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FUNDAMENTALS OF JOURNALISM THROUGH CLIL METHODOLOGY APPROACH



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ПРИКАРПАТСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ ВАСИЛЯ СТЕФАНИКА
ФАКУЛЬТЕТ ІНОЗЕМНИХ МОВ
КАФЕДРА АНГЛІЙСЬКОЇ ФІЛОЛОГІЇ

Сабадаш Д.В.

FUNDAMENTALS OF JOURNALISM THROUGH CLIL METHODOLOGY APPROACH

*Інноваційний навчально-методичний посібник для
студентів філологічних спеціальностей*

Івано-Франківськ
2023

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Fundamentals of journalism through CLIL methodology approach: *інноваційний навчально-методичний посібник для студентів філологічних спеціальностей* / за ред. Д.В. Сабадаш; авт. вступ. ст. Д.В. Сабадаш; уклад. Д.В. Сабадаш. Івано-Франківськ, 2023. 56 с. (For educational, noncommercial purposes)

Навчально-методичний посібник розроблено в рамках проекту Європейської програми Еразмус+ "Розвиток потенціалу підготовки вчителів іноземної мови на шляху України до впровадження багатомовної освіти та європейської інтеграції" 610427-EPP-1-2019-1-EE-EPPKA2-SVNE-JP. Він містить результати проектної діяльності студентів магістрів кафедри англійської філології факультету іноземних мов Прикарпатського національного університету імені Василя Стефаника у рамках навчального курсу "Методика предметно-мовного інтегрованого навчання", який викладається доцентом кафедри англійської філології Діаною Володимирівною Сабадаш.

Посібник складається із передмови, п'яти розробок занять та списку рекомендованої літератури. Запропоновані навчальні матеріали спрямовані на одночасне засвоєння базових аспектів журналістики та підвищення рівня володіння англійською мовою.

Навчально-методичний посібник призначено для студентів філологічних спеціальностей, котрі вивчають англійську як іноземну, для аудиторної та самостійної роботи.

Автори несуть відповідальність за зміст, достовірність та оригінальність поданих матеріалів.

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*Друкується за ухвалою вченої ради факультету іноземних мов
Прикарпатського національного університету імені Василя Стефаника
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PREFACE

The manual “FUNDAMENTALS OF JOURNALISM THROUGH CLIL METHODOLOGY APPROACH” includes the teaching/learning materials developed by the master students of the English Philology Department at Vasyl Stefanyk Precarpathian National University within the course “Methodology of content and language integrated learning”, taught by the Associate Professor Diana Sabadash. The course is developed in terms of the Erasmus+ Project 610427-EE-2019-EPPKA2-CBHE-JP Foreign Language Teacher Training Capacity Development as a Way to Ukraine’s Multilingual Education and European Integration (MultiEd).

Within the course students were familiarized with basic methodologies, methods and techniques of CLIL with their effective implications for learning, teaching, and research. It involved the use of interactive teaching approaches, methods and techniques, which incorporated communicative task-based learning, case studies, role-plays and simulations, group projects and problem-solving activities. As a result of the course, students mastered the basics of modern European methods and techniques of content and language integrated learning, learnt not only to effectively select/use ready-made teaching materials, but also to design their own.

Working in small groups students developed CLIL session materials in the previously selected field of interest – journalism. The level of complexity of the materials corresponds to the level of university students of the philological departments. Developed sessions contain tasks for the development of reading, writing, listening and speaking skills in the English language and are based on

the theory of the sphere of journalism. The project results were presented at the last practical lesson of the course.

The resulting manual consists of a preface, five sessions on the basic issues of journalism (*Session 1. BROADCAST JOURNALISM; Session 2. DIGITAL MEDIA; Session 3. ETHICAL JOURNALISM; Session 4. LIVE INTERVIEW ETHICS AND EFFECTIVENESS; Session 5. HOW TO CONDUCT AN INTERVIEW*) and a list of references providing sources that reveal the essence of the CLIL methodology. Each session contains the activities aimed at the simultaneous development of linguistic and communicative competences in each of the four modalities (listening, speaking, reading and writing) and obtaining the knowledge of the basic aspects of journalism, which corresponds to the CLIL methodology approach. The selected topics, diversity of tasks and their communicative character, are designed to motivate students, promote the development of creativity, critical and analytical thinking in the process of solving professional tasks.

D. S.

SESSION 1.

BROADCAST JOURNALISM

*Kuziv Yuliia, Lesiv Yuliia, Lukach Tetiana,
Marynevyh Tetiana, Masliak Volodymyra*

PART 1. ACTIVATING PRIOR KNOWLEDGE

Task 1. Match the words with their categories. (4 min.)

*Radio, movie, television, newspaper, book, magazine, billboard, sign, placard,
Internet, mobile, communication.*

Broadcast media	Print media	Outdoor media	Digital media

Task 2. Match words with their meanings. (6 min.)

The news	episode	libel	rerun
a scoop	coverage	cable TV	
current affairs	broadcast (verb)	hit the headlines.	

	one part of a TV series, usually 30 to 60 minutes long
	television channels that paying customers receive via coaxial or fibre-optic cable
	to send television or radio signals over the air
	political, economic and social events that are current, or happening now
	a television or radio broadcast with the latest news and current events
	a story or piece of news discovered and published by one newspaper before all the others
	to appear in the news suddenly or receive a lot of attention in news reports
	a piece of writing that contains bad and false things about a person
	the reporting of a particularly important event or subject
	when a TV show/program is shown for a second or third time on television

PART 2. PROVIDING AN ENCOURAGING OUTPUT

Task 1. In pairs, read and discuss an example of a news script. (10 min)

Handout

Television News Report Script

News Story _____ Page _____

Timing	Video	Audio
00 – 00.12	B-Roll – Close ups on ignition, hands on wheel, long shots of cars	VO: Being in control of a vehicle as young as 17 can be daunting. Organisers of the Under-17 Car Club say that's why there's so many accidents.
00.12 – 00.20	A-Roll – Interview with Paul Silverman	Paul Silverman: We teach our youngsters how to swim so they don't drown. Here we teach them how to drive so they don't crash. This is a life skill, not trying to pass a test.
00.20 – 00.38	B-Roll – Shots of Megan Pickstock driving HGV. B-Roll – Long shot of airfield	VO: Megan Pickstock is 15. She's been learning to drive since she was 11. She's one of 300 teenagers who meet every weekend and learn to drive off-road. Today at the Long Marston Airfield near Stratford, it's HGVs.
00.38 – 00.44	A-Roll – Interview with Megan Pickstock	Megan Pickstock: You get to see how difficult it is for them, and how stupid it is for a car driver to cut them up on the road.
00.44 – 00.48	A-Roll – Interview with Boy	Boy: Since I've been at the club, I will have had 7 years - I will have 7 years by the time I do my test.
00.48 – 00.50	A-Roll – Interview with Girl	Girl: It is definitely – it builds your confidence.
00.50 – 01.08	Reporter to Cam – Zoom out from motorway to reporter	Reporter: Young drivers are ten times more likely to be involved in a serious collision than experienced drivers. 80% of accidental teenage deaths happen on our roads. And in the last 10 years over 110,000 teenagers have been killed or injured.
01.08 – 01.23	B-Roll – long shots of cars, buses, etc. driving at the airfield	VO: Youngsters on this course also learn how to deal with motorways, night driving, and skids. Organisers say experience does lead to safe driving. Laura May McMullen, Midlands Today, Long Marston.

<https://www.pinterest.com/pin/221028294190883007/>

PART 3. NEWS PRESENTATION STRUCTURE.

**Task 1. Read the news presentation structure and determine key points.
(10 mins)**

Handout

To convey a sense of immediacy, radio and TV news reporters use the present or perfect tense whenever possible. ! One of the best ways to avoid past tense in broadcast writing is to avoid using previous news stories from the day before! Most of the news reports are told in 20-30 seconds.

Criteria for selecting TV and radio news:

The story has timeliness

The story has elements that create a visual impact

A humanizing/emotional story

Answer the questions:

- What is the central message of your story?
- Who is your audience?

The basis of any story in your newscast will answer the following:

- Who?
- What?
- Where?
- When?
- How?
- Why?

An interesting way to approach a news script is to identify the following steps in one or two sentences.

1. Introduction/summary (who)
2. Establish the scene (where, what)
3. Discuss the topic (why)
4. Solutions (how)
5. Follow-up (what's next)

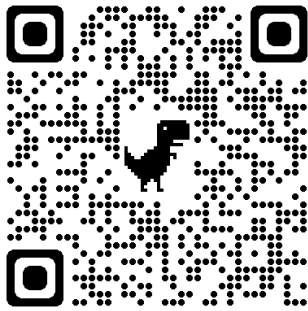
Television News Report Script

Timing	Video	Audio
00-00.12	B-Roll- Close ups on image, hands on wheel, long shots of car.	VO: Being in control of a vehicle as young as 17 can be daunting. Organizers of the Under 17 Car Club say that's why there is so many accidents.
00.12-00.20	A-Roll- Interview with Paul Silverman	Paul Silverman: We teach our youngster how to swim so they don't drown. Here we teach them how to drive so they don't crash. This is a life skill, not trying to pass a test.
00.20-00.38	B-Roll- Shots of Megan Herman driving HGV. B-Roll- Long shots of airfield.	VO: Megan Herman is 15. She's been learning to drive since she was 11. She's one of the 300 teenagers who meet every weekend and learn to drive off road. Today at the Long Marston Airfield near Stratford, it's HGVs.
00.38-00.44	A-Roll- Interview with Megan Herman	Megan Herman: You have to see how difficult it is from the, and how stupid it is for a car driver to cut them up on the road.

Task 2. Express your opinion on different types of the reporters. Who looks the most professional? (10 mins)



Task 3. Do the quiz and share your results with the group. (5 mins)



PART 4. PROJECT WORK.

Task 1. In 2 groups, find news on the Net and create your own news presentation according to the structure. You can decide on the roles yourself. (25 mins)

Task 2. Evaluate the news presentation of the other group according to the suggested criteria. (10 min)

Evaluation criteria

1. Did they distribute roles successfully?
2. Did they speak coherently?
3. Was the news relevant?
4. Did they use a wide range of grammar structures?
5. Did they use the suggested news structure?

One criterion is one point. The maximum grade is 5.

EXTRA ACTIVITY

Task 1. Express your opinion on the following issues.

1. Five features a person must have in order to be a successful journalist.
2. People hate journalists for...

FURTHER READING:

1. **BBC News.Script-writing tips and real examples**

http://news.bbc.co.uk/2/hi/school_report/6180944.stm

2. **TV News report Script Example.**

<https://www.webcontactus.com/tv-news-report-script-example/>

References:

1. <https://www.pinterest.com/pin/221028294190883007/>
2. How to Write a News Script and How to Teach Students to Write a News Script | Datavideo | Professional end-to-end solutions provider for your live video production.
3. https://www.reddit.com/r/funny/comments/1ifmbi/good_guy_reporter/
4. <https://images.app.goo.gl/KvCG2t4kzpsqvHuf6>
5. <https://images.app.goo.gl/h982HD9ZU5wCK6V68>
6. <https://images.app.goo.gl/FfsxB7FGaskTc4QB8>
7. Self-created quiz <http://www.quiz-maker.com/QJ7T1V7LU>

GLOSSARY

episode	one part of a TV series, usually 30 to 60 minutes long
cable TV	television channels that paying customers receive via coaxial or fibre-optic cable
broadcast (verb)	to send television or radio signals over the air
current affairs	political, economic and social events that are current, or happening now
the news	a television or radio broadcast with the latest news and current events
a scoop	a story or piece of news discovered and published by one newspaper before all the others

hit the headlines	to appear in the news suddenly or receive a lot of attention in news reports
libel	a piece of writing that contains bad and false things about a person
coverage	the reporting of a particularly important event or subject
rerun	when a TV show/program is shown for a second or third time on television

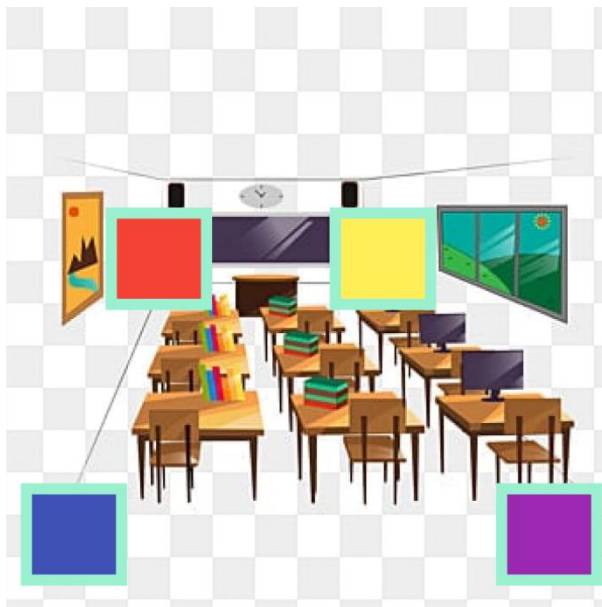
SESSION 2.

Digital Media

*Zaborska Iryna, Demchuk Yuliia, Dumych Tetiana,
Hrybovych Solomiia, Dudyshyn Tetiana*

PART 1. WARM-UP

Task 1. Think on the best way to share information nowadays. Then choose the corresponding corner in the classroom and explain your choice.



- newspapers, journals
- radio, TV
- billboards, posters, leaflets
- social media, blogs, websites

PART 2. ACTIVATING BACKGROUND KNOWLEDGE

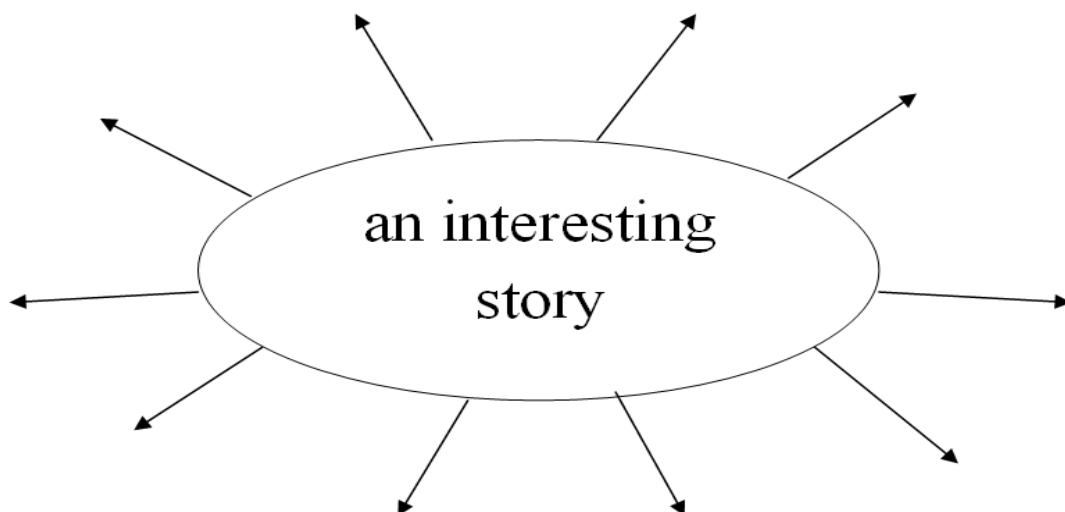
Task 1. Read the definition of the notion of social media and discuss in pairs what can be the benefits of social media for journalists?

WHAT IS SOCIAL MEDIA?



SOCIAL MEDIA REFERS
TO THE CHANNEL OF
INTERACTIONS AMONG PEOPLE
IN WHICH THEY
CREATE, SHARE, AND
SHUFFLE DIFFERENT TYPES
OF INFORMATION AND
IDEAS IN A
DIVERSE WORLD OF
VIRTUAL COMMUNITIES
AND SOCIAL NETWORKS.

Task 2. What makes a story interesting? Complete the mind map.



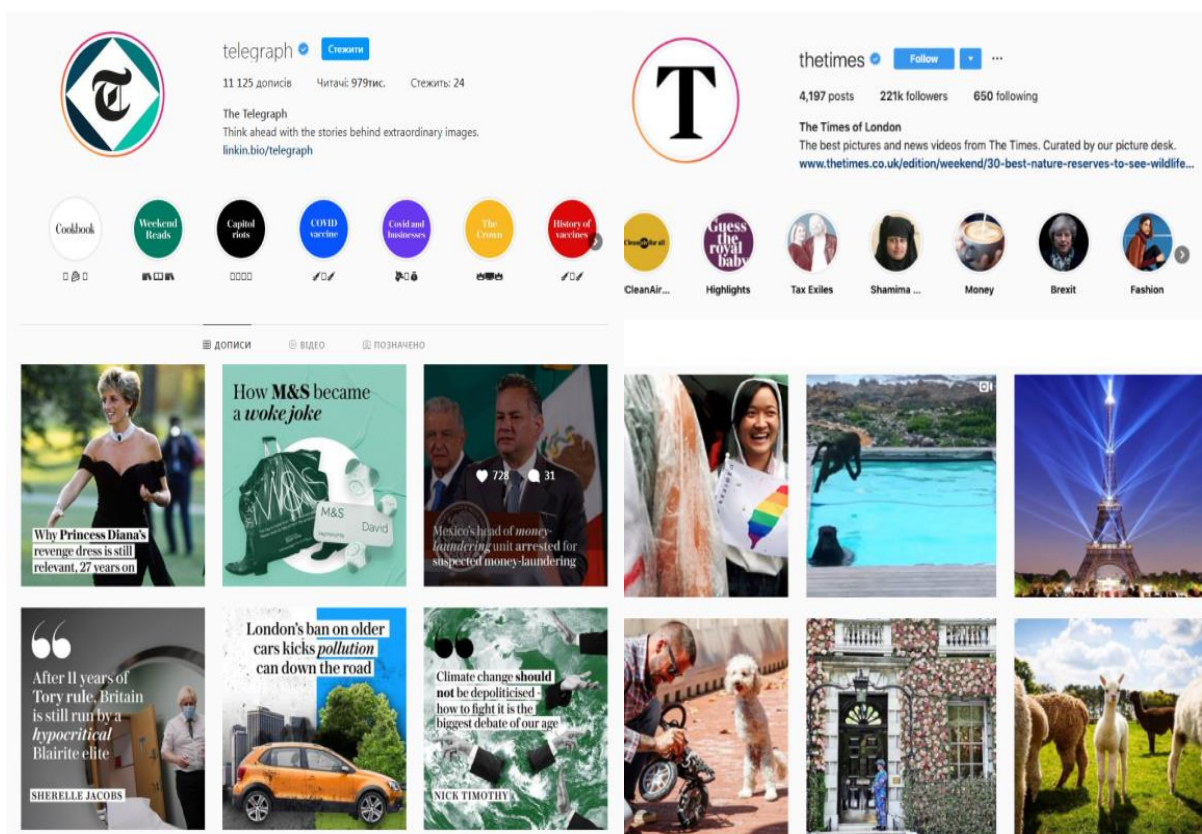
PART 3. INVESTIGATING THE TIPS OF SUCCESSFUL STORYTELLING

Task 1. Scan the QR-code. Read about 5 tips of successful storytelling on social media and match the tips with their descriptions.



Task 2. Split into groups of 4-5. Explore one of the news broadcasting accounts on social media, assigned to each group, and make a report on what storytelling strategies you can observe.

- The Telegraph
- The Washington Post
- BBC News
- The Times of London
- CNN



PART 4. EXPLORING THE NOTION OF JOURNALISM ETHICS



**Task 1. What are ethics? How can you tell if someone is being ethical?
Create your own definition for journalism ethics.**

Journalism ethics –

Task 2. Scan the QR-code. Read the article about Ethical journalism. In groups of three complete the table, identifying the key features of the main guiding principles (Truth and accuracy, Independence and transparency, Accountability for consequences).



CODE OF ETHICS: Guiding Principles		
<i>Truth and accuracy</i>	<i>Independence and transparency</i>	<i>Accountability for consequences</i>

PART 5. ANALYZING THE EXAMPLES OF UNETHICAL JOURNALISM

Task 1. Look at the photos and discuss them with your partner.

★ *How can one and the same situation be shown in different ways in the media ?*



★ *What consequences may it have?*



Task 2. Scan the QR-code. Watch the video about headlines and manipulated photos. Answer the questions below.





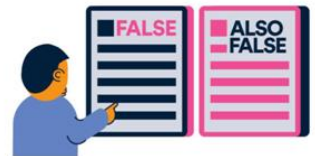
- Do most of the users carefully read both the headline and the article itself?
- Why is the headline one of the most crucial elements of any article?
- Why do journalists use emotional words in headlines?
- What is the purpose of clickbaiting?
- What should you do in order not to fall for photo fakes?

Task 3. Working with your partner, conduct the interview and complete the table.

1	Explain what is meant by the term ‘false information’?	
2	Where can ‘false information’ come from?	
3	Identify three reasons why you think people share false information?	
4	List three ways you can check if something you encounter online is false?	
5	What impact do you think false information can have on	

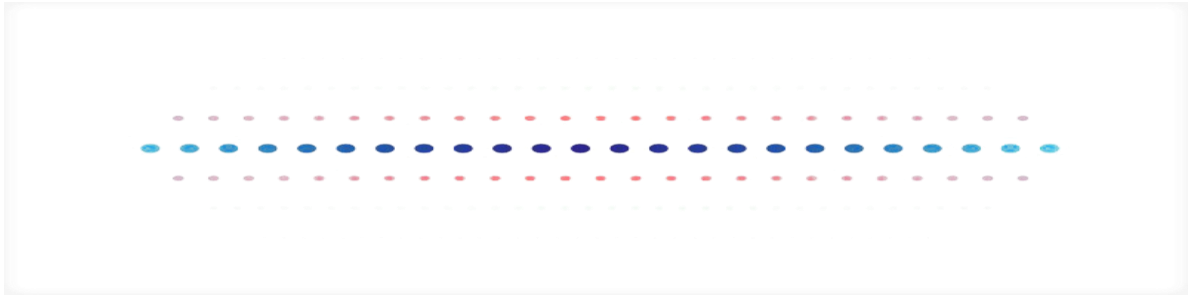
people?

PART 6. EXPLORING THE SOCIAL MEDIA PL



Task 1. Split into 3 groups. You have a list of the social media platforms, apps, websites and other digital media you are familiar with. Use the table below to find out how they are linked together in terms of how we use them.

Name of Social Media Platform	Features/Content	Use in Journalism
YouTube	Video-sharing website/app; Users can upload and watch videos	Create your own channel (post interviews, news reports, podcasts)
Facebook		
Twitter		
Instagram		
Telegram		



PART 7. HOMEWORK

Create your own account on one of the platforms from Part 6 Task 1 and post at least 3 publications using storytelling strategies and appropriate pictures. Think of catchy headlines for your posts.



References:

1. https://www.rtdna.org/content/rtdna_code_of_ethics
2. <https://www.corporatecomplianceinsights.com/wp-content/uploads/2019/10/ethics.jpg>
3. <https://www.instagram.com/telegraph/>
4. <https://www.instagram.com/thetimes/>
5. <https://petapixel.com/2020/05/04/these-photos-show-how-easy-it-is-to-create-fake-news-with-photography/>
6. https://www.boredpanda.com/fake-news-photos-viral-photoshop/?utm_source=google&utm_medium=organic&utm_campaign=organic
7. <https://verified.ed-era.com/manipulation/part-b>

SESSION 3.

Ethical journalism

*Bekesh Anna-Mariia, Bevziuk Nadiia,
Bufan Yuliia, Hoisan Andrii, Nelia Hladysh*

PART 1. WARM UP (GENERAL VIEW OF THE JOURNALISM)

Task 1. Answer the questions:

- What do you know about journalism?
- Why do you teach journalism?
- What is the job of the journalist?
- Which journalists do you know? Why do you like/dislike them?
- How can we know whether the journalist did the job well?

(Time limit: 5 minutes)

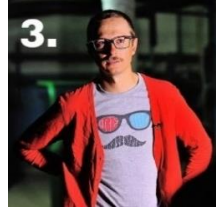
Task 2. Look at the photos of journalists below. Do you know them or not? What exactly do you know about them? Find the photo of a fake journalist who is just an actor, who plays a journalist in a film. **(Time limit: 5 minutes)**



<http://surl.li/apkmf>
<http://surl.li/apkne>



<http://surl.li/apkmf>



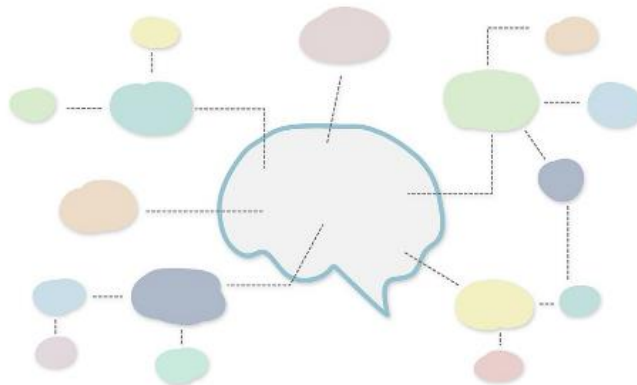
<http://surl.li/apkna>



<http://surl.li/hvxm>

PART 2. DISCUSSION OF GENERAL PRINCIPLES OF ETHICAL JOURNALISM

Task 1. Work in small groups. Look at the printed mind maps and fill in the gaps. Make “principles of ethical journalism” a core of a mind map. (**Time limit: 5 minutes**)



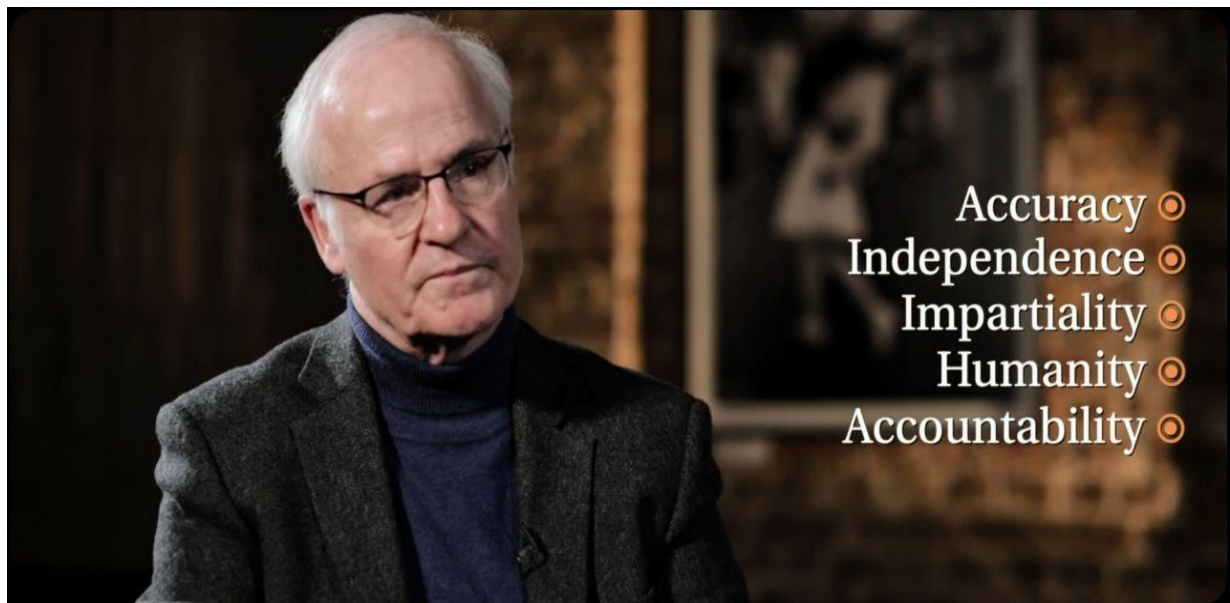
<http://surl.li/apkms>

Task 2. Presents your mind maps. Find common features and points not mentioned by other groups. (**Time limit: 5 minutes**)

PART 3. CORE VALUES OF JOURNALISM

Task 1. Watch the video “The 5 Core Values of Journalism” (<https://www.youtube.com/watch?v=uNidQHk5SZs>) and make notes of what

you have heard. Compare the ideas from the video with the ideas represented in your mind maps. **(Time limit: 5 minutes)**



Task 2. Working in groups of 4 complete the task "trick&trickier" and be ready to support your choice with the evidence from the video. Some statements are completely true. Some mistakes are **minor** (synonyms) and do not change the meaning of a statement. Some mistakes are **crucial**. Be ready to answer additional questions. First statement is done for you **(Time limit: 7 minutes)**

1. The words you **show**, the pictures you **use can't** do **harm**. – The word you use, the pictures you show can do damage.
2. There are about 300 codes of conducts around the globe covering all aspects of journalism, some of them are very short, some of them are very long.
3. As a journalist, you are not expected to show humanity.
4. The first principle is a deceptive handling of the facts, we work with facts, so fact-based information.
5. Journalism is a part of a humanitarian process.
6. As a journalist, you're responsible for writing and editing about what are the other sides of this story.
7. We find it difficult to say sorry and to admit our mistakes.
8. When you are speaking or dealing with your audience and producing material you are acting dependently as a dependent amateur.
9. One of them is accuracy, I won't say truth, because truth is a very short word

10. Principle of partiality, that is to say you recognize that there is only one side of a story and very seldom there's more than one side of a story.
11. When we are in reporting, we indulge in a hate speech and show explicit images of violence.
12. The work that you do is not your own work, but it is also not on behalf of anyone else.

PART 4. PROACTIVE STEPS FOR JOURNALISTS TO AVOID CONFLICTS WITH PRINCIPLES STATED ABOVE

Task 1. Study the information cards. Work in the same groups, read the information and match each card with one of the five given principles of ethical journalism. **(Time limit: 10 minutes)**

1. *Truth and Accuracy*
2. *Independence*
3. *Fairness and Impartiality*
4. *Humanity*
5. *Accountability*

A

- Evaluate the value of various sources of information (peer review, surveys, anecdotal reports, testimonies, etc.).
- Check the accuracy of information before reporting.
- Contact other sources aside from the person/organization making the claim or an unbiased expert in the field.

C

- Attempt to contact a few reputable sources on the topic and build a reputation for being a trusted source of information.
- Be sure to clearly state limitations (if no adequate research has been conducted, if information is solely testimonial in nature, etc.)

E

- Take responsibility for accountability by checking the accuracy of work before publishing by verifying information and using original sources.
- Provide sources and citations for material.

B

- Avoid verbiage that indicates particular services may be effective if there is no evidence to support such a claim and perhaps even reconsider whether the story is worthy of publication.
- Consider ulterior motives when writing your article.

D

- Think about the potential impact of sharing messages (e.g., a parent whose child is receiving intensive early intervention reads in your article that that practice is "abusive" when it is not).
- Show compassion for those who may be impacted by news coverage and use heightened sensitivity when reporting on issues that impact vulnerable populations.

G

- Inquire about and share details related to potential conflicts of interest (including possible connections to the individuals involved in your story).

F

- Build connections with experienced and reputable professionals in various fields so that you can solicit advice/information from them when determining the truth or accuracy of information.
- Acknowledge when the truth of a claim was not verified in cases when warranted, or if no research exists to support the claim.

I

- In the event that information was reported and later discovered to be inaccurate, share this new information. Disclose what was said and why it was inaccurate. Publish retractions when necessary.

H

- Distinguish between opinion and scientific evidence when reporting. Clearly identify when the subject of the story is engaging in advocacy or commentary so the public can distinguish these from the impartial reporting of facts.

J

- Examine the way your own values and experiences may impact your reporting.

K

- Know what sources are available to investigate the accuracy of information (e.g., ASAT, National Standards Project, Raising Children's Network, National Professional Development Center on Autism Spectrum Disorder, American Academy of Pediatrics).

L

- Consider a very relevant quote by the late New York Senator, Daniel Patrick Moynihan, who stated, "You are entitled to your own opinions but not your own facts." Published research and objective data should move your story away from competing opinions toward an objective assessment of the evidence.

<http://surl.li/aplbd>

Task 2. Working in pairs, come up with the arguments for and against each of the principles by giving the answers to the following questions:

1. Which principle do you consider to be the most effective and why?
2. Which principle do you consider to be less effective and why?
3. Which principle is the most frequently used by you and why?

(Time limit: 10 minutes):

PART 5. USING PRINCIPLES OF ETHICAL JOURNALISM IN PRACTICE

Task 1. Analyze the content of the article according to the ethical principles. **(Time limit: 5 minutes)**

What should I do if I receive a hold on my account after I have made a deposit?

A hold means that we've received your check for deposit, but you won't be able to use the funds until the hold period has expired. Holds are placed to help protect both you and us from losses that could occur when a deposited item is returned unpaid.

Hold periods are typically 2 to 5 business days, and may extend longer in unusual circumstances. If the deposited item is returned unpaid before the hold expires, those funds will not be made available to you. If the deposited item is returned after the hold expired, we charge your account for the amount of the item.

We use many factors to determine if a deposit hold will be placed, including your account history, account balances, the maker, the dollar amount and type of check being deposited.

<http://surl.li/aplbh>

PART 6. IMAGINE YOURSELF BEING A JOURNALIST



Task 1. Work in pairs and write an article concerning an event happening in your city/country, using all the principles of ethical journalism. After that, each pair will present their article while others have to evaluate it according to the criteria.

PART 7. FEEDBACK

Task 1. Provide your feedback on the session. **(Time limit: 5 minutes)**

Answers:

PART 1.

Task 2.

1. Lester Holt
2. Fredrika Whitfield
3. Michael Schur
4. Yanina Sokolova
5. James Eugene "Jim" Carrey

PART 3.

Task 2.

1. The words you use, the pictures you show can do damage.
2. There are about 400 codes of conducts around the world covering all aspects of journalism, some of them are very short, some of them are very long.
3. As a journalist, you are expected to show humanity.
4. The first principle is no deceptive handling of the facts, we work in facts, so fact-based information.
5. Journalism is a part of a humanitarian process.
6. As a journalist, you're responsible for looking and thinking about what are the other sides of this story.
7. We find it difficult to say sorry and to admit our mistakes.
8. When you are speaking or dealing with your audience and producing material you are acting independently as an independent professional.
9. One of them is accuracy, I won't say truth, because truth is a very long word
10. Principle of partiality, that is to say you recognize that there is more than one side of a story and very often there's more than two sides of a story.
11. When we are in reporting, we don't indulge in a hate speech and we don't show unnecessarily explicit images of violence.
12. The work that you do is your own work, but it is not on behalf of anyone else.

PART 4.

Task 1.

1. Truth and Accuracy – A, F, K
2. Independence - B, G, H
3. Fairness and Impartiality – C, L

4. Humanity - D
5. Accountability – E, I, J

SESSION 4.

Live interview ethics and effectiveness

*Kobuta Kateryna, Ivankiv Olha,
Kants Stefani-Mariia, Kedo Vladyslava, Zakharchuk Anna*

PART 1. WARM-UP

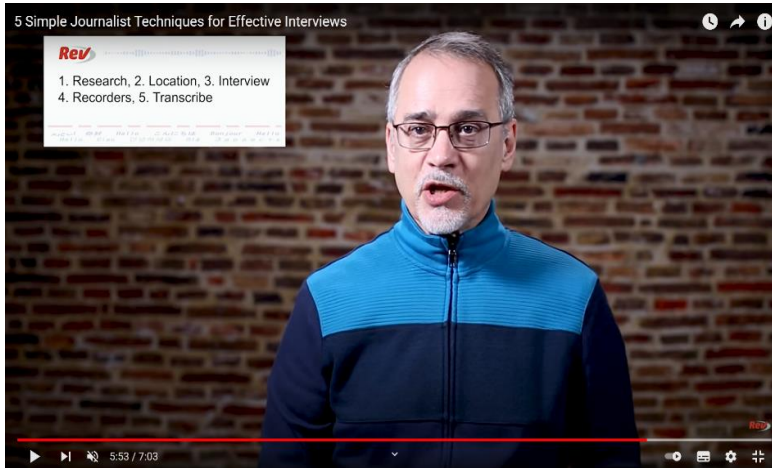
Task 1. Work in 3 groups. Answer the question on the slide: What do you think the main components of a successful interview are? Write your answers in the Jamboard.



<https://cutt.ly/GOIrQcM>

PART 2. INVESTIGATING THE STAGES OF AN EFFECTIVE INTERVIEW

Task 1. Watch the video about simple journalist techniques for effective interviews. How many steps are there in the interview? What are they?



Task 2. Play the Kahoot game. Choose the right answer for each question.



1. How many questions can you ask?

1) 10 2) 2-8

3) 14 4) 20

2. The location is important during the interview

1) True 2) False

3. Should you ask for permission to record an interview?

1) Yes 2) No

4. What possible location for an interview was not mentioned in the video?

An office

A restaurant

A coffee shop

A car

5. What door table (sign) of an interview taking process was mentioned in the video?

Shooting

Don't knock

On the air

Come and die

6. What kinds of questions should be asked during the interview?

-open-ended questions

-close-ended questions

7. What should you do after taking the interview according to the video?

-transcribe

-rewrite

-interpret

-save the audio

8. What app is recommended in the video for transcribing an interview?

- Rev

-Zoom

-Clearbit

-Google translator

PART 3. PRACTICING EXTENDED REPORT PREPARATION

Task 1. Work in 3 groups. Choose one of the famous celebrities for each group (Angelina Jolie, Johny Depp, Travis Scott) and do the research. Try to find as much information as possible to answer the following questions.

Questions:

Group 1 (Angelina Jolie)

1. What can you say about her divorce with Brad Pitt?
2. When did Shiloh Jolie (the eldest daughter of Angelina and Brad) decide to change the gender?

Group 2 (Johny Depp)

1. What were Johny Depp's most successful projects of all times?
2. How many times did Johny Depp and his wife go to court? What were the results?

Group 3 (Travis Scott)

1. How has Travis Scott become popular?
2. What happened during Travis' last concert? What is his attitude?

Task 2. Give extended reports with evidence.

Task 3. Think of two questions you can ask the celebrity given to your group.

PART 4. PERSONAL INFORMATION SPECIFICS.

Task 1. Read the text below. Match the paragraphs (1-5) to the headings (A-G). There are two options you do not need to use.

- A** Door-stepping
- B** Judge and jury
- C** What does privacy comprise?
- D** Weighing privacy against the public interest

E Personal information

F Obtaining consent

G Submitted material

Respecting privacy as a journalist

1 _____

Journalists face a difficult balancing act. They must respect privacy, but they must also be rigorous and robust in their investigations into issues that are in the public interest. This will mean that in some cases it will be necessary for a journalist to carry out an investigation that interferes with someone's privacy. Such cases could include: crime and antisocial behavior; corruption or injustice; incompetence or neglect.

2 _____

Privacy covers anything that a person might reasonably expect to keep from becoming public knowledge. It could include some facts that are known by some, but not by all. There will also be cases where a person in the public eye, who is in a public place, can expect to have their privacy protected. Such cases might be where they are in a clinic or hospital receiving treatment.

3 _____

Increasingly, journalists are using user-generated content (UGC). This is recorded video, sound or images shared by members of the public with media organizations, or on social media where the journalist can download and reuse the material. Care needs to be taken with contributed material, particularly taken from security cameras, webcams, video cameras and mobile phones. It's unlikely that journalists will be able to verify all contributed material as being genuine. Many respected news organizations stipulate that material has to be verified by two independent sources. This might not be possible with this material. In that case, an editorial decision needs to be made about whether to use the material or not.

4 _____

Journalists have a right, and a duty, to investigate stories in the public interest, but they must not consider themselves to be beyond the law. They must also consider the hurt and damage that their digging might cause. Some feel that an individual's right to privacy is qualified by their behaviour. If a person is considered to be involved in crime or anti-social behaviour, it could be felt that they have given up their right to privacy because it is more likely to be in the public interest to expose their behaviour. But this is not for journalists to decide.

There are a number of places where journalists should obtain two forms of permission, one to gather the material and the other to broadcast or publish it. These include hospitals, schools or prisons. Journalists should always seek permission from their seniors: to use unattended recording equipment without the knowledge of those being recorded; to record telephone conversations originally intended for background information; to door-step a potential interviewee without making a prior approach; to broadcast material recorded by others, such as UGC.

The most important rule is that journalists must treat people fairly and with respect. They must also be clear about their own motives and have no personal interest in an investigation that invades a person's privacy. They should be totally open and transparent with people about how they intend to use their personal information.

PART 5. HOMEWORK

Write a report based on the information you have found about famous people (Part 3). Use the reported speech in your report. Include the following points:

1. What was the reason of the problem?
2. What was the scale of the problem?
3. Was the issue solved?

References:

1. <https://mediahelpingmedia.org/2007/07/14/respecting-privacy-as-a-journalist/>
2. https://www.youtube.com/watch?v=NWDL_UYMc7Q
3. <https://cutt.ly/GOIrQcM>
4. <https://create.kahoot.it/details/ccbe1559-fb1d-49e8-9104-9049003fb56c>

SESSION 5.

How to conduct an interview

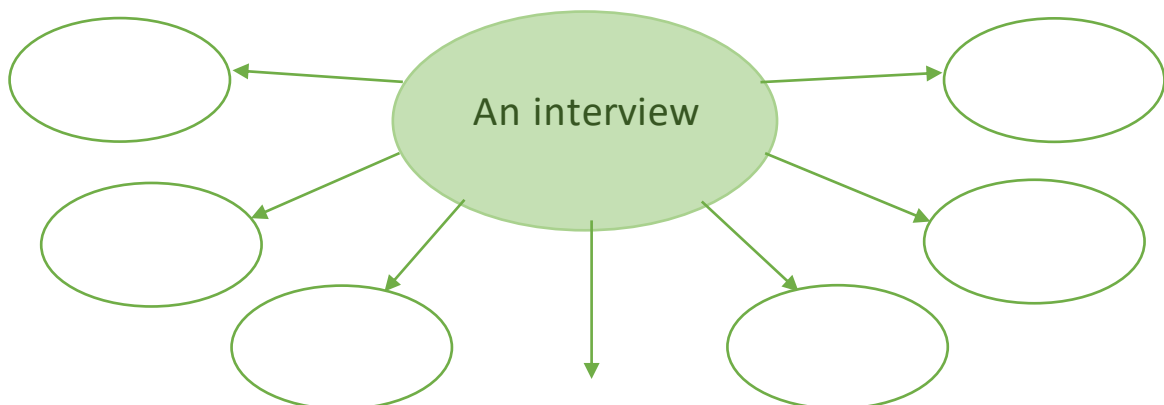
*Romanyshyn Yuliia, Nytchyn Iryna,
Panysko Ivanna, Ostafichuk Sofiia*

PART 1. WARM-UP. (10 min.)

Task 1. Look at the pictures and describe what you see. What do you think this lesson will be about?



Task 2. Working in small groups (4-5), create a word map of an interview. Define the concept of an interview and share it with the rest of the class.





Task 3. Compare your definitions with the generally accepted ones:

“An interview involves an interviewer reading questions to respondents and recording their answers”

(Monette, 1986)

“An interview is a verbal interchange, often face to face, in which an interviewer tries to elicit information, beliefs or opinions from another person”

(Burns, 1997)

PART 2. PRE-TEACH NEW VOCABULARY (10 min.)

Task 1. Watch the video and write down the terms of the interview. Do you know their definitions? Discuss in groups.



Task 2. Individually match the terms with their definitions. In pairs, check your answers.

1. Fact checking	a. Direct expression of a source that is presented word for word.
2. Background	b. Information provided by a source may be used with full attribution.
3. Quotation or quote	c. Information provided by an unnamed source for publication with a general description meant to signal to readers that the information does have a legitimate source.
4. 5W's and H	d. The identification of a source or researched information in a story.
5. Follow-up questions	e. Information is given with the expectation that the information will not be printed.
6. Attribution	f. The process of checking information for accuracy and verification.
7. Softball questions	g. These questions are used to develop a response to a recent question during an interview.
8. Q&A	h. These are a type of easier question used to begin the interview to create comfort and conversation.
9. On the record	i. The building blocks for developing interview questions: who, what, where, when, why, and how.
10. Off the record	j. Interview story in the question-answer format; an edited version of the interview transcript

PART 3. STUDYING THE TYPES OF INTERVIEW (9 min.)

Task 1. Scan the definitions of the different types of interview.

1) Meet-and-greet interview

A meet-and-greet is an indication that the reporter wishes to establish rapport and a longstanding relationship with a guest as a source.

2) Background interview

A standard background interview means that a reporter is interested in guest's knowledge based on his or her area of coverage. Generally, a background interview involves speaking with a reporter to discuss trends in industry, potential future story ideas and the like, but does not necessarily mean the guest will be quoted in the moment.

3) Off-the-record interview

Reporters are interested in off-the-record interviews when they are doing initial groundwork for a potential story but don't yet have enough material to move on. While off-the-record is intended to create a safe zone in conversation (and the majority of reporters truly honor this agreement by either keeping quiet or anonymizing your comments).

4) On-the-record interview

On-the-record interviews are the most straightforward. They involve questions the reporter seeks answers to, typically for a specific story, and are pretty much a sure bet for being quoted and visible. Sometimes a reporter will provide a list of questions in advance, but this is not a guarantee or requirement.

5) Email interview

Email interviews are actually quite ideal. They involve exchanging questions and answers solely through email communication, so there is little margin for error and the message can be controlled completely.

6) Broadcast interview

For television, an interviewer has to think through not only his or her interview questions but also physical appearance, tone and body language.

Task 2. Read two interviews with the jumbled lines. In pairs, define the type of each interview, using the information from the previous task, and restore them in the correct order.

First interview:

PRESENTER: My name is Emily Hudson. I am a journalist from Times, today I am interviewing the cast and crew of brand new movie 'Frenemies (everyone claps). Is there any success in The Ocean Cleanup?

YUSRA: Well.. whilst I was at school there were two girls who hated each other and were always at each others throats and as we grew up it got worse so I decided to base the storyline on that.

PRESENTER: Wow sounds like your school life was eventful! (laughs). Mary for our newspaper and for thousands of readers, could you answer to some questions?

MARY: Well... this is the first time that I have ever been in a Hollywood movie and its been a great experience and it's a different lifestyle compared to what I am used to so I am not used to it. I started off doing a little bit of acting as an extra and haven't had many big parts but my agent recommended it to me so I thought, well I might as well give it a go?

Second interview:

Dear Mr. Brown,

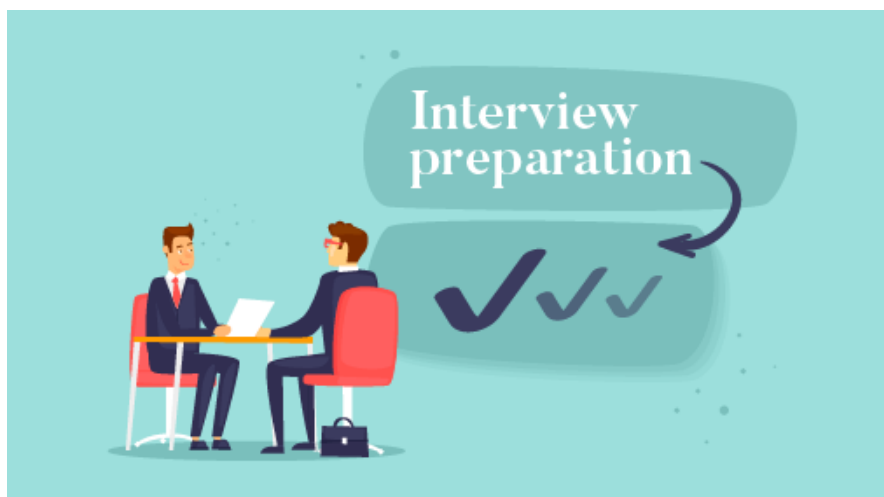
Hey, this is Laura and this is MTV. I am a journalist from Times, and I am reaching out to you to request a very small bit of your time for an interview. I'm writing an article about The Ocean Cleanup. How did you come to auditioning for the part in this movie? At that moment all people is concerning about climate changes in the world. Tell me please, what prompted you to get involved in this project? Why this project is today? So Yusra you are the writer of the storyline, what inspired you to write this story? I will be very grateful for your answer!

Sincerely,

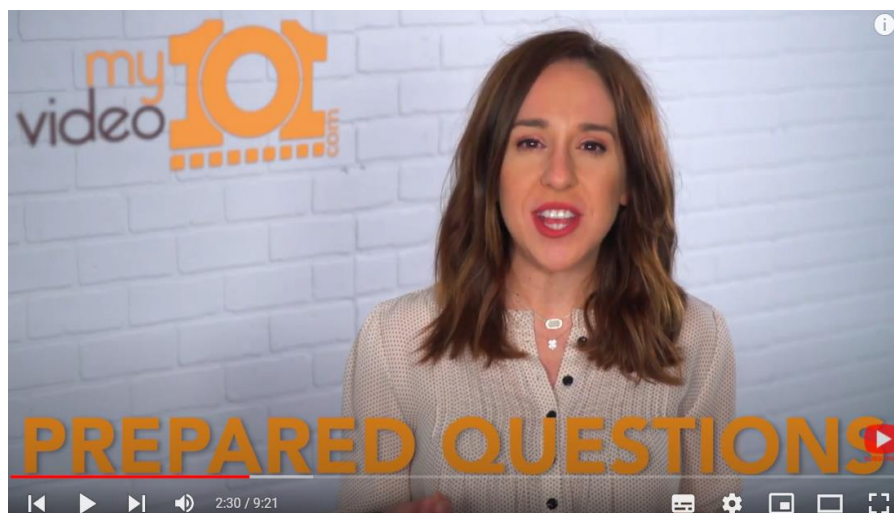
Emily Hudson from Times

PART 4. TIPS TO BECOME A GOOD INVESTIGATOR. (10 min.)

Task 1. There's an art of being a good interviewer, and with hundreds of interviews under her belt, Jenn is an experienced Youtuber! In this video she shows you the must-dos to getting the most interesting sound bites from your interviewee.



Working in small groups, watch the video of Jenn Jager, who is sharing how to be a good interviewer. Fill the table with DOs and DON'Ts of techniques used for conducting interviews properly.



DO	DON'T

PART 6. JOURNALISM ETHICS. (17 min.)

Task 1. Complete the sentences individually and then check your answers in pairs.

bias	deadline	privacy
off the record	sources	speculation
scoop		

A good journalist...

- 1) Never misses a
- 2) Respects the of public figures.
- 3) Deals in facts rather than .
- 4) Will do almost anything for a or to break a story.
- 5) Always identifies their .

6) Allow people to speak to protect themselves.

7) Reports honestly, objectively and without .

Task 2. Discuss with your partner the importance of etiquette for conducting interviews.

Task 3. Individually, skim the article about college interview etiquette. Check whether your predictions are confirmed.

What to Know About College Interview Etiquette

As a junior at Beverly Hills High School, I vividly remember spring vacation back east with my father to tour a handful of liberal arts colleges that piqued my interest in the New York and Boston area. I walked each campus with the wide-eyed enthusiasm of a toddler eager to soak up the local flavor, get an up-close and personal look at the student body, peruse the dorms, sample the college cooking, and envision myself in each setting.

My memories, however, of the actual interviews are a little less clear. I can picture the Dean of Admissions offices, the dark walnut walls with book-lined shelves, the conversations that must've taken place, the questions that were asked and hopefully answered, but I haven't the vaguest idea of the particulars. No clue as to what I wore, if I spoke eloquently or even wrote a thank you note! One thing's for certain those twenty something years ago – times were much simpler then.

Today the competition to get into college is fierce. Students are vying for spots they want badly and that require much savvy and skill to get. As they apply to desirable schools they are discovering that high GPAs and polished resumés are no longer enough to guarantee entry; school officers are now looking for more. Part of this “more” is soft skills, often referred to as the intangibles. Soft skills really come into play with college interviews.

PART I: PREPARING FOR THE INTERVIEW

A few things to check off your list before you meet your interviewer:

Do your homework. Learn about the institution, its history, philosophy, and student body.

Prepare a list of intelligent questions based on your research.

Give specific examples and detailed answers when addressing what you like about the institution and how you plan to contribute to the campus community.

Dress for interview success. Select an outfit that is simple, classic and suits the sensibility of the institution you are interviewing. All clothing should be clean and pressed, shoes polished. Pay attention to proper hygiene and good grooming.

Arrive on time. Ask for directions beforehand to reach your destination at least ten minutes early. This will allow for a few minutes of mental preparation and any necessary physical preparation before entering the room.

Carry a portfolio. This may consist of transcript copies, letters of recommendation, and samples of previous work, whatever achievement you think may be relevant to the conversation.

Turn off cell-phones and other electronic devices before entering the premises. You have only a brief window of opportunity with your interviewer and want to ensure there are no interruptions to break their concentration.

PART II: ACING THE INTERVIEW – YOU ONLY GET ONE CHANCE

Make your first impression count. Here's how:

Exude natural poise by entering the room with good posture. Stand straight and walk with a confident gait.

Maintain good eye contact and address your interviewer by their formal name and title.

Greet your interviewer with a firm handshake. Extend your right hand and shake web-to-web with only two pumps and then release.

Ask permission to be seated. Appear awake and alert by sitting up straight with arms, legs and feet relaxed and uncrossed.

Beware of excessive fidgeting, shifting in your seat or other nervous body motions that may detract from your overall appearance.

Perfect your conversation skills. Be a good listener and refrain from interrupting.

Abstain from one-word answers. This is an opportunity to learn more about you, your personality, background, and interests.

Take your time and elaborate citing specific examples.

Practice graceful goodbyes. Once the interview has concluded, exit as gracefully and gratefully as you entered. Shake hands with your interviewer before departing and thank them for their time.

Don't forget to obtain the interviewer's business card. A formal thank you note is a must, and it's crucial to have the correct contact information, spelling and title of your interviewer.

PART III: WRITE THANK YOU NOTES

Five great reasons for writing a thank you note:

It is an opportunity to add a comment or insight you may have missed during the interview.

It provides you with another occasion to restate your interest in the school.

If possible, writing a thoughtful, handwritten note demonstrates professionalism, and you'll stand out because most students don't take the time to send a written thank you.

However if the interviewer has previously stated he or she prefers to be contacted by email, send your thank-you note electronically.

Send your note within 24 hours of the interview. Review it carefully to ensure it is grammatically correct and free of spelling mistakes.

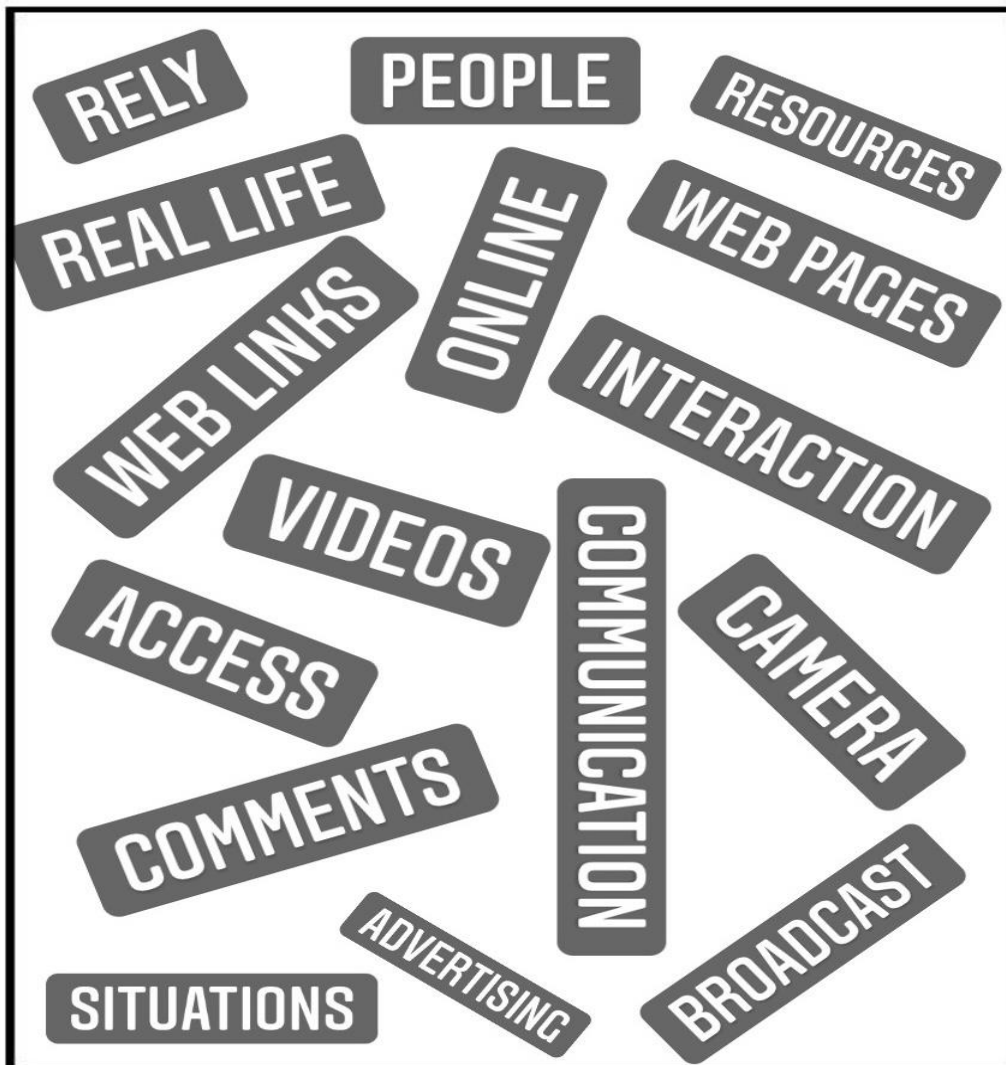
Remember, your interview may be the final step to the finish line, so make sure to put forth your best effort and make your best impression. After all, this is an investment into the next four years of your life. An awareness of proper etiquette and good manners during the college admissions process is not only fundamental, but the benefits will live on forever.

Task 4. Working in small groups, answer the questions based on the information from the text.

- 1) What aspects should be considered before conducting an interview?
- 2) Why is making the first impression on interviewer so important?
- 3) What are the main reasons for writing a thank note?

PART 6. VIRTUAL AND IN-PERSONAL INTERVIEWS. (14 min.)

Task 1. Look at the picture and discuss how these words can be connected to the text you will read.



Task 2. Scan the articles about the benefits of virtual and in-person interviews. Discuss them with your partner.

Virtual Interviews are Essentially Broadcast Interviews

Virtual interviews are similar to broadcast interviews because they can be recorded and used like B-roll for TV. Moreover, these interviews can even be featured as a key story on a news site and their social media channels. This is why the preparation and practice are even more important as with live or taped broadcast interviews, soundbytes, the spokesperson's appearance and the ability to avoid unnecessary questions easily is crucial.

Interviews provide clear, concise and newsworthy content to the media. By providing media with a timely and interesting story and you are adding credibility and content to your brand. Talking to the media will support your brand and position in the market. In the last 2 months we have arranged numerous virtual interviews.

Why You Should Always Do An Interview In Person

Sometimes in person interviews just aren't possible. But only in the case where you're too many miles apart, sick or your interviewee is too busy to meet and you've a pressing deadline.

We try to convince ourselves of a hundred better excuses for not meeting in person but it all boils down to it being so much easier to do an interview over the phone or via a quick email.

I have done interviews over the phone and email before and with the right type of questioning the interview can be pulled off really nicely. However I still think nothing beats meeting someone for a chat face to face. We're losing that drive for human connection a bit in today's modern, instant world.

Some of the best interviews I've conducted have been in person.

Remember good interviews lead to good stories.

I've interviewed everyone from astronauts who have been to the moon to rappers who have been to prison. My favourite part of journalism is interviewing people. I love features, I love meeting interesting people and finding what makes them tick. I actually feel quite honoured and humbled that I get to ask such amazing people questions about their lives.

So here are the reasons an in person interview is the way to go:

You can build trust

It can be hard to get someone to open up to you, a stranger. If you are seen as a warm, friendly, approachable person it can be easier for someone to divulge details of their lives, rather than answer cold questions in an email in depth.

Steer the story

This is one of the best things about interviewing someone in person. You have your list of questions before you sit down together, but as the interview progresses you might find out new information by listening carefully. For example a person could tell you something you hadn't anticipated that causes you to ask them more questions on it and steer the interview in a totally, more interesting direction.

It's more natural

Talking to someone over the phone or email can sometimes be a bit stilted. With a real face to face conversation the interviewee can be caught off guard, you can get information you didn't anticipate. You get spontaneous real answers instead of carefully worded ones. This leads to your write up being more natural, the person can be quoted how they actually speak.

Build contacts

No matter who you're interviewing, no doubt they get dozens of calls and emails a day. Meeting someone in person is memorable. It's great to build up contacts and if you find yourself wanting to contact them again in the future, they are far more likely to remember an actual meeting over coffee than an email signed with kind regards.

It's professional

Unless there is a good reason, conducting an interview over the phone is lazy journalism. By conducting interviews in person you are respecting your own profession. Good interviewing is an art form, it takes real skill to get people to open up to a stranger. If you want to meet someone in person it is also showing your interviewee that you are professional and you value them as you are willing to take the time to meet them.

Meet amazing people

One of the benefits of meeting someone you're interviewing is that, well...you actually meet them! Would you be more impressed by someone telling you they met a celebrity or emailed a celebrity? We interview people because they are great characters with an interesting stories to tell. It's better to hear that story in

person and meet that character face to face. There is nothing better than getting to meet someone you really admire and ask them about their work and lives.

Get out if you work remotely

For freelancers who work remotely, a lot of what you write might be based on research that you don't have to leave the comfort of your kitchen to find. Interviews give you a chance to get out and meet people, which is refreshing when you don't work in an office or environment where you are surrounded by people every day.

Upskill

Interviewing someone in person can help you up your skills, including your confidence. Sure interviews are nerve racking but once you introduce yourself and start into your questions, the conversation begins to flow. It can help to improve on your communication and listening skills. You'll also learn the best way to put someone at ease quickly. Each interview you do, the better you'll get.

Get a better sense of the person

No matter if you meet at their house or their favourite cafe, you are learning SO much more about the person than if you were just reading their answers off an email. People's homes will tell you a lot about them before they open their mouth to speak. Or you might meet at a cafe attached to the art museum because they love art and come here every Wednesday, there's something you didn't know.

Your interviewee is at ease

You might think an email interview will be easiest for both of you. The interviewee just has to shoot off a few answers back to you at their connivance, simple. But your interviewee might get stressed at the thought of having to write out their answers. They might not be able to express themselves in the way they want through writing.

Instant write up

The benefit of an in person interview is that you can clarify any questions you have in the moment rather than having to email or call them back. You could be waiting a few days for someone to get back to you via email. This way you can write your story up straight after. This is especially helpful if you are writing to a deadline.

Task 3. Think of possible disadvantages in virtual and in-person interviews and make a list of them. Exchange the ideas with your partner.

PART 7. CULTURE INPUT. (10 min.)

Task 1. Look at the pictures and discuss things that can be offensive in Saudi Arabia. Are there any differences in your country?



Low-cut dress
left hand

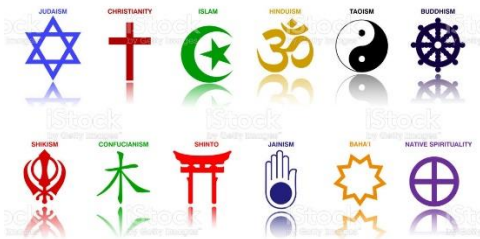


Crossing legs



istockphoto.com - 212129233

Greeting someone with your



Questions about religion



Questions about politics

Task 2. Prepare for the interview with a famous actor in Saudi Arabia. Make questions for the interview according to the suggested ideas.

Language box:

- a guest
- Let's talk about...
- Thank you for letting me interview you today.
- Thank you for taking some time off to answer a few questions.
- Could you tell us about...?
- Wow. That's impressive!
- It was a pleasure to meet you.

Ideas:

- The participation for a new film
- Acting difficulties
- Colleagues
- Plans for the future

PART 8. HOMEWORK TASK – A ROLE-PLAY

In pairs, conduct interviews acting as both an interviewer and an interviewee. You can choose the topic yourself, being a real person or a character from a book/film/TV show (e.g. Harry Potter, Rihanna, Joe Biden, Oprah Winfrey, etc.).

References:

1. <https://cutt.ly/xOKtyKa>
2. <https://cutt.ly/yOXanCK>
3. <https://resources.workable.com/tutorial/preparing-conduct-interview>
4. <https://loverepublic.ru/catalog/odezhda/platya/170442/>
5. <https://www.healthline.com/health/crossed-legs-while-sitting>
6. <https://www.shutterstock.com/ru/search/shaking+left+hands>
7. <https://cutt.ly/bOXaT9m>
8. <https://cutt.ly/tOXcKtp>
9. <https://cutt.ly/mOXaAvq>
10. <https://www.jaffepr.com/blog/know-6-basic-types-media-interviews>
11. <https://www.slideshare.net/ramsz001/script-for-tv-interview>

12. <https://thefreelancersyear.com/blog/email-interviews-for-journalists/>
13. <https://www.youtube.com/watch?v=xhQjkh7vtbU&list=WL&index=1&t=1s>
14. <https://cutt.ly/tOXc5jB>
15. <https://cutt.ly/OOXa6Pl>
16. <https://www.midas-pr.com/top-benefits-of-virtual-interviews/>
17. <https://cutt.ly/iOXsoOw>

KEY

Part 2.

Task 1

source, follow-up questions, quote, background, research.

Task 2

1f, 2c, 3a, 4i, 5g, 6d, 7h, 8j, 9b, 10e.

Part 3.

Task 2

First interview:

PRESENTER: Hey this is Laura and this is MTV, today I am interviewing the cast and crew of brand new movie 'Frenemies (everyone claps). So Yusra you are the writer of the storyline, what inspired you to write this story?

YUSRA: Well.. whilst I was at school there were two girls who hated each other and were always at each others throats and as we grew up it got worse so I decided to base the storyline on that.

PRESENTER: Wow sounds like your school life was eventful! (laughs). Mary how did you come to auditioning for the part in this movie?

MARY: Well... this is the first time that I have ever been in a Hollywood movie and its been a great experience and it's a different lifestyle compared to what I am used to so I am not used to it. I started off doing a little bit of acting as an extra and haven't had many big parts but my agent recommended it to me so I thought, well I might as well give it a go?

Second interview:

Dear Mr Brown,

My name is Emily Hudson. I am a journalist from Times, and I am reaching out to you to request a very small bit of your time for an interview. I'm writing an

article about The Ocean Cleanup. For our newspaper and for thousands of readers, could you answer to some questions? At that moment all people is concerning about climate changes in the world. Tell me please, what prompted you to get involved in this project? Why this project is today? Is there any success in The Ocean Cleanup?

I will be very grateful for your answer!

Sincerely,

Emily Hudson from Times

Part 5.

Task 1

A good journalist...

- 1) Never misses a deadline.*
- 2) Respects the privacy of public figures.*
- 3) Deals in facts rather than speculation.*
- 4) Will do almost anything for a scoop or to break a story.*
- 5) Always identifies their sources.*
- 6) Allow people to speak off the record to protect themselves.*
- 7) Reports honestly, objectively and without bias*

LIST OF RECOMMENDED RESOURCES

1. Attard-Montalto S., Walter L. THE CLIL4U GUIDEBOOK v.2 2021 with Technology-Enhanced Learning Clilstore. C.161. ISBN 978-9918-0-0073-9. URL:<https://cutt.ly/dJ9atLO> (дата звернення: 8.06.2022).
2. Bentley K. The TKT Course CLIL Module. Cambridge University Press, 2010. 128 p. ISBN 9780521157339.
3. Curriculum Integrated Language Teaching: CLIL in Practice / Bower K., Coyle D., Cross R., Chambers G. N. Cambridge University Press, 2020. 264 p. DOI:<https://doi.org/10.1017/9781108687867>; ISBN:9781108687867.
4. Dale L., Tanner R. CLIL Activities with CD-ROM: A Resource for Subject and Language Teachers (Cambridge Handbooks for Language Teachers) New Edition. Cambridge University Press; New edition, 2012. 294 p. ISBN-13 : 978-0521149846.
5. Klewitz B. Content and Language Integrated Learning (CLIL) – A Methodology of Bilingual Teaching. Stuttgart : Iibidem-Verlag, 2021. 351 p. ISBN: 9783838215136.
6. Mehisto P., Marsh D., Frigols M.J. Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education. Macmillan Education, 2008. 238 p. ISBN 9780230027190.
7. Papaioannou E. Optimise Your Teaching Competences: New Teaching Methodologies and CLIL Applications in Foreign Languages: Content and Language Integrated Learning Techniques for Foreign Language Teachers. iUniverse, 2014. 234 p. ISBN-13 : 978-1491738801.

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