TEACHING TECHNIQUES IN THE COURSE-BOOK "ENGLISH FOR JOURNALISM"

Ilina Olga Karlovna

Today teaching professional English includes both traditional and innovative techniques which are demonstrated in modern course-books on the foreign languages of profession. An example of this is the course-book on the English language of journalism, created at the Faculty of International Journalism of MGIMO University.

Let us consider the assignments of a typical unit in this manual devoted to ethics in journalism. The structure of the unit includes six modules, each of them having its own title: "From new media to old problems", "Ethics and values: rules and exceptions", "Ethics: transparency and codification", "Ethics violations", "Ethical dilemmas" and "Vocabulary focus.

The first five modules have a traditional educational structure, including three sections background (introduction), practice (consolidation) and activation (follow-up). The background includes both well-known or traditional types of exercises and innovative assignments. Traditional tasks have the following formulations: "bring out the difference between the following terms", for example, *hoax, misinformation, falsification, fabricating and doctoring*; "define the meaning of the word combination fake *news*; "discuss the following questions" (*What is the difference between ethics and values? Can ethics be taught? Can values be taught? Why (not)? How can journalism and media become more ethical today?)*; "discuss possible ethical issues connected with the problem areas of media integrity", such as *privacy and surveillance online, intellectual property, news delivery, representation of people*.

The example of an innovative assignment is "do research online and explain the meaning of the terms*: cookies, minority exclusion, plagiarism, racial and gender stereotypes* and give reasons why this or that term represents an ethical issue in today's media". It is the so called mixed learning task that involves consciously including students' personal digital devices in the educational process and actually turning them into educational objects.

The stage of consolidation also contains traditional and innovative assignments. The traditional assignments are the following: "read the article *It is time for the hot take to cool off* and explain its title", "read the article again and find: *distinguishing features of the hot take in journalism, an example of a hot take, reason(s) why the hot take might be valuable, reasons why the hot take is damaging for journalism*".

One of the innovative assignments urges students to watch the video *The 5 core values of Journalism* and make notes of the definition of each of the values *(accuracy, independence, impartiality, humanity, accountability)*. This can be done in a group, as well as individually,

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using one's own smartphones or tablets. Watching a video, which precedes the development of lexical material, is a technology of the so-called "flipped classroom", which changes the sequence of covering the material and makes the learning process more attractive compared to traditional teaching methods.

The follow-up section consists of project tasks that are aimed at developing students' critical thinking. Some of them are performed individually, and some in a team.

For example, the task "choose one problem area of modern journalistic ethics *(terrorism and social media, fear mongering, fluff, paid informants and whistleblowing, media dependence etc.)*, research its following aspects *(reasons why this problem has emerged, case-analysis of one particular real-life example, possible solutions)* and make a presentation on your findings" is aimed at individual performance.

Another project task is intended to be performed in a team: "in groups, choose one professional journalism code of ethics from the list *(The society of Professional Journalists' Code of Ethics, The Radio Television Digital News Association's Code of Ethics, The New York Times Ethical Journalism Guidebook)*, study and research it in terms of the aspects of the *background information, practical advantages of the code, points of criticism, relevance of the code to the new media*.

The sixths module offers both traditional and innovative assignments. It is dedicated to the consolidation and activation of the vocabulary of the whole unit and its proper use in professional situations. The first task of the module is formulated like that: "translate the following sentences based on the vocabulary you have studied in each activity module", for example *(Обвинения были полностью сфабрикованы. Журналисты научились подделывать фотографии и распространять новостные утки с их помощью)*. The second assignment is to "match the terms mentioned in the chapter with their definitions", for instance, (*freebie* corresponds to the definition *something that you are given without having to pay for it*; *backlash* is defined as *a strong feeling among group of people in reaction to a change or recent events in society or politics*).

In the third exercise of the module, students need to fill in the gaps in the sentences with appropriate words and make a translation into Russian. For example, in the sentence *Filing a claim of _____ usually requires taking someone to federal court, a lengthy and costly process* students are expected to insert the word combination *copyright infringement*. The fourth assignment is formulated in the following way: "give synonyms for the following words and phrases". For example, students are asked to find a synonym for the noun *diffusion* and they recall another noun with similar meaning – *immediacy*.

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In the fifth assignment students are asked to consolidate their active vocabulary and write a comment of one paragraph *(where they state the thesis, give reasons, one relevant example and make a conclusion)* on one of the following topics *(ethics of citizen journalism, ethical dilemmas of reporting on coronavirus, fair reporting in cancel culture)*. This is a communicative and innovative type of task.

Innovative pedagogical and didactic approaches, along with traditional ones, promote the acquisition of skills, as well as the development of competencies and abilities related to communication, creative and critical analysis, independent thinking and collective work in a professional context, when creativity is based on a combination of traditional knowledge and skills with modern information technologies.

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