

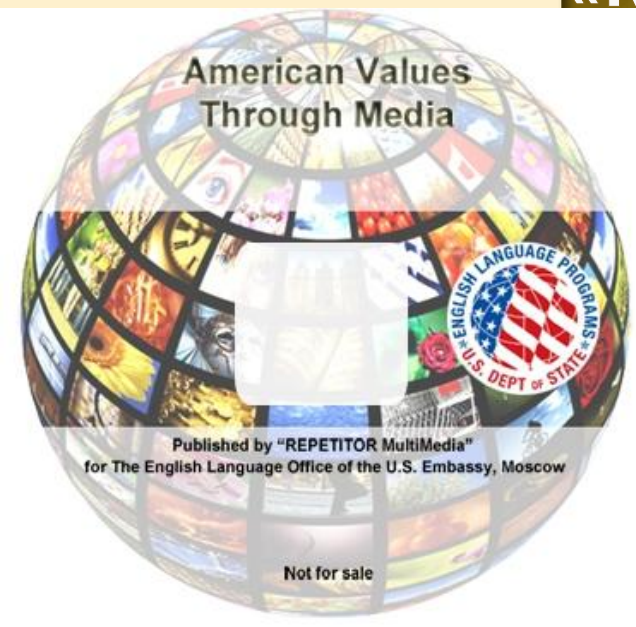
РАЗРАБОТКА В ОБЛАСТИ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ

«AMERICAN VALUES THROUGH MEDIA» «КУЛЬТУРНЫЕ ЦЕННОСТИ СКВОЗЬ ПРИЗМУ МЕДИА»

(НА МАТЕРИАЛЕ АМЕРИКАНСКИХ
ХУДОЖЕСТВЕННЫХ И ДОКУМЕНТАЛЬНЫХ
ФИЛЬМОВ, ВИДЕОКЛИПОВ,
РЕКЛАМНЫХ РОЛИКОВ И ДР.)

Мультимедийное пособие на
английском языке

Сергаева Ю.В.(в соавторстве),
каф.английской филологии РГПУ
им.А.И.Герцена



ПОСОБИЕ ГОТОВИЛОСЬ В ТЕЧЕНИЕ 2010-2011 ГГ. В РАМКАХ
МЕЖДУНАРОДНОГО СОВМЕСТНОГО ПРОЕКТА ПО ИНИЦИАТИВЕ
ОТДЕЛА АНГЛИЙСКОГО ЯЗЫКА КОНСУЛЬСТВА США
(ENGLISH LANGUAGE OFFICE AT US EMBASSY, MOSCOW).



Доц. Ю.В.Сергаева и куратор
проекта Робин Шиффрин (США)

- Руководители российско-американского проекта по созданию учебных материалов «Cultural Values through media» - *Т.Сантос (2011) и Д.Фэй (2010)*. Куратор и ответственный редактор - *Р.Шиффрин*. Остальные участники - 10 преподавателей российских вузов из разных городов (от Санкт-Петербурга - *доц. Сергаева Ю.В.*). Публикация CD-ROM финансируется грантом отдела английского языка при консульстве США.

СЕРТИФИКАТ УЧАСТНИКА ПРОЕКТА

CERTIFICATE OF PARTICIPATION



This certificate is awarded to

YULIA SERGAYEVA

*for participation in the "American Values through Media"
CD-ROM publication project, Moscow, 2010-2011*

A handwritten signature in dark ink, appearing to read "Thomas Santos", written over a horizontal line.

Thomas Santos
English Language Officer
U.S. Embassy Moscow

ОПИСАНИЕ

Пособие представляет собой мультимедийный англоязычный комплекс материалов для учителя в формате CD-ROM, который включает:

- Вводные статьи о понятиях «культура» и «культурные ценности»,
- аутентичный англоязычный видеоматериал разных жанров,
- 5 тематических разделов из 2-4 модулей каждый, связанных с национально-культурными ценностями (дом, семья, работа, свобода, традиции и т.д.) и базирующихся на видеоматериале,
- планы уроков с пошаговыми инструкциями для преподавателей и студентов,
- задания с ключами и раздаточный материал, разработанные на основе видеоматериала,
- методические рекомендации для преподавателей, базирующиеся на личностно-ориентированном, полимодальном подходе к изучению языка и культуры.

American Values Through Media

Lesson plans to American movies, documentaries, videos and commercials

[Start](#)

[Introduction](#)

[Tips for Teachers](#)

[UNIT ONE. The Melting Pot](#)

[UNIT TWO. "...with liberty and justice for all."](#)

[UNIT THREE. The Land of Opportunity](#)

[UNIT FOUR. Home Is Where the Heart Is.](#)

[UNIT FIVE. Everyone has his place...and a place for everything.](#)

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[Video&Audio Files](#)

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Introduction

Robyn Shifrin

The teacher's manual *American Values through Media* is designed to help English language teachers facilitate effective cross-cultural communication skills in their students, skills which are needed in today's global village of instantaneous communication and virtual face-to-face meetings. The manual is organized around American media sources, such as movies, documentaries, YouTube videos, television commercials, and a television series, looked at for their underlying value messages. It is organized around topics that empower students to bridge cultural barriers and misunderstandings in their examination of behavior, beliefs, and values.

What is culture?

Before examining anyone's values, one must first understand the notion of "culture." English anthropologist Edward B. Tylor, in his book *Primitive Culture*, published in 1871, said that culture is "that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society." Essentially, we all identify with something we call our own culture. Whether we recognize what that is and whether we can easily define it and explain it to someone outside of our own society is another story.

Effective cross-cultural communication rests on our ability to do just that, however. To understand another culture, we must be able to look at our own as well. This text, while being premised on an investigation of American culture and values, is also very much an exploration into Russian culture and values.

In the words of Edward T. Hall, a contemporary anthropologist and a leader in the field, "We should never denigrate any other culture but rather help people to understand the relationship between their own culture and the [other] culture. When you understand another culture or language, it does not mean that you have to lose your own culture."

American Values through Media facilitates inquiry into both American and Russian ideology thus fostering cross-cultural discussion, critical thinking, and cultural awareness - both of American and Russian cultures.

ОСОБЕННОСТИ ПОСОБИЯ

По данным проведенного с 2009 по 2011 гг в рамках проекта опроса, в котором участвовали 1398 студентов и 971 преподаватель (из Владивостока, Белгорода, Санкт-Петербурга, Москвы, Екатеринбурга, Владимира и др. городов), для 87.4% из них электронные СМИ, социальные сети, реклама и другая медиапродукция являются основным источником информации о зарубежной культуре. При этом полученное представление часто бывает искаженным, порождающим межкультурный барьер в силу непонимания ценностей, установок и поведения. Опрос также показал, что почти 80% студентов-респондентов используют названные медиа источники (в основном, американские) для совершенствования своих языковых навыков.

Это определило выбор в качестве основного культурно-лингвистического фокуса пособия концепта «культурные ценности» и широкого спектра аутентичных медиа материалов, его репрезентирующих:

- американских художественных и документальных фильмов,
- рекламных роликов,
- видеоклипов и записей из популярной социальной сети YouTube,
- материалов сайтов, блогов,
- иллюстраций и т.д.,

Разножанровость и поликодовость используемого материала позволяет представить различные ситуации и формы англоязычной коммуникации, социальную и региональную вариативность языка, что очень важно для межкультурного общения.

Media	Values	Unit/Lesson	Level(s)	МЕДИАСЦЕНТОСТИ
“Designated Target” (NCIS)	Assimilation (immigration issues), patriotism, honesty, justice, friendship, tolerance	Unit One/ Lesson One “The Melting Pot”	Upper-intermediate/Advanced	
Spanglish	Assimilation, family, work-ethic, justice, individualism and personal responsibility, the underdog, education, patriotism, self-reliance	Unit One/ Lesson Two “The Melting Pot”	Pre-intermediate/intermediate	
“Freedom to Move” (Levi’s Commercial)	Freedom, winning (explicit); inspiration, individuality v. part of a group/belonging (implicit).	Unit Two/Lesson One “...with Liberty and Justice for all”	Advanced	
“Freedom is Wireless” (CTIA Commercial)	Freedom	Unit Two/ Lesson Two “...with Liberty and Justice for all”	Intermediate and higher	
Crash	Fairness, equality of opportunity, individual freedom	Unit Two/Lesson Three “...with Liberty and Justice for all”	Upper-intermediate/Advanced	
Ted Turner - They Made America	Innovation, work-ethic, individualism and personal responsibility, competition, self-reliance, equality of opportunity, material wealth	Unit Three/Lesson One “The Land of Opportunity”	Intermediate - Advanced	
Super Size Me	Competition, individualism and personal responsibility, justice	Unit Three/ Lessons Two - Four “The Land of Opportunity”	Intermediate - Advanced	
“Jill and Kevin’s Big Day”	individualism, redefinition of family/traditions, friendship	Unit Four/Lesson One “Home is Where the Heart Is”	Intermediate - Advanced	
“Back to the Future” (Macintosh Commercial)	Individualism	Unit Five/Lesson One “Everyone has a place...and a place for everything”	Intermediate and higher	

ОСНОВНАЯ ЦЕЛЬ ПОСОБИЯ -

- формирование необходимых для медиаграмотной личности компетенций - знание основных культурных ценностей, имеющих свою специфику в русской и иноязычной (в частности, американской) культурах,
- умение видеть и оценивать отражение культурных ценностей в различных формах медиа

АКТУАЛЬНОСТЬ

- поставленной цели состоит в том, что овладение данными знаниями формирует критическое мышление, независимость суждений и анализа медиапродукции, выводит на сравнение разных культур и культурных ценностей.

ПРИМЕР МЕТОДИЧЕСКИХ РЕКОМЕНДАЦИЙ ИЗ ВВЕДЕНИЯ

American Values through Media provides you with a resource to meet your students in their venue. It also provides you with a resource to help students address American culture with a critical eye towards the media they are so avidly soaking up. By doing so you can achieve two very important goals:

1. Foster cross-culture communication and understanding.
2. Create student-centered learning environments.

How can "criticism" foster cross-cultural communication and understanding?

Looking at any text (be it media, literature, conversation, etc.) "critically" does not mean you are criticizing it. This is simply an alternative, yet extremely common word, for analyzing. It is also a word that students should be familiar with since it is used frequently in academia and the press. The slight difference between "critical" and "analyze" is that when something is being examined critically, the validity of the source is being questioned. Is it offering true information? Can you trust it? When a source is being analyzed, you often have more trust in it. You start off with the assumption that it is valid.

The most important goal with the *American Values through Media* manual is to approach it as a starting point - not an ending point. You and your students should **begin** with an examination of American values and use them as a vehicle through which to ultimately examine your own culture and your own country's value system. Use the media sources as tools for opening a dialogue regarding media in your country. How do the commercials compare to commercials advertising similar items, for instance? What does this say about your culture?

How accurate are the messages being sent out of your country via your film and television? How accurate are the representations of your culture in American media? What does this say about media sources in general? These are some questions to think about as you motivate your students to think critically and cross-culturally while you work through *American Values through Media*.

ПРИМЕР МОДУЛЯ - LESSON PLAN (BY Y.SERGAEVA)

- **Students:** Intermediate-Advanced/ senior high school and university students, young adults
- **Time:** 1 session lasting 1hr 30 min (or 2 sessions 45 min each)
- **Video:** 2 YouTube videos for class viewing -
 - Video 1 “JK Wedding Entrance Dance”** (5.09 min) –
 - Video 2 “What Made JK Wedding Entrance Dance Become a Web hit?”** (2.20 min) –
- Related videos for out of class viewing (optional):
 - “JK Wedding Dancers on the Today Show”**
 - “Jim and Pam Wedding (Forever)”** – a scene from “The Office” TV show series
- **Values:** love and family, friendship, individualism and creativity, faith and religion, fame and popularity
- **Objectives:** students should be able to connect cultural values and some wedding traditions; to express their opinions with supporting arguments orally and in a written form;

ПОЯСНЕНИЯ ДЛЯ УЧИТЕЛЯ (ПРИМЕР ИЗ МОДУЛЯ Ю.В.СЕРГАЕВОЙ) :

Building Language Awareness: wedding day related vocabulary, expressing opinions, contrasting and comparing, the language of posts, interviewing skills

Building Cultural Awareness: The wedding theme highlights some similarities and distinct difference between American and other cultures, Russian culture in particular. Despite the fact that there are many clashing values in American society the focus should be on the reconciliation of individualism with love/family values. It means that people still hold values even though they do not follow conventions and do things their own way.

Notes to the teacher: Home-made videos broadcast globally via youtube.com have become a huge part of modern American culture especially with the growth and importance of the Internet in people's lives. In Russia, however, sharing home videos with the world is not a widespread practice. So one of the tasks of the lesson is to investigate what students think about making their home videos public.

These YouTube videos, being first of all fun to watch, lead to a serious discussion of how old traditions can be redefined, how creativity helps to stand out, on the one hand, and how catchy a new idea can be for multiple copying, on the other. It is crucial to let students work out their own ideas and take an active part in their knowledge construction rather than giving them the right answers.

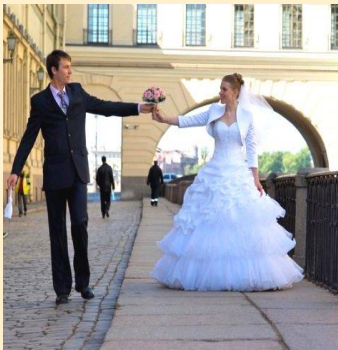
Примеры заданий с разным материалом

Vocabulary Focus (8 min)

Pair work. Ask students to look at the pictures and find the images corresponding with the words and expressions from the list below.

Note that some words may go with more than one picture! (3 min).

bride, bridegroom, veil, wedding train, bride's bouquet, bridesmaid, best man, groomsmen, "to go down the aisle", altar, wedding carriage, wedding-cake, wedding crown, candles, "taking wedding vows", wedding gown, reception, lawyer



ПРИМЕР ЗАДАНИЯ С YOUTUBE ВИДЕО

- Tell students that they are going to watch a short YouTube video featuring a wedding ceremony of a young American couple who did their best to make their big day unforgettable!
- To make your students active watchers, ask them, while viewing, to list some things they found unexpected or new to a wedding ceremony.
- ***Suggested answers for “unexpected things”*** - pop music, sunglasses, dancing down the aisle, a female priest;



Примеры вопросов для дискуссий:

Tradition vs. Innovation

❖ **Tell students you're going to show the video again and this time they should focus on how the video makes them feel.**

1. Did you like the video? Why or why not?
2. What things have you never seen in a wedding before?
3. What was most appealing to you?
4. What atmosphere was created by this entrance dance? Did the dancers and guests enjoy it? Explain your answer.
5. Do you think it was staged and performed by hired professionals or by friends? Explain your answer.

❖ **In each culture weddings are associated with certain values which are reflected in numerous traditions. Since the main focus of this lesson is the contrast of convention and innovation, the teacher should draw the students' attention to 1) the connection of traditions and values; 2) reconciliation of breaking a tradition with holding values.**

6. What values does the YouTube video "JK Wedding Entrance Dance" tell us about?
7. Why do some couples break long-established traditions and introduce new ones?
8. Have Jill and Kevin lost their values because they do not follow traditions in their wedding? Explain your position.

Примеры заданий для самостоятельной работы

1. Read in the Reading File the blog post “Weddings: A changing trend” and write a short opinion /discursive essay (or a blog post) under one of these titles:

“Something Old, Something New – A Clash of Values?”

“Redefining Cultural Traditions and Values: pros and cons”

“The 21st century Wedding”

2. What is a viral video? - Watch on YouTube the related videos illustrating how the popularity of the couple’s dance made it an instant Internet classic triggering media hype and a wave of parodies:

a) “JK Wedding Dancers on the Today Show” – a clip from a Saturday Today Show having the whole Jill and Kevin’s wedding party recreate their entrance dance in public

The video is also accompanied with a posted article providing some background information and details about Jill and Kevin’s planning their ceremony.

b) “Jim and Pam Wedding (Forever)” – a scene from “*The Office*”, a popular American TV show, in which the original “JK Wedding Entrance Dance” is hilariously played upon.

The video has a clear message that some new ideas, when they become viral, lose their uniqueness and other ways should be found to make your special day unforgettable.

ПРАКТИЧЕСКАЯ ЗНАЧИМОСТЬ

- Пособие можно использовать в качестве дополнительного материала как в старших классах средней школы, в школах с углубленным изучением языка, так и в языковых вузах при обсуждении проблем межкультурной коммуникации, в курсах страноведения и культурологии, а также на языковых курсах дополнительного образования и для самостоятельного углубленного изучения английского языка.

- Отдельные разделы пособия апробированы участниками проекта в разных вузах России в Белгороде, Краснодаре, Москве, Находке, Благовещенске и Санкт-Петербурге.



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