык средств массовой коммуникации» отводится 68 часов (30 практических занятий и 38 часов на самостоятельную работу).

Форма получения высшего образования – очная.

Формы текущей аттестации по учебной дисциплине: 6 семестр – контрольная работа, реферат, разработка концепции ток-шоу на предложенную тему.

## **СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА**

### **Тема 1**

Понятие о средствах массовой информации, их задачах. Типы СМИ (электронные и печатные), их сопоставление. СМИ и общество. Терминология средств массовой информации. Тема для совершенствования навыка владения общественно-политической лексикой и речевой деятельности «Борьба с терроризмом».

### **Тема 2**

Телевизионная культура. Информационное пространство. Формирование интересов и вкусов телеаудитории. Виды телепрограмм. Интервью и теледебаты. Тема для совершенствования навыка владения общественно-политической лексикой и речевой деятельности «Борьба с терроризмом».

### **Тема 3**

Теленовости как информационная передача. Структура теленовостей (заставка, заголовки, телетекст). Интернациональные и локальные теленовости (BBC): проблематика, презентация, интерпретация. Теледиктор: текст, телелицо, внешность, манера, речь. Специфика грамматической структуры текста новостей. Тема для совершенствования навыка владения общественно-политической лексикой и речевой деятельности «Борьба с терроризмом».

### **Тема 4**

Развивающее телевидение. Новости культуры, образовательные программы. BBC – мировой лидер образовательных программ. Тема для совершенствования навыка владения общественно-политической лексикой и речевой деятельности «Преступление и правосудие».

### **Тема 5**

Развлекательные программы. Журналистика ток-шоу. Телевикторины. Тема для совершенствования навыка владения общественно-политической лексикой и речевой деятельности «Преступление и правосудие».

### **Тема 6**

Бизнес программы и реклама. Бизнес и финансы на телевизионных каналах. Специфика презентации новостей на рынках фондовых бирж, ценных бумаг и металлов. Реклама, ее разновидности по типам презентации и воздействия. Тема для совершенствования навыка владения общественно-политической лексикой и речевой деятельности «Преступление и правосудие».

### **Тема 7**

Печатные издания. Типы печатных изданий по объему, проблематике, способу обращения к читателю. Общенациональные и местные газеты и журналы, качественная и популярная пресса. Структура газет. Сопоставление теле-

видения и прессы. Жанры газетных статей. Особенности грамматической структуры заголовков газетных статей. Тема для совершенствования навыка владения общественно -политической лексикой и речевой деятельности «Война и мир».

### **Тема 8**

Визуальные средства в прессе. Фотография и реклама. Тема для совершенствования навыка владения общественно-политической лексикой и речевой деятельности «Война и мир».

### **Тема 9**

Радио. Специфика радиопрограмм в сравнении с телевидением и прессой. Тема для совершенствования навыка владения общественно-политической лексикой и речевой деятельности «Мировые рынки».

### **Тема 10**

Интернет. Общее понятие о всемирной электронной сети. Преступление и правосудие. Тема для совершенствования навыка владения общественно-политической лексикой и речевой деятельности «Мировые рынки».

## УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов УСР	Форма контроля
		Лекции	Практические занятия	Семинарские занятия	лабораторные занятия		
1	2	3	4	5	6	7	8
1	Понятие о средствах массовой коммуникации, их задачах. Типы СМИ (электронные и печатные), их сопоставление. СМИ и общество. Терминология средств массовой информации. Тема для совершенствования навыка владения общественно -политической лексикой и речевой деятельности «Борьба с терроризмом»		6			8	Дискуссия
2	Телевизионная культура. Информационное пространство. Формирование интересов и вкусов телеаудитории. Виды телепрограмм. Интервью и теледебаты. Тема для совершенствования навыка владения общественно -политической лексикой и речевой деятельности «Борьба с терроризмом»		6			12	Дискуссия
3	Теленовости как информационная передача. Структура теленовостей (заставка, заголовки, телетекст). Интернациональные и локальные теленовости (BBC): проблематика, презентация, интерпретация. Теледиктор: текст, телелицо, внешность, манера, речь. Специфика грамматической структуры текста новостей. Тема для совершенствования навыка		6				Дискуссия, реферат

	владения общественно - политической лексикой и речевой деятельности «Борьба с терроризмом»					
4	Развивающее телевидение. Новости культуры, образовательные программы. ВВС – мировой лидер образовательных программ. Тема для совершенствования навыка владения общественно - политической лексикой и речевой деятельности «Преступление и правосудие»		6			Разработка концепции ток-шоу
5	Развлекательные программы. Журналистика ток-шоу. Телевикторины. Тема для совершенствования навыка владения общественно - политической лексикой и речевой деятельности «Преступление и правосудие»		6			Разработка концепции ток-шоу
ИТОГО: 50			30			20
6	Бизнес программы и реклама. Бизнес и финансы на телевизионных каналах Специфика презентации новостей на рынках фондовых бирж, ценных бумаг и металлов. Реклама, ее разновидности по типам презентации и воздействия. Тема для совершенствования навыка владения общественно-политической лексикой и речевой деятельности		8			6 Дискуссия, реферат
7	Печатные издания. Типы печатных изданий по объему, проблематике, способу обращения к читателю. Общенациональные и местные газеты и журналы, качественная и популярная пресса. Особенности грамматической		6			8 Дискуссия, реферат

	структуры заголовков газетных статей. Тема для совершенствования навыка владения общественно-политической лексикой и речевой деятельности «Война и мир»					
8	Визуальные средства в прессе. Фотография и реклама. Тема для совершенствования навыка владения общественно-политической лексикой и речевой деятельности «Война и мир»	6				Дискуссия, реферат
9	Радио. Специфика радиопрограмм в сравнении с телевидением и прессой. Тема для совершенствования навыка владения общественно-политической лексикой и речевой деятельности «Мировые рынки»	6				Реферат
10	Интернет. Общее понятие о всемирной электронной сети. Преступление и правосудие. Тема для совершенствования навыка владения общественно-политической лексикой и речевой деятельности «Мировые рынки»	6			8	Реферат
11	Подготовка к экзамену				36	экзамен
ИТОГО: 90		32			58	
ВСЕГО:140		62			78	

## **ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ**

### **ПЕРЕЧЕНЬ ОСНОВНОЙ ЛИТЕРАТУРЫ**

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11. [www.BBCnews.com](http://www.BBCnews.com)

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## ТРЕБОВАНИЯ К ВЫПОЛНЕНИЮ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

№ п/п	Название раздела, темы	Кол-во часов на СРС	Задание	Форма выполнения	Цель и задача СРС
1	СМИ и общество. Терминология средств массовой информации	4	Изучить теоретический материал дисциплины, ознакомиться с основными понятиями и терминами по теме	Выполнение письменных упражнений	Углубление знаний по изучаемой теме с целью дальнейшего свободного оперирования основными понятиями и терминологией дисциплины
2	Телевизионная культура. Развивающее телевидение. Новости культуры, образовательные программы ВВС – мировой лидер образовательных программ	6	Ознакомиться с образовательными программами ВВС	Выполнение специальных практических заданий и поиск и приведение примеров	Развитие познавательных способностей и освоение приемов процесса познания. Формирование и развитие практико-ориентированной компетентности.
3	Бизнес программы и реклама. Развлекательные программы	8	Ознакомиться с бизнес программами, развлекательными программами и рекламой	Выполнение специальных практических заданий и поиск и приведение примеров. Работа с интернет-ресурсами	Углубление и расширение профессиональных знаний по изучаемой теме, формирование гармоничной личности, личностное развитие студента в формировании таких качеств, как самостоятельность в познавательной деятель-

					ности, совершенствование логики и аналитической способности мышления и памяти
4	Печатные издания	10	Изучить материалы для совершенствования навыка владения общественно - политической лексикой и речевой деятельности «Война и мир»	Выполнение письменных упражнений. Работа с интернет-ресурсами	Углубление знаний по изучаемой теме с целью дальнейшего свободного оперирования основными понятиями
5	Интернет	10	Изучить материалы для совершенствования навыка владения общественно - политической лексикой и речевой деятельности «Мировые рынки»	Выполнение письменных упражнений. Работа с интернет-ресурсами	Углубление знаний по изучаемой теме с целью дальнейшего свободного оперирования основными понятиями

## ПРОТОКОЛ СОГЛАСОВАНИЯ УЧЕБНОЙ ПРОГРАММЫ УВО

Название дисциплины, с которой требуется согласование	Название кафедры	Предложения об изменениях в содержании учебной программы учреждения высшего образования по учебной дисциплине	Решение, принятое кафедрой, разработавшей учебную программу (с указанием даты и номера протокола)

## ДОПОЛНЕНИЯ И ИЗМЕНЕНИЯ К УЧЕБНОЙ ПРОГРАММЕ УВО на 201\_\_/201\_\_ учебный год

№№ ПП	Дополнения и изменения	Основание

Учебная программа пересмотрена и одобрена на заседании кафедры межкультурной коммуникации (протокол № \_\_\_\_ от \_\_\_\_\_ 201\_ г.)

Заведующий кафедрой

\_\_\_\_\_

(ученая степень, ученое звание)

\_\_\_\_\_

(подпись)

\_\_\_\_\_

(И.О.Фамилия)

**УТВЕРЖДАЮ**  
Декан факультета

\_\_\_\_\_

(ученая степень, ученое звание)

\_\_\_\_\_

(подпись)

\_\_\_\_\_

(И.О.Фамилия)

## 4.2. Методические указания по изучению дисциплины

Цель настоящего учебно-методического комплекса – оптимизировать работу студента по усвоению курса интерпретации коммуникативного поведения, предоставив в его распоряжение аутентичные материалы, которые способствуют выполнению самостоятельной работы, обеспечивают качественную подготовку к практическим занятиям, а также повторение материала в ходе подготовки к зачету и экзамену.

Составитель УМК рекомендует студенту прежде всего ознакомиться с программой курса, составить представление о его целях и задачах, характере, объеме и тематическом спектре материала, подлежащего усвоению, об объеме теоретических знаний и уровне сформированности практических навыков и умений, которые ожидаются в качестве результата работы над курсом.

Планы практических занятий следует изучить заблаговременно, при этом имеет смысл сначала познакомиться с их тематикой, с тем, чтобы четко представлять себе место каждого практического занятия в контексте курса в целом.

При подготовке к определенному практическому занятию следует, прежде всего изучить теоретический материал, рекомендуемую литературу, перечень активной лексики и затем приступать к выполнению заданий. При этом следует специально отмечать места, вызвавшие вопросы или затруднения, чтобы обсудить их на занятии.

### 4.3. Литература

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