

According to the Center for Media Literacy,
a new vision of literacy for the 21st century includes:

“The ability to communicate competently in all media forms—print and electronic—as well as to access, understand, analyze and evaluate the powerful images, words and sounds that make up our contemporary mass media culture.

**Enriching the ESOL Curriculum
Through Media Literacy**

KQED
education network

We believe these skills of media literacy are essential for both children and adults as individuals and citizens of a democratic society.”

TABLE OF CONTENTS

3	Enriching the ESOL Curriculum Through Media Literacy
4	Key Concepts of Media Literacy
5	Basic Media Education Questions
6	Resources
7-8	Advertisement Awareness for ESOL Learners
9-10	Analyzing a Newspaper: Editorials and News for ESOL Learners
11-14	Analyzing Commercials for ESOL Learners Questions for Commercials Guidelines for Video Activity
15-18	Analyzing Print Ads for ESOL Learners
19-22	Analyzing the Internet for ESOL Learners Internet Vocabulary Internet Scavenger Hunt-Google Internet Scavenger Hunt-Yahoo Internet Scavenger Hunt-MSN

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FEEDBACK

We are interested in your comments, questions and/or further suggestions regarding these materials.
Thank you.

KQED Education Network

Media Literacy Projects

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Information about this Project & resources at

<http://www.kqed.org/topics/education/medialiteracy/index.jsp>

Enriching the ESOL Curriculum Through Media Literacy

INTRODUCTION

Media literacy is the ability to access, analyze, evaluate, and create media in a variety of forms.

Alongside print literacy, an ability to engage with visual, aural and digital messages are 21st century literacy skills that foster independent thinking and choice and empower students in today's world.

The five media literacy lessons in this booklet are specifically designed for ESOL learners. Drawing on key media literacy concepts, these lessons focus on developing critical thinking and language skills in ESOL students by engaging them with their media-rich culture. The lessons focus on advertising and commercials, newspaper editorials and news sections, and the Internet.

Advertisement Awareness, for example, invites students to look at how advertisers target their audiences. A subsequent lesson, *Analyzing a Newspaper: Editorials and News*, seeks to develop student awareness of factual versus editorial content in newspapers.

The lessons are appropriate for different levels of student competence, and each one specifies the targeted level range. The activities may be adapted for different student groups.

Key Concepts of Media Literacy

1. All media are constructions

The media do not present simple reflections of external reality. Rather, they present carefully crafted constructions that reflect many decisions and result from many determining factors. Media Literacy works to deconstruct these interpretations, taking them apart to show how they are made.

2. All media construct reality

The media are responsible for the majority of observations and experiences from which we build up our personal understandings of the world and how it works. Much of our view of reality is based on media messages that have been preconstructed and have attitudes, interpretations and conclusions already built in. The media, to a great extent, give us our sense of reality.

3. Audiences negotiate meaning in the media

The media provide us with much of the material upon which we build our picture of reality. We all “negotiate” meaning according to individual factors: personal needs and anxieties, the pleasures or troubles of the day, racial and sexual attitudes, family and cultural background, etc.

4. Media have commercial implications

Media Literacy aims to encourage an awareness of how the media are influenced by commercial considerations and how these affect content, technique and distribution. Most media production is a business, and must therefore make a profit. Questions of ownership and control are central. A relatively small number of individuals control what we watch, read and hear in the media.

5. Media contain ideological and value messages

In some sense, all media products are advertising since they proclaim values and ways of life. Explicitly or implicitly, the mainstream media convey ideological messages about such issues as the nature of the good life, the virtue of consumerism, the role of women, the acceptance of authority and unquestioning patriotism.

6. Media have social and political implications

The media have great influence on politics and on forming social change. Television can greatly influence the election of a national leader on the basis of image. The media involve us in such concerns as civil rights issues, famines in Africa, and the AIDS epidemic. They give us an intimate sense of national issues and global concerns, making us citizens of Marshall McLuhan’s “Global Village.”

7. Form and content are closely related in the media

As Marshall McLuhan noted, each medium has its own grammar and codifies reality in its own particular way. Different media will report the same event, but create different impressions and messages.

8. Each medium has a unique aesthetic form

Just as we notice the pleasing rhythms of certain pieces of poetry or prose, so should we be able to enjoy the pleasing forms and effects of different media.

Source: John Pungente, S.J. From Barry Duncan et al. *Media Literacy Resource Guide*, Ontario Ministry of Education, Toronto, ON. Canada, 1989.

Basic Media Education Questions

When using media in the classroom it is helpful to ask some basic questions that will expand students' understanding of the information they are receiving. Soon these questions will become the standard inquiry around any media, inside and outside the classroom, empowering students to be more savvy media consumers and creators.

- What is the message?
- Who made it? Why?
- Who is the target audience? How do you know?
- How was it made?
- Why was it made that way?
- What is the context in which it was created?
- Who will benefit/not benefit from the creation of this media?
- How might different audiences, communities or people interpret this message differently from you?
- How could it be different?
- What is missing?
- Is this fact or fiction?
- Why do they use _____ (an interview, graphics, pictures, music, etc) instead of another way to communicate information?
- What is the role of the _____ (narrator, character, anchor etc.)?
- How is music used?

Resources

The Alliance for a Media Literate America (AMLA)

<http://www.amlainfo.org/index.php>

Committed to promoting media literacy education that is focused on critical inquiry, learning, and skill-building

Center for Media Literacy

http://www.medialit.org/site_overview.html

Resource Catalog Largest collection of media literacy books, videos, CD/DVDs and teaching tools from around the world

http://www.medialit.org/reading_room/article536.html

Media literacy in the ESL classroom

Media Literacy Clearinghouse

<http://www.frankwbaker.com>

Designed for educators who want to learn more about media literacy and integrate it into classroom instruction

Just Think Foundation

<http://www.justthink.org>

The San Francisco-based Just Think Foundation strives to stimulate critical thinking about popular media and equip young people with the literacy tools critical for their future.

The Media Action Project

<http://utopia.knoware.nl/users/schoutdi/>

This site contains many useful essays from the work of the Urban Program Research Group, University of Nottingham, England.

Project Look Sharp

<http://www.ithaca.edu/looksharp/>

Project Look Sharp provides materials, training and support to help teachers prepare students for life in today's media saturated world. Project Look Sharp is an initiative of Ithaca College, working in collaboration with local school districts, New York State BOCES, the Alliance for Media Literate America, and other national media literacy organizations.

Advertisement Awareness for ESOL Learners

OVERVIEW

In this lesson, students look at their at-home and school environment, noting the number and types of advertisements that they encounter. The lesson also includes a field trip where students observe their school neighborhood to note the advertisements.

AIM

To build student awareness about the number and types of advertisements they see everyday at home and school.

OBJECTIVES

At the end of this session, students will be able to:

- Recognize advertisements in the school environment
- Recognize the variety of advertisements in their neighborhood environment

TARGET GROUP

For the purpose of this lesson, the target group levels range from 1-8: 1=beginners, 5=intermediate, 8=advanced.

This lesson is level 4.

LENGTH

Two 50-minute class periods and an optional third 50-minute period

MATERIALS

None needed

Activities—Day 1

On the board: The word “Advertisement”

Have students define the word advertisement. Put definitions on the board.

1. Ask students where they see and hear advertisements.
 - Student groups of 3-4 brainstorm possible answers. They put a preliminary list on the board (TV, radio, etc.).
2. Ask students if there are advertisements in their school or classroom.
 - **Possible answers:** posters, logos on clothes, binders and notebooks, advertisements for the school itself
 - Student groups again brainstorm and expand the list.
3. Ask students the approximate number of advertisements they saw on the way to school today and their location.
 - Students give their estimates and again expand the list.
 - **Possible answers:** billboards, bus ads

At home, the teacher prepares a chart based on the students' list.

Example

Ads in the school	Logos on	School	Taxis and buses	Bus stops	Ads	At-home TV	At-home Radio	Other	Other	Other

Activities—Day 2

1. Teacher distributes the chart. Students fill in the labeled sections with estimates of the number of ads they encountered in each category.
2. **Field trip**
Students and teacher take a 15-minute walk around their school neighborhood tallying the number of ads they see in each category. If they see an advertisement in a category not on the chart, they may add it to the “other” category. Once everyone returns to the classroom, students compare answers and report their findings.
3. **Writing activity**
Students write a brief report on their findings along with their reaction to them.

Follow-Up

As a contact assignment, invite students to investigate their own neighborhoods and list the number and variety of advertisements that they see there. The following session, have students report to the class about their findings. Then have them compare differences among the advertisements found in the various neighborhoods.

Analyzing a Newspaper: Editorials and News for ESOL

OVERVIEW

Students will analyze a newspaper and examine the news and editorial sections. They will also take a close look at the type of language used when giving an opinion.

AIM

To have students identify the news and editorial sections, and become aware of the language employed in editorials with the purpose of convincing readers.

OBJECTIVES

At the end of this session, students will be able to:

- Identify and distinguish parts of newspapers: editorials and news
- Differentiate between facts and opinions
- Recognize and produce the language of opinion
- Produce an editorial using appropriate language

TARGET GROUP

For the purpose of this lesson, the target group levels range from 1-8: 1=beginners, 5=intermediate, 8=advanced. **This lesson is level 6.**

LENGTH

Three one-hour class periods

MATERIALS

One newspaper editorial and one news story on the same

Activities—Day 1

1. News Story

The teacher writes the topic of the news story on the board and elicits from students all they know about the topic.

2. Teacher asks “wh” questions to build schema about the topic.

These questions are not intended for an exhaustive discussion of the content. For example:

- Who is _____?
- What do you know about _____?
- Where _____?
- How _____?
- When _____?

3. Have students read the news article and take notes of unknown vocabulary and references. The teacher asks for definitions. If no student can define a word or reference, the teacher will gloss the word to aid comprehension.

4. Teacher asks and writes on the board four introductory media literacy questions:

- What is the message?
- Who made it?
- Who is the target audience? How do you know?
- Why was it created?

5. Student groups of 3-4 decide on answers to these questions and report back. Teacher records answers on the board.

Example—*Why was it created?* Possible answer: *To give information.*

Activities—Day 2

1. Editorial

Students read an editorial on the same topic as the news story. The teacher takes note of unknown vocabulary and references and then asks for definitions. If no students can define a word or reference, the teacher will gloss the word to aid comprehension.

2. Teacher refers to the same four introductory media literacy questions on the board:

- What is the message?
- Who made it?
- Who is the target audience? How do you know?
- Why was it created?

3. Student groups of 3-4 decide on answers to these questions and report back. Teacher records answers on the board.

Example—*Why was it created?* Possible answers: *To give an opinion, make a judgment, convince the reader.*

4. Teacher writes the word “**Opinion**” on the board and asks for definitions of:

1. Opinion
2. Judgment
3. Convince

Ask students what language the writer uses to convince readers, make judgments, give opinions. Teacher gives a sample answer, the introductory phrase, “*I think.*”

5. Students reread the editorial, scanning for language the writer uses to convince readers, make judgments, offer opinions. Teacher writes their answers on the board.

Homework: Invite students to bring a newspaper to class.

Activities—Day 3

1. Have students scan their newspapers. The teacher asks in what sections they find news and where they find opinions. Have students find and point out the news pages and the opinion/editorial page.

2. Ask students to identify and underline language that shows opinion and, as a class, make a list of words and phrases on the board.

3. Writing Activity

Have students brainstorm current topics in groups. Each group writes a one-paragraph editorial about a topic of their choice utilizing the language of opinion. After the groups share their paragraphs, invite the class to decide on the most convincing argument.

Analyzing Commercials for ESOL Learners

OVERVIEW

Analyzing the roles of men and women in commercials today

AIM

For students to observe the roles men and women play in American TV commercials, how that relates to the product being advertised and how this compares to commercials in their own countries.

OBJECTIVES

Students will be able to:

- Compare gender roles in the United States to those in their native countries
- Recognize when traditional versus modern roles of men and women are being used in a commercial
- Analyze why they think certain commercials promote certain roles
- Understand whether men or women are the targeted audience for an advertised product
- Create a script for a commercial, targeting a specific gender

TARGET GROUP

For the purpose of this lesson, the target group levels range from 1-8: 1=beginners, 5=intermediate, 8=advanced.

This lesson is level 7.

LENGTH

Two two-hour lessons

MATERIALS

- Four prerecorded commercials; two with traditional male/female roles and two with more modern male/female roles
- A video camera

Activities—Day 1

1. Schema-Building Discussion:

Write the following questions on the board:

- What are men’s duties in life? What are women’s roles?
- Do you see these roles in the United States?
- What about in your native country?
- Are these roles you see in the US and in your country, the same or similar to what you see in commercials on TV?

Conduct a group discussion around these questions. **For the purpose of this lesson, “traditional male/female roles” are defined as the male being more dominant and the female playing more of a submissive role.**

- ### 2. Showing Commercials: **Give handout (attached) of five questions** students will need to answer for each commercial. Instruct them that you will be showing four commercials. After each one, pause the video so they can write down their answers. Replay all four commercials, pausing between each one to discuss the students’ answers.

Activities—Day 2

- ### 1. Video Activity: In groups of two or three, have students write a commercial for any product of their choice. **Distribute guidelines for this project (attached).**

When the guidelines have been met by all groups, videotape students performing their commercial for the class.

After all groups have been videotaped, play back each group’s commercial.

Optional: While the students are watching the video, have the ones who are not performing answer the same questions used for Activity 2 on Day 1.

Questions for Commercials

Directions: After watching each commercial, answer the following questions.

Commercial 1

1. What product was being advertised? _____

2. Is the commercial targeting men or women? _____

Why? _____

3. Did this commercial show traditional male/female or non-traditional male/female roles? _____

How do you know? _____

4. Would a commercial with these male/female roles be shown in your country? _____

Commercial 2

1. What product was being advertised? _____

2. Is the commercial targeting men or women? _____

Why? _____

3. Did this commercial show traditional male/female or non-traditional male/female roles? _____

How do you know? _____

4. Would a commercial with these male/female roles be shown in your country? _____

Questions for Commercials

Commercial 3

1. What product was being advertised? _____

2. Is the commercial targeting men or women? _____

Why? _____

3. Did this commercial show traditional male/female or non-traditional male/female roles? _____

How do you know? _____

4. Would a commercial with these male/female roles be shown in your country? _____

Commercial 4

1. What product was being advertised? _____

2. Is the commercial targeting men or women? _____

Why? _____

3. Did this commercial show traditional male/female or non-traditional male/female roles? _____

How do you know? _____

4. Would a commercial with these male/female roles be shown in your country? _____

Guidelines for Video Activity

Make sure to follow each of the guidelines below!

1. Who is your target audience? _____
2. What product are you are going to sell? _____
3. Your commercial must be 45-60 seconds, no more and no less.
4. You must depict either traditional or non-traditional roles in your commercial. It must be clear to the viewer which ones are used.
5. The commercial must be memorized.

Analyzing Print Ads for ESOL Learners

OVERVIEW

This lesson will assist students to identify explicit and implicit messages in a magazine advertisement. The lesson also looks at images and words used to make products more desirable.

AIM

For students to deconstruct a magazine advertisement and recognize both the product advertised and the ultimate message.

OBJECTIVES

At the end of this lesson, students will:

- Recognize the messages in print advertisements constructed with text and images
- Analyze print advertisements for the explicit and implicit benefits promised to consumers
- Identify ways advertisements appeal to consumers
- Analyze their own purchases and decisions to make them.

TARGET GROUP

For the purpose of this lesson, the target group levels range from 1-8: 1=beginners, 5=intermediate, 8=advanced. This lesson is level 8.

LENGTH

Two 50 minutes class periods

MATERIALS

One magazine advertisement

Activities—Day 1

1. First Viewing: Words and Images

Using the first advertisement and working together as a class, invite students to make a list of all the words and images they see. Put the list on the board.

2. Second Viewing

Ask students to take a closer look at the advertisement for other elements. Suggest colors, what images are in the foreground and the background etc. Add to the list on the board.

• Possible list of other elements:

Colors, images in the foreground, images in the background, font style, image size, location used in the advertisement

3. Third Viewing

Ask students to analyze the people in the advertisements for age, background, ethnic group, possible income level, fashion sense, etc. Add to the list on the board.

4. Ask students the following questions utilizing elements of the advertisements listed on the board:

- Who are the people in the commercial?
- What do they want?
- What is for sale?
- Why buy this product?
- What is the advertisement promising you?
- How do they make you want this product?
- Why not buy this product?
- Who might like this product?
- Is the product directed at a particular age group? Gender? Specific ethnic group? Explain how.
- Who can afford it?
- What is attractive about the product?
- How does it make you feel?
- Where would you use this product?
- Why did the makers of this advertisement choose these images and this location? How do these factors influence you?
- What is missing in this advertisement?

5. Provide the students with the following chart to focus their attention on the questions included.

What is for sale?	What is the advertisement promising you?	How do they make you want this product?	Is this product directed at a particular group?
Example Perfume	Example The quality of being attractive	Example The advertisement uses young, attractive male and female models	Example Young women

Homework: Have students bring advertisements of their choice to the next class.

Activities—Day 2

1. Have students form discussion groups of four each, compare their advertisements and decide on one to analyze, following the same line of questioning and analysis as Day 1 activities:

- Who are the people in the commercial?
- What do they want?
- What is for sale?
- Why buy this product?
- What is the advertisement promising you?
- How do they make you want this product?
- Why not buy this product?
- Who might like this product?
- Is the product directed at a particular age group? Gender? Specific ethnic group? Explain how.
- Who can afford it?
- What is attractive about the product?
- How does it make you feel?
- Where would you use this product?
- Why did the makers of this advertisement choose these images and this location?
- How do these factors influence you?
- What is missing in this advertisement?

2. Students complete the chart with the focus questions using the ad they chose.

What is for sale?	What is the advertisement promising you?	How do they make you want this product?	Is this product directed at a particular group?

3. Invite students to share their findings with the class.

Follow up activity:

Ask students to write a report about a purchase that they have made in the past month. In the report have them explain what influenced their decision to buy. Share reports with the class.

Analyzing the Internet for ESOL Learners

OVERVIEW

This lesson looks at how search engines such as Google, Yahoo, and MSN are set up in terms of what is an advertisement (sponsored links, for example) versus what is actual news. The lesson also looks at what happens when a search is conducted and how results are laid out on the site. Students will use this knowledge to do an Internet scavenger hunt, using the information and vocabulary taught.

AIM

To have students understand the layout and vocabulary of various search engines to differentiate between advertisements and news or other information.

OBJECTIVES

At the end of this lesson, students will:

- Look at the search engines named above and understand the terminology for each
- Understand how these search engines are laid out
- Read all three search engines
- Navigate a search engine
- Differentiate between ads and news
- Recognize techniques used in an advertisement to target certain groups

TARGET GROUP

For the purpose of this lesson, the target group levels range from 1-8: 1=beginners, 5=intermediate, 8=advanced. This lesson is level 5.

Activities—Day 1

1. Vocabulary: Distribute “Internet Vocabulary” handout. As a class, have students go to Yahoo, Google and MSN sites one at a time and elicit from them what the usage is for each section. Allow sufficient time for students to explore each section before writing their answers on their handout.

2. When the sections of each Web site have been defined, return to *yahoo.com* and find a banner advertisement (above “In the news” section). Write the five key questions of media literacy (as written by the **Center for Media Literacy**) on the board:

- Who created the message?
- What techniques are used to attract my attention?
- How might different people understand this message?
- What values, lifestyles and points of view are represented or omitted from this message?
- What is the purpose of this message?

Once students have answered all questions, go around the lab and ask them to share their answers.

Optional: If there is time, or if students seem interested, have them click on the **ad feedback** link under the ad, and answer the questions about it.

This same exercise above can also be done on *msn.com*. The ad is located at the top of the homepage.

LENGTH

Two two-hour lessons

MATERIALS AND RESOURCES

- A computer lab for each student to have his/her own computer
- A projector for instructor demonstrations
- Internet Vocabulary worksheet (attached)
- Internet Scavenger Hunt handouts for Google, MSN and Yahoo (attached)

Activities—Day 2

- 1. Review vocabulary from previous day.** Explain to students that we will now use all three sites to do an “Internet Scavenger Hunt”.
- 2. Distribute handouts for each search engine** and tell students that they will now need to go to each site and answer the questions.
Note: When students begin each question, their starting point should always be the homepage of that site.

To make this activity more interactive, it can be done in pairs.

Follow-up:

After completing each search engine questionnaire, students can compare answers. In some cases, answers will vary (i.e. sometimes the ads change when a page is refreshed).

The instructor can also ask specifics about the questions, such as what section did students find most interesting, or what is the weather like in their native city.

Internet Vocabulary

Yahoo: What are each of these areas for?

1. Homepage: _____
2. Search the Web: _____
3. In the news: _____
4. Yahoo! Shopping: _____
5. Entertainment: _____
6. Weather and Traffic: _____
7. Yahoo! International: _____
8. Search results: _____
9. Sponsor results: _____

Google: What are each of these areas for?

1. Google search: _____
2. Sponsored Links: _____
3. Results: _____
4. Images: _____

MSN: What are each of these areas for?

1. Search Web: _____
2. Sports: _____
3. Entertainment: _____
4. Shopping: _____
5. Weather: _____
6. Video Highlights: _____
7. Money: _____
8. People Search: _____
9. MSNBC News: _____

Internet Scavenger Hunt - Google

DIRECTIONS

Go to **www.google.com** and follow the instructions per each question below.

1. Type in your native country and click on “images.” What kind of images appear?

Go to the **www.google.com** homepage.

2. Click on “Froogle”. Do you know what this does?

Go to the **www.google.com** homepage.

3. Click on “more”. If I want driving directions, what do I click on?

Go to the **www.google.com** homepage.

4. Type your name in the search engine. How many results are there?

What Web site sponsored your search? _____

Internet Scavenger Hunt - Yahoo

DIRECTIONS

Go to **www.yahoo.com** and follow the instructions per each question below.

1. Under yahoo shopping, search for the product "cell phones".

How many results are there? _____

Go to **www.yahoo.com.....**

2. Search for your country.

How many results are there? _____

What non-sponsored sites appear first? _____

What sponsored sites appear? _____

Go to **www.yahoo.com.....**

3. What is the weather like in your native city? _____

Go to **www.yahoo.com.....**

4. Click on an ad that is a picture.

What product is being advertised? _____

Go to **www.yahoo.com.....**

5. Write down two products advertised under "Marketplace" _____

Go to **www.yahoo.com.....**

6. Under "Search the Web", click on "Health" Where are the news stories located?

Where are the sponsored links? _____

Go to **www.yahoo.com.....**

7. Choose one story in "Financial News" and click on it. What's the title?

Go to **www.yahoo.com.....**

8. On Yahoo International, click on "See all Yahoo international sites." Click on the site for the country that is in your native language. (If you don't see your language, click on another English speaking site.)

What are 2 differences and 2 similarities between your native language site and the American site?

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Internet Scavenger Hunt - MSN

DIRECTIONS

Go to **www.msn.com** and follow the instructions per each question below.

1. Find the link that says "Shopping" and click.

How many categories are there? _____

Go to **www.www.msn.com.....**

2. Search msn.com for your country.

How many results are there? _____

What non-sponsored sites appear first? _____

Write down one sponsored site. _____

Go to **www.www.msn.com.....**

3. What is the weather like in the 94123 zip code? _____

Go to **www.www.msn.com.....**

4. Click on an ad that is a picture.

What product is being advertised? _____

Go to **www.www.msn.com.....**

5. What is the first news story on the MSNBC News section? _____

Go to **www.www.msn.com.....**

6. What person has been searched?

Go to **www.www.msn.com.....**

7. Under "Shopping", what stores are advertising sales?

Go to **www.www.msn.com.....**

8. Click on MSN Worldwide at the bottom of the page. Click on the site for the country that is in your native language (If you don't see your language, click on another English speaking site.)

What are 2 differences and 2 similarities between your native language site and the American site?

5. _____

6. _____

7. _____

8. _____