



LiMe

Languages in Media

Multiplier Conference

11-16 March on-line sessions

**MEDIA RESOURCES
EXPLOITATION**





STRUCTURE OF MEDIA RESOURCES



With the support of the Lifelong Learning Programme of the European Union

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Media Resources chosen for exploitation



Film Trailer



Soap Opera



Radio Traffic



Newspapers



Radio News



Music Video



YouTube Video



Photography



Social Networks



Signage



Music



Magazines

Divided into 3 levels (A2, B1, B2)
according to the CEFR



All resources have a previous chart containing information about:

- 1- Summary of content;
- 2- Skills developed;
- 3- Activities;
- 4- Materials;
- 5- Media main Features;
- 6- Learning outcomes.

Take the film trailer chart as example:

Summary of contents:	Students will watch a film trailer to learn about cultural stereotypes and expand their UK vocabulary.	Skills developed:	<ul style="list-style-type: none"> -Listening comprehension -Speaking -Writing -Analysing different cultural features
Activity:	Students become aware of trailers as a means of persuasion, and learn how it is made.	Materials:	<ul style="list-style-type: none"> -Computer or DVD -An A2 suitable trailer -Language Lab -Internet Connection
Features:	Billy Elliott film trailer	Learning outcomes:	<ul style="list-style-type: none"> -Watch and understand a film trailer -Learn how to write a letter

Structure of media exploitation & examples:

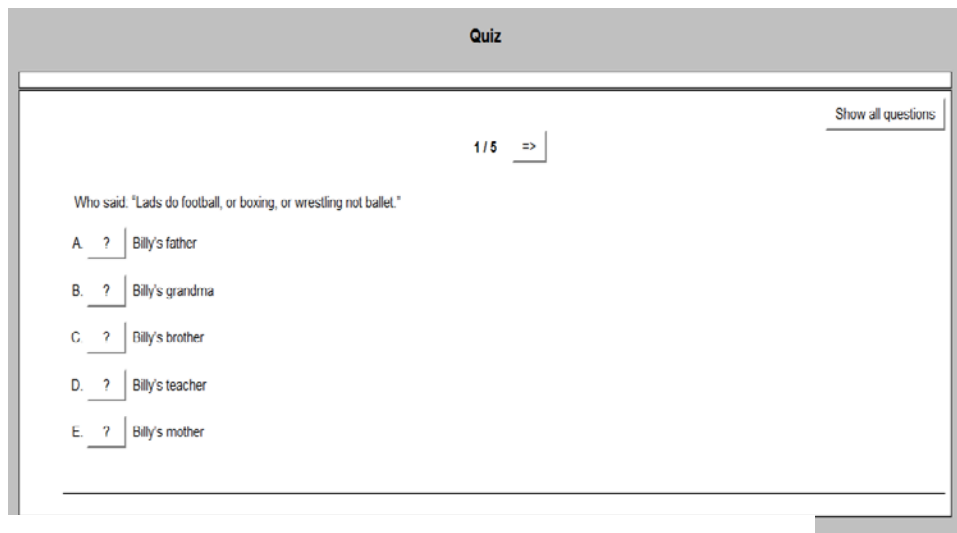
• Warm-up

Warm-up: Do you want to do something special in the future? We call this your dream. For example, do you want to be a doctor or a lawyer? We say you dream of being a doctor or lawyer.

What is your dream? Who makes you want to do this?

For example, do you want to learn English because your husband can speak English very well? Do you dream of going to University because your friend went to University?

• Exercises & Tasks



The screenshot shows a quiz window titled "Quiz". At the top right, there is a "Show all questions" link. In the center, it displays "1 / 5" with a right-pointing arrow. Below this, the question text reads: "Who said: 'Lads do football, or boxing, or wrestling not ballet.'". There are five multiple-choice options, each with a radio button and a text label:

- A. Billy's father
- B. Billy's grandma
- C. Billy's brother
- D. Billy's teacher
- E. Billy's mother

• Extension

Extension

Do you know how to write a letter? Watch this [presentation \(PowerPoint - 446Kb - opens in new window\)](#).

Imagine you are Billy. Write a letter to your mother. Use Billy's letter as an example.

Tips: How to write a **formal** or **informal** letter.

Types of exercises:

- Interactive exercises (flash, Jclic, drag & drop, quizlet...)

Exercises providing feedback

- Hotpotatoes
- Moodle Questionnaire
- Scorm

Exercises assessed by the teacher

- Assignments
- Wikis
- Webquests
- Chat / Forum
- Survey
- Choice

Appendixes:

Grammar Appendix



Grammar highlight

To talk about the future in English, you can use the Future Simple tense:
 Future Simple: will + base form of the verb (e.g. I will go to work tomorrow)
 + will X won't (= will not)


The paragraph below describes what will happen in the future. Add the verb in the future simple tense.

1. Drunken Jake (be) _____ prosecuted and (go) _____ to jail.
2. Jake (not be) _____ happy.
3. The baby (go) _____ into hospital and (get) _____ better.
4. The baby (not get) _____ worse.
5. Nancy and Mick (get) _____ married.
6. Nancy and Mick (not get) _____ divorced.
7. Linda (try) _____ to make trouble for Nancy and Mick.
8. Linda (not try) _____ to help Nancy and Mick.
9. Shirley (start) _____ a pie making business
10. Shirley (not work) _____ in an office.

[Check](#) [Hint](#)

Vocabulary Appendix





die Wende

[Click to flip ↻](#)

1 of 10

Cultural Appendix

¿Sabías qué...?

Se conoce como dictadura de Franco al periodo de la historia de España correspondiente con el ejercicio del general Francisco Franco Bahamonte o el 'Caudillo' y que se desarrolló desde el final de la Guerra Civil española en 1939 hasta su muerte en 1975. Después de tantos años de una dictadura en la cual no se podía contradecir a los ideales franquistas, hubo una transición a la democracia. En este contexto está ambientado este capítulo de Cuéntame Cómo Pasó por eso es importante el brindis por la libertad.



LiMe Repository comprises the following media:

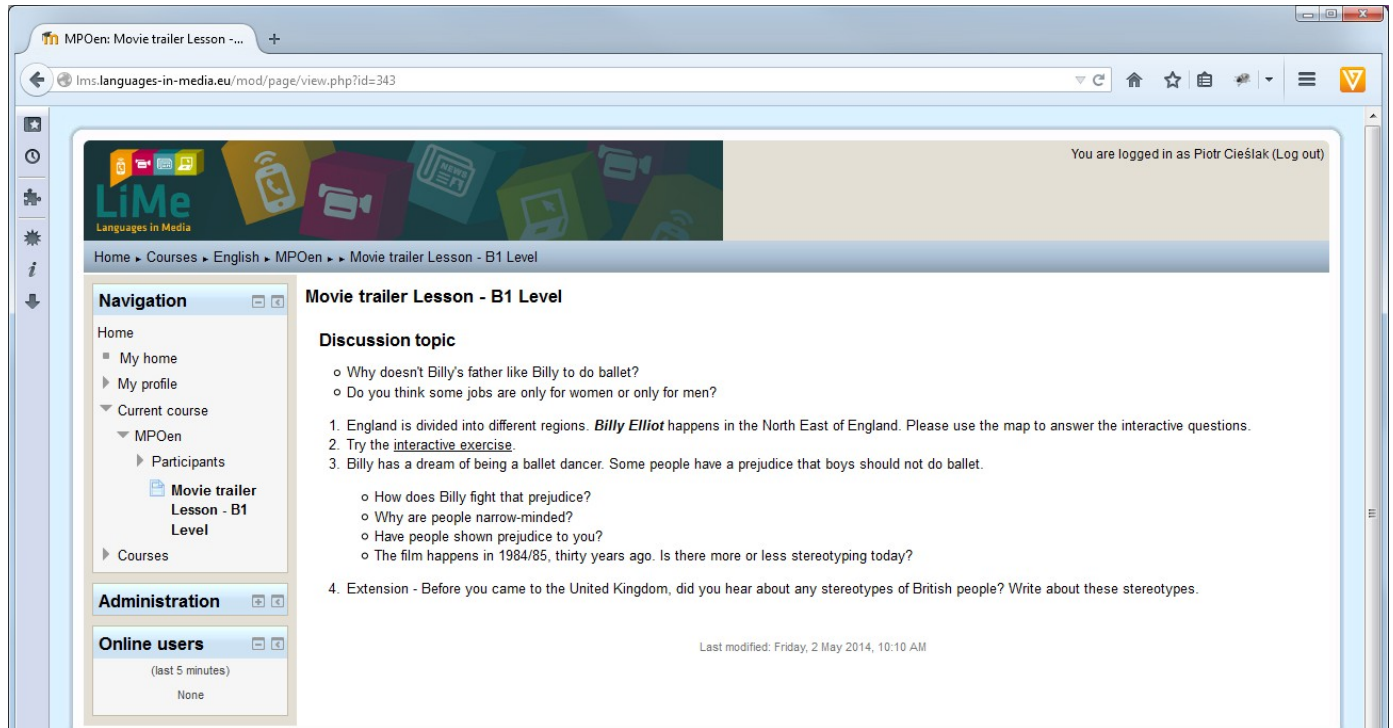
- 1-E-books
- 2- Radio Politics
- 3- Advertising
- 4- Animation
- 5- Classified
- 6- Comedy
- 7-Drama
- 8-Feature Film
- 9- Film Trailer
- 10-Film
- 11- Game Show
- 12-Visual Web Lifestyle
- 13- Magazine Advertising
- 14-Marketing Material
- 15- Movie Review
- 16- Music & Current Affairs



- 17-Music, Podcasts & e-books
- 18- News Report
- 19 – News
- 20- Newspaper
- 21- Photography
- 22-Audio, Visual Web Podcast
- 23- Print Magazines
- 24- Radio Advertising
- 25- Radio Music
- 26- Audio Radio Politics
- 27- Radio Programmes-Sport
- 28- Signage
- 29- Soap Opera
- 30- Visual Webs Social Networks
- 31- Traffic Report
- 32- TV Advertising
- 33- TV Gameshow
- 34- Web Searches
- 35- Web Trailer

The Learning Platform

Do you know how to use Moodle?



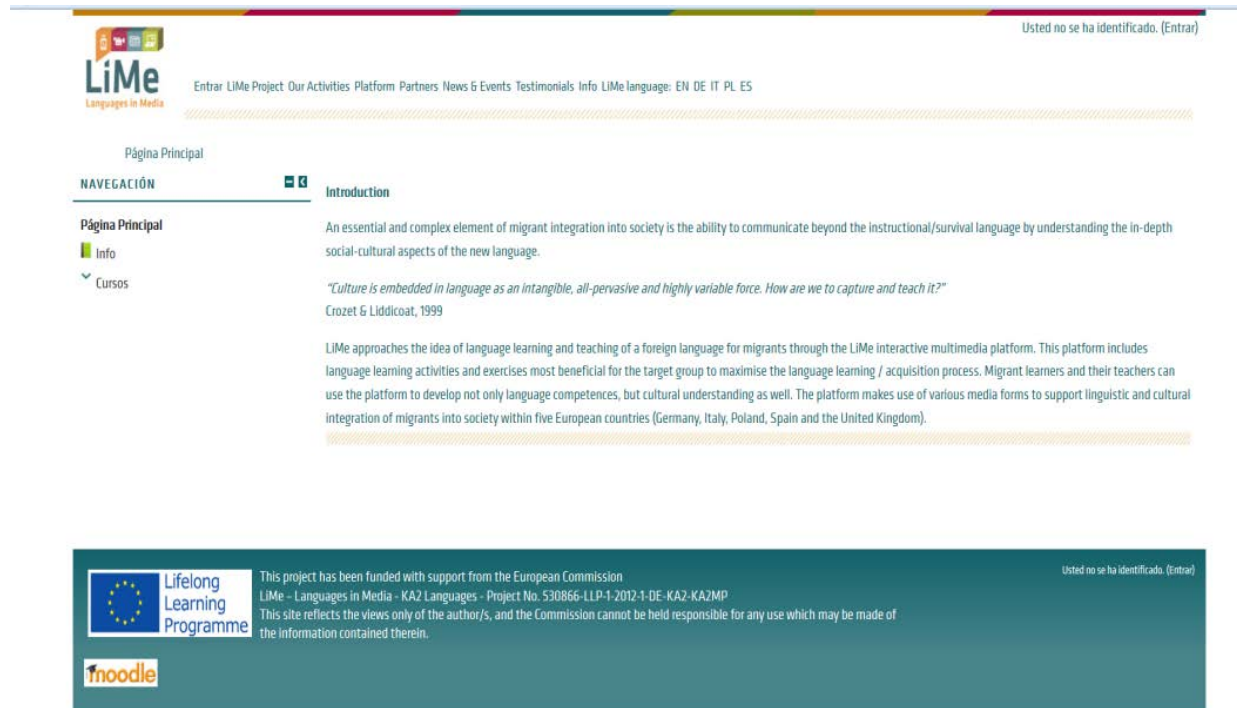
The screenshot shows a Moodle course page in a web browser. The browser address bar shows the URL: `lms.languages-in-media.eu/mod/page/view.php?id=343`. The page title is "MPOen: Movie trailer Lesson - ...".

The page content includes:

- Navigation:** Home, My home, My profile, Current course (MPOen, Participants, **Movie trailer Lesson - B1 Level**), Courses.
- Administration:** (empty)
- Online users:** (last 5 minutes) None.
- Discussion topic:**
 - Why doesn't Billy's father like Billy to do ballet?
 - Do you think some jobs are only for women or only for men?
 - 1. England is divided into different regions. *Billy Elliot* happens in the North East of England. Please use the map to answer the interactive questions.
 - 2. Try the [interactive exercise](#).
 - 3. Billy has a dream of being a ballet dancer. Some people have a prejudice that boys should not do ballet.
 - How does Billy fight that prejudice?
 - Why are people narrow-minded?
 - Have people shown prejudice to you?
 - The film happens in 1984/85, thirty years ago. Is there more or less stereotyping today?
 - 4. Extension - Before you came to the United Kingdom, did you hear about any stereotypes of British people? Write about these stereotypes.

Last modified: Friday, 2 May 2014, 10:10 AM

You will learn more about these media resources in the conference



The screenshot shows the LiMe website homepage. At the top right, it says 'Usted no se ha identificado. (Entrar)'. The main navigation menu includes 'Página Principal', 'NAVEGACIÓN', 'Página Principal', 'Info', and 'Cursos'. The 'Introduction' section is highlighted, containing the following text:

Introduction

An essential and complex element of migrant integration into society is the ability to communicate beyond the instructional/survival language by understanding the in-depth social-cultural aspects of the new language.

"Culture is embedded in language as an intangible, all-pervasive and highly variable force. How are we to capture and teach it?"
Crozet & Liddicoat, 1999

LiMe approaches the idea of language learning and teaching of a foreign language for migrants through the LiMe interactive multimedia platform. This platform includes language learning activities and exercises most beneficial for the target group to maximise the language learning / acquisition process. Migrant learners and their teachers can use the platform to develop not only language competences, but cultural understanding as well. The platform makes use of various media forms to support linguistic and cultural integration of migrants into society within five European countries (Germany, Italy, Poland, Spain and the United Kingdom).

At the bottom of the page, there is a footer with the European Union flag and the text 'Lifelong Learning Programme'. It also includes the text: 'This project has been funded with support from the European Commission. LiMe - Languages in Media - KA2 Languages - Project No. 530866-LLP-1-2012-1-DE-KA2-KA2MP. This site reflects the views only of the author/s, and the Commission cannot be held responsible for any use which may be made of the information contained therein.' The 'fnoodle' logo is also present.

or logging in at <http://lms.languages-in-media.eu/> (they will be available for free shortly)

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See you there

