

BIP3063

ENGLISH FOR SPECIFIC PURPOSES

TITLE

ENGLISH FOR JOURNALISM

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1.0 INTRODUCTION

This paper is prepared to discuss in depth about the designing of activities in English for Journalism. The aim of this paper is to study, understand and comprehend the different purposes the English language serves for different types of disciplines or better known as English for Specific Purposes (ESP).

Our group has come to the consensus on selecting the field of Journalism in order to serve one of the ideals of Vision 2020 coherently. The paper consists of four sections which are the introduction to English for Journalism, the pre-speaking activity designed, followed by the while-speaking activity and lastly, the post-speaking activity. The paper is again summarised comprehensively in a concluding section.

The first section of the paper focuses on details of the ESP discipline we have decided to work with, the level of proficiency suited for the activities, the focused skill and integrated skills of the discipline based on the needs analysis administered and analysed. Furthermore, we will explain further on the relevance of empowering and enhancing our chosen field of discipline in order to achieve the objectives of Vision 2020.

The design of the pre-speaking activity is discussed on the second section of the paper. This section goes into detail about the flow of the activity, primarily on the steps and actions taken by the facilitator in order to introduce the topic of the lesson to the learners. The learners are also required to do their part in the pre-speaking activity as per instructed by the facilitator. The rationale of each action will be clarified in this section.

The third section of the paper goes about on how the teaching aim of the lesson is applied and practiced in the while-speaking activity. In this section, the facilitator discusses on how the teaching point of the lesson are passed on to the learners and the needs to allow

learners to practice the language element they have learnt in the previous stage and the rationale on why is the activity is prepared and carried out in such a way. Learners would be able to see the continuation from the pre-speaking activity to the while-speaking activity.

The understanding and the ability for the learners to apply the language element taught will be tested and assessed in the post-speaking activity. This brings the paper to the fourth section. In this specific section, facilitator has prepared an activity that would enable the learners to apply everything learnt in the previous stages to contexts that are similar to real-life situations. Facilitator will assess learners in certain criteria according to the learning objectives formulated for the lesson.

2.0 ENGLISH FOR JOURNALISM

The epitome of vision 2020 is Malaysia can be a united, fully develop nation infused by a society that has strong moral and ethical values with a freedom to speak. However, it is impossible to achieve that as long as Malaysian cannot overcome the challenges that come with the vision. Following the nine challenges that needed to be confronted by Malaysians to achieve the vision that had been outlined, we have decided to choose English for Journalism as our ESP discipline. English for Journalism caters to the challenge number seven out of nine challenges of vision 2020. The seventh challenge is to establish a fully caring society and a caring culture, a social system in which society will come before self, in which the welfare of the people will revolve not around the state or the individual but around a strong and resilient family system.

The reasons of choosing English for Journalism are because the purpose of journalism is to provide citizen with the right information that they need in order for them to make decision about their lives, communities, societies and government (Retrieved from <https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/>). The role of journalism in society is to serve the citizen with information and offer advices and voice to the voiceless ones in society. Journalism and society have a deeper connection as society depends on journalism to provide them with information that they needed. With journalism, we can actually raise society's awareness to a lot of issues that are currently happening in our country. Hence, we move a bit towards creating a caring society and culture.

One of the characteristics of ESP discipline is, it is designed for adult learners. Therefore, the level of proficiency for our target audience to teach English for Journalism ranges from intermediate to advanced learner.

The course is designed to meet learners' needs. In our case, we strive to design the course that will provide our target learners with knowledge and skills that they need in order for them to excel in journalism. Therefore, to define the features of English for Journalism, we administered needs analysis to 30 target learners. Based on the needs analysis, 32% of the target learners choose speaking skills as an important skill in English for Journalism. Hence, based on the percentage that had been synthesised from needs analysis, our focused skill for English for Journalism is speaking skills.

Besides speaking skills, other skills that are integrated to the journalism are writing skills (26%), grammar (21%), listening skills (11%) and reading skills (10%). Again, the number of percentage is based on the needs analysis that was administered to the target learners.

3.0 PRE-SPEAKING ACTIVITY

Pre-speaking or also known as set induction to many, plays a major role in engaging the learners in a lesson. The allocation of time for this activity is 5 minutes. The topic of the lesson is news phrases. For the pre-speaking activity, learners will be given Worksheet 1, which will be distributed by the facilitator. Worksheet 1 consists of 3 open-ended questions regarding the news report that will be shown to the learners in the class. Worksheet 1 is attached as Appendix 1 in the report. Before the video gets displayed, the learners will need to read through the questions and this is done to make sure that the learners know what kind of information should they acquire based on the video shown or to know if there is any word that they do not comprehend. The facilitator needs to remind the learners to focus on the information given in the video. The facilitator will then show the first part of Interactive video through *PlayPosit* titled '*TV3 Nightline opener, News Straits Time front page and Closure*' to all the learners. This video focuses on a Malaysian channel news broadcast. After watching the video, the learners need to answer Worksheet 1 that has been distributed to them at the beginning of the lesson. The learners then discuss about the answers given among their classmates and the facilitator will have to facilitate the discussion.

The rationale of having pre-speaking activities is to motivate the learners to get engaged into the lesson. It increases the learners' anticipation with the topic. According to Jeremy Harmer(2007) in his book titled *The Practice of English Language Teaching*, adult learners are notable for many characteristics and one of them is the fact that they come to the classroom having a wide range of experiences which allows the teachers to use a variety of activities with them. By involving their own life experiences in the learning process, the

learners will definitely get engaged to the lesson as not only it motivates them to learn as they can recall of what they are capable of but they can also make use of their experience to solve problems as they are given a chance to voice out their opinions to others in the class.

4.0 WHILE SPEAKING ACTIVITY

While speaking activity comprises of presentation(input) and practice stage in real lesson plan. The time allocated for this activity is 25 minutes. After the pre speaking activity, facilitator will continue to project the interactive video which contains news report and examples of news phrases. Then, facilitator will distribute Worksheet 2 to all the students. Worksheet 2 is attached in this report as Appendix 4. Facilitator will highlight and explain the news phrases used by the news anchor in the news broadcast shown. Facilitator shows more examples of news phrases for news broadcasting to the learners via the interactive video. The students will share other news phrases that they know to the whole class. After that, facilitator will explain about the elements of news broadcasting such as tone and pacing. The link to the interactive video is attached as Appendix 2 in the report.

The lesson continues with facilitator assigning the learners into groups of 4 using picture puzzles. The picture puzzles consist of different careers in the field of journalism which are journalist, news presenter, reporter, scriptwriter, social media specialist, sport information commentator and weather forecaster. The picture puzzles are attached as Appendix 5. After assigning groups to the learners, facilitator will have to distribute news broadcast script template to each group of learners and show a short newspaper article X from a *Padlet* page in which the link to the *Padlet* page is included in the report under Appendix 9. Short newspaper article X is included as Appendix 3 while the script template is attached as Appendix 7. A hardcopy of the short newspaper article X will be provided along with the script template to every group. The learners are required to write a short news broadcast script to summarise the short newspaper article by including at least 4 out of 5 news phrases learnt in class. The learners have learnt how to identify main ideas and

supporting details in the previous lesson. Then, facilitator will instruct the learners to practice on delivering news with their group members based on the script that they had written. While the learners are practicing, facilitator will monitor the progress of each group on the activity. The learners are required to justify the choice of news phrases written in their scripts.

According to Aquilino Sanchez (2004), task-based approach takes real world tasks as the source and model for pedagogical action. Task-based approach enables students to know the real world through the task given in the classroom. While speaking activities provide the learners a real task in which the learners must write a short news broadcasting script according to the given short news article. Short newspaper articles are given to the students as a stimulus for them to write their own short news broadcasting script. According to Jeremy Harmer (2007) text acts as a stimuli and it may be basis for a written account of the narrative. While speaking activities involve giving short newspaper articles to the students as they will write their own short broadcasting script using the newspaper articles. Short newspaper articles act as stimulus and it becomes the basis for writing short news broadcasting script.

5.0 POST SPEAKING ACTIVITY

This section consists of production and conclusion stage. The time allocated for this activity is 25 minutes. First, the facilitator assigns different situations for each group through short newspaper articles shown from a *Padlet* page. The facilitator will prepare the *Padlet* page in advanced. A hardcopy of the short newspaper articles will be provided along with the script template to each group. The short newspaper articles will be of different situations which are on defeat, triumph, scandal and retirement in sports. Then, the facilitator will distribute the cue cards to the students. These short news articles are attached as Appendix 6 while cue cards are listed as Appendix 8 in the report. The learners are equipped with the knowledge on the usage of cue cards.

5 minutes will be given to the learners to brainstorm their idea and write the points they want to deliver in the 1-minute, 1-take news report. The learners are expected to use at least 4 news phrases that they have learnt in class. After that, the learners will start recording their 1-minute, 1-take news report. The facilitator asks the learners to present the 1-minute,1-take short news report in front of the class. In the meantime, the learners record the entire presentation of their respective groups for the purpose of further feedback and reference. Each group must upload the video of their presentation on a *Padlet* page prepared by the facilitator so the other groups could provide more opinion later. After the presentation, the facilitator gives feedbacks to each group. Lastly, the learners give their opinion and briefly share their thoughts on their classmates' presentations.

As part of the extended activity in which to help the learners to enhance their skills, the learners are required to record a video of them reporting a news individually on any

selected topic using at least 3 other news phrases they could find and then upload their news report on the *Padlet* page that has been prepared by the facilitator.

According to an article entitled 'Being strategic: Adult Learners and Speaking' written by Adrian Doff and Craig Thaine, oral practice varies between very controlled to much freer activities. We have chosen to create a controlled activity with a discussion element as we are focusing on the production of the language function that we have introduced to the learners. This activity will help the facilitator to assess the learners understanding of the language function. Meanwhile, the element of discussion will provide the students with a platform to share their ideas. For this post speaking activity, we are taking into consideration the 6th approach suggested in the article which is to 'provide learners with role play/ discussion scenarios where they can produce this language themselves'. Other than that, Raju Shrestha (2014) also mentioned that the teacher needs to create a context where the learners can practice using the language function as they need to be able to use the language function in a proper situation.

6.0 CONCLUSION

The activities prepared for the lesson are all coherent to the targeted field of discipline we have chosen for the assignment which is English for Journalism. In the pre-speaking activity, we have effectively used authentic news broadcast in order for students to get the gist of the lesson better and to motivate them to be engaged to the lesson. The next activity promotes the teaching elements efficiently by using another real-broadcasted news and the task-based approach to let the learners practiced the language element learnt.

The last activity enables learners to apply their understanding of the language element taught in the lesson in contexts which are similar to real-life situations and provides platform for learners to share ideas and also practice the language. The relevance of the flow of the lesson and the coherency from one stage to another eased the facilitator's role in monitoring and assessing the activities towards the end of the lesson.

English for Journalism aims to educate and equipped citizens with the information which are of concrete bases and solid evidences in order to ensure that only the right news and occurrences are delivered, be it to raise awareness, report on accidents or to simply inform on a day-to-day climate change.

People rely on the media for immediate information on things happening around the world through various mediums like the television, radio, social media and printed materials thus, reliable news aids in keeping the citizens updated and at ease. The need to promote only reliable information in the correct ways are on par with the efforts of realising the seventh challenge of Vision 2020.

The paper has provided us with the opportunity to understand the needs of the country and its citizen better also to design activities for specific disciplines effectively.

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APPENDICES

Worksheet 1

Instructions: Watch the video titled *TV3 Nightline opener, New Straits Times front page and closure* and answer the following questions.



1. At the beginning of the news report, what did the news anchor say to greet the viewers?

2. At the end of the news report, how did the news anchor end the news report?

3. In your opinion, did the news anchor deliver the news with a good tone? Give a reason why.



INTERACTIVE VIDEO BY PLAYPOSIT

Length of the video: 00:04:55

Video:

1. A News Report – “*TV3 Nightline opener, News Straits Time Front Page and Closure*”
2. Examples of New Phrases

Link:

https://api.playposit.com/player/?token=be5ed0126f82e5fe77e7d85227ae6cca2735f58a3e89b5ba&student_lesson_id=17038550

Short Newspaper Article X

Canada secure first win in Ipoh

By Jugjet Singh
March 24, 2019



IPDH: Canada brought out their best performance against Poland and win 4-0 in the Azlan Shah Cup here on Sunday. It was not easy for Canada at first as they took 35 minutes to score opening goal. The Canada team came for the game with a mission to learn and grow and that's what they did in the match according to the coach, Gregg Clark. On the other part, even though Poland lost, the coach still praised them for their attitude.



Worksheet 2



News phrases

Phrases that are often used by the people who are working in the journalism industry.

News phrases from the video titled *TV3 Nightline Opener, New Straits Times front page and Closer* :

Opening	Headlines/ Breaking News	Closure
<ul style="list-style-type: none"> Hello and welcome back to ___(name of the channel)___. 	<ul style="list-style-type: none"> The headlines (State what are the news about). And before we wrap up 	<ul style="list-style-type: none"> With that item, (name of the channel) draws to a close. I am _____, thank you for watching.

Examples of common news phrases used in news report:

I am ..(name).. with the latest headlines.		See you tomorrow.
	Here is an exclusive interview with ...	
This is ..(name).., reporting.		And that's all from us now.
	We have stories and conversations for you ...	

Have you heard any other news phrase before?

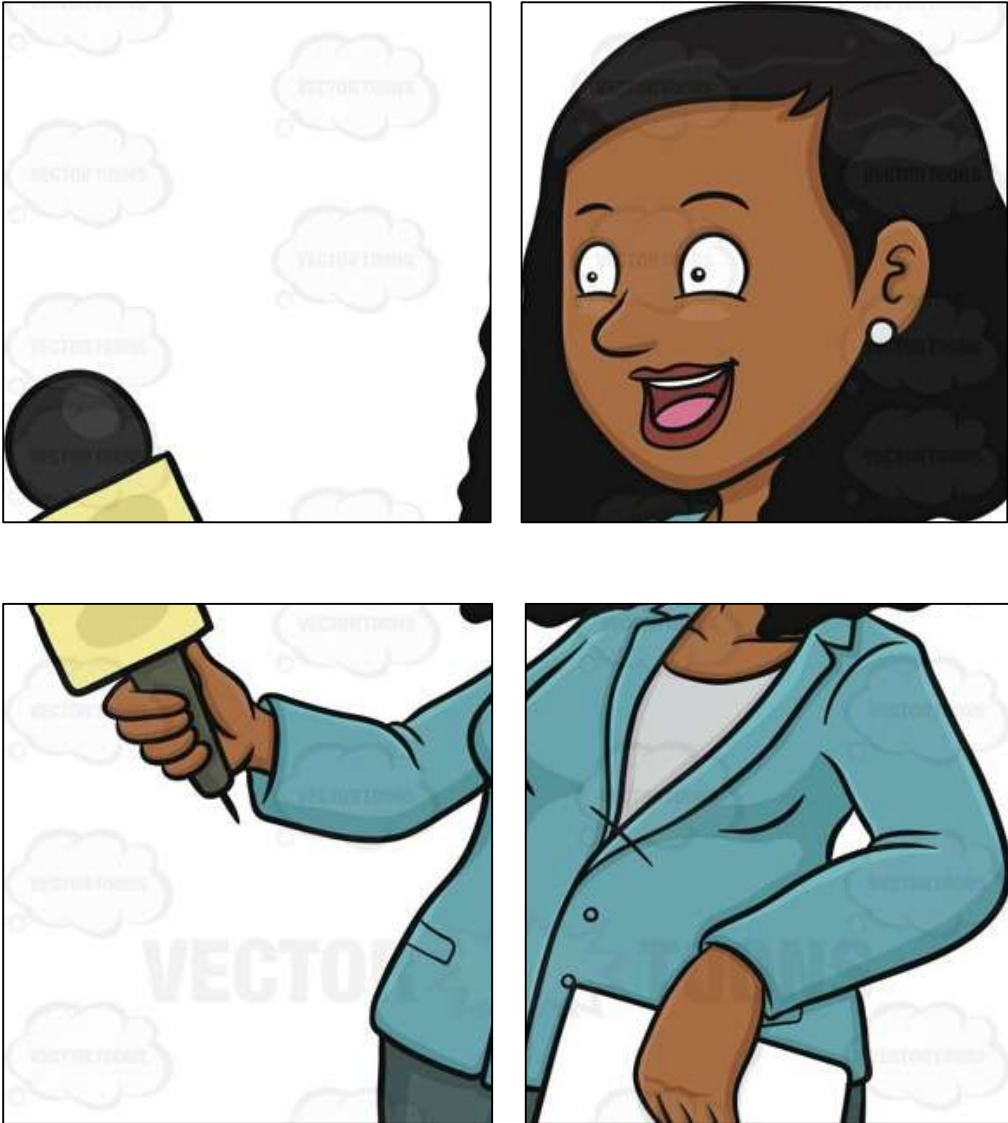
→

→

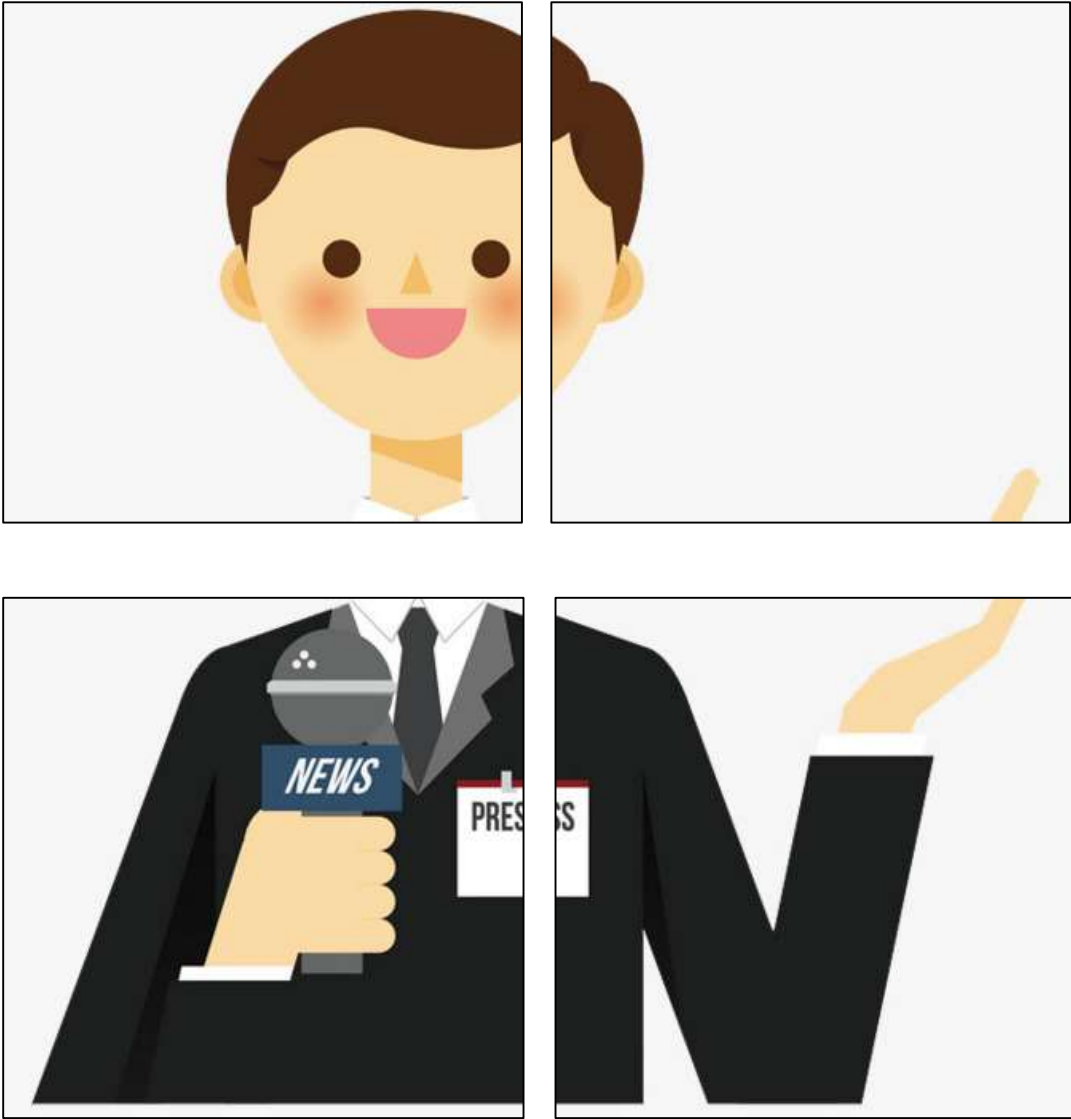
→

GROUPING TECHNIQUES (4 MEMBERS IN A GROUP)

1. JOURNALIST



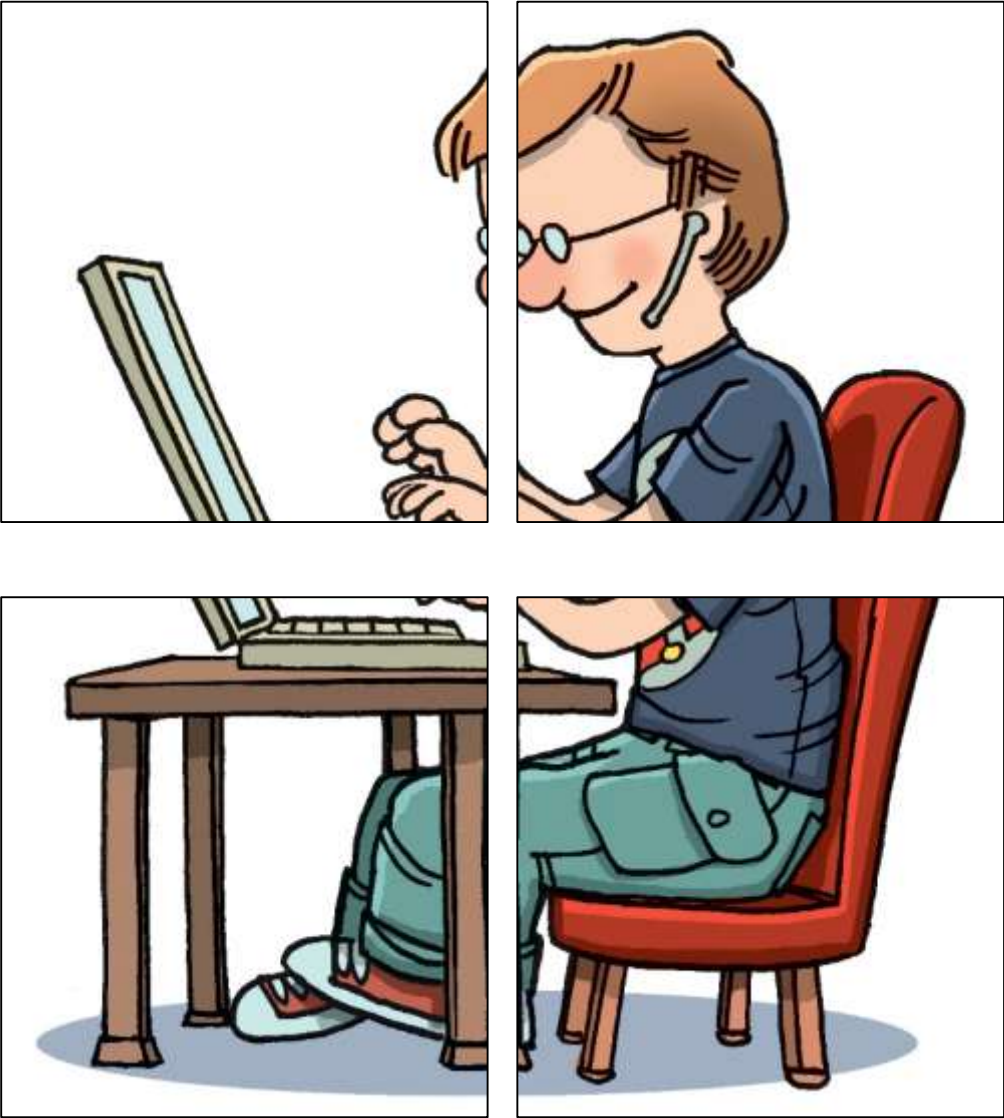
2. NEWS PRESENTER



3. REPORTER



4. SCRIPTWRITER



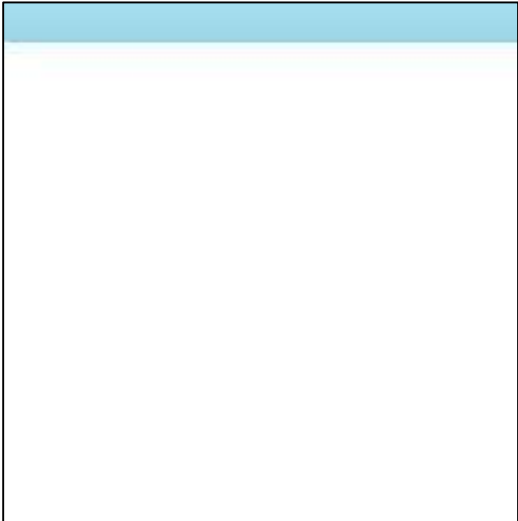
5. SOCIAL MEDIA SPECIALIST



6. SPORT INFORMATION COMMENTATOR



7. WEATHER FORECASTER



Malaysian squash queen Nicol David announces her retirement

By Joash Ee De Silva
Tuesday, 19 Feb 2019



PETALING JAYA: Malaysian squash queen Nicol David has called time on her squash career after nearly 20 years. The 35-year-old and eight-time world champion will officially retire at the end of the 2018/2019 Professional Squash Association (PSA) season in June. Nicol Ann David had competed in the professional tour and achieved the top of her career by being the only Malaysian athlete to be recognised as the greatest female squash athlete of all time.

Another betting scandal rocks national badminton scene

By Fabian Peter - August 27, 2018



KUALA LUMPUR: A few top shuttlers have been involved in betting activities during training. This unhealthy activity of betting is said to be encouraged by the coaches. According to the anonymous coach, this issue has been going on for long time but did not addressed by Coaching and Trainee committee. He has known a few national players visited the casino during the 2012 London Olympics but no action was taken against them.

Chong Wei unbowed by Denmark defeat, but accepts age no longer on his side

By Helmi Talkah - October 20, 2017



KUALA LUMPUR: Lee Chong Wei did not dwell on his shock defeat to India's H.S. Prannoy in the second round of the Denmark Open in Odense. He chose to accept the fact his age was no longer on his side. He admitted his mistakes and was not going to be sad on his defeat since he has gotten back his tournament feel and speed in court. He said that there will be winners and losers in every competition. He just wanted to focus on the French Open.

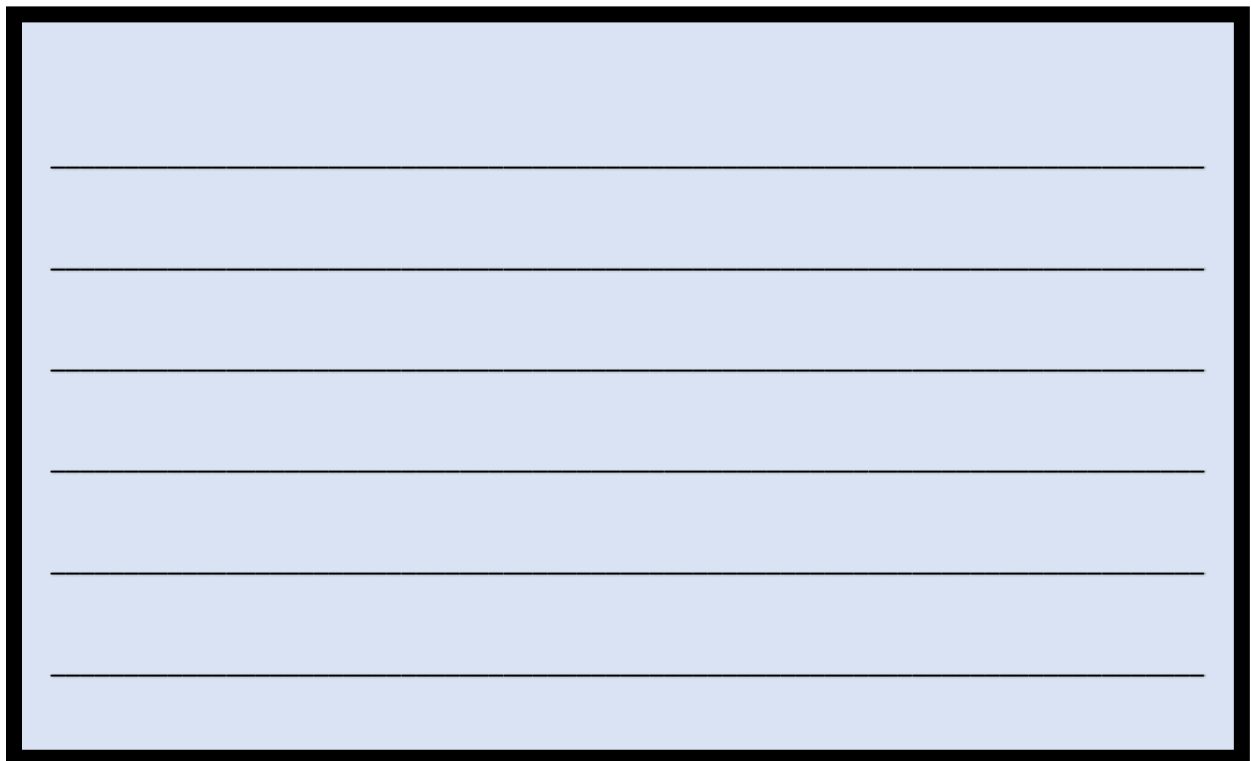
Liverpool's Alexander-Arnold a doubt for Tottenham clash

By Reuters - March 27, 2019



LIVERPOOL: Due to the back injury, Liverpool right back Trent Alexander -Arnold may not be in Sunday's Premier League game against Tottenham Hotspur said by his manager Jurgen Klopp. Trent was in a stable condition but he was not able to carry out activities and move freely even though the injury tend to be unobvious. Furthermore, the injury caused Trent to withdraw from England's squad for their Euro 2020 qualifiers against Czech and Montenegro during the recent international break.

The front and back of the cue cards.



Padlet Page

1. WHILE STAGE

Link: <https://padlet.com/zacrh11/578uqrouiqs1>

2. POST STAGE(PRODUCTION)

Link: <https://padlet.com/zacrh11/d3cbhg904uq2>

3. CONCLUSION

Link: <https://padlet.com/zacrh11/9t1zja4dbop5>

4. EXTENDED ACTIVITY

Link: <https://padlet.com/zacrh11/14mglxtfhqsj>