English for the Media

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Abstract

The aim of this paper is to design an ESP course content on task-specific vocabulary and communication skills for new professionals in the traditional media. The course design which is on media glossary is for the newspaper, radio and television. One of the objectives of the course design is to accelerate the acquisition of relevant vocabulary in the mass media. To achieve this goal, the study carried out a needs assessment analysis. On the basis of the outcome of the needs assessment analysis, a syllabus was designed containing some purposively identified vocabulary items relevant to the media. A course material was put together for this purpose. The teaching lasted for five days and an evaluation was carried out to determine if the course objectives were achieved. The paper therefore concluded that on the basis of the ESP course design, it is believed that at the end of the programme, the new media practitioners will become square pegs in square holes because the course was specifically designed to meet the needs of the media professionals after carrying out a needs assessment. Furthermore, the course materials and teaching were also tailored to meet those needs-task-specific vocabulary and communication skills.

Introduction

The most powerful language in the world is English. There are about 500 million people who are native speakers of the language all over the world. Internationally, achieving professional success is tied to proficiency in the English language. It is important to note that opportunity for a leaner to be fluent can be achieved

through General English course. However, English for Specific Purposes (henceforth, ESP) has made it possible for the alteration of the content of the English course to take care of the needs of the learner as well as the requirements of the professional growth of the learner. For a learner to achieve the best results in ESP, he/she needs to have a basic English language proficiency before the commencement of the course. This is imperative because ESP's focus is on task-specific vocabulary and communication.

In line with the above, designing ESP course content for the media industry, be it print or electronic, is assumed that these media professionals already have basic language proficiency. The ESP course design as earlier stated focuses on task-specific vocabulary and communication.

The Mass Media

The media of mass communication are considered as the channels through which information is conveyed from the source(s) to the receiver (Nworgu, 2010). The major role of the mass media is the simultaneous dissemination of information to mass audience who are "heterogeneous, scattered and diversified in their psychological make-up (Nworgu 2010; Ikems & Cookey, 2021). The mass media comprises the print media (newspapers, magazines and books) and the electronic media (radio, television and film) and more recently the new media (computer based internet communication) (Ndimele & Kasarachi, 2006; Omego & Nwanchuku, 2012; Uwakwe, 2010).

Broadcast Journalism

The broadcast media consist of radio and television. Hilliard (1967) claims that it is when television and radio are employed for mass communication that the process is termed broadcasting. Broadcasting may also be viewed as the systematic dissemination of information, educational programming, entertainment and other features which are simultaneously received by the audience that is scattered with an appropriate receiving apparatus (https://www.britannica.com/technology/broadcasting). Agbanu and Nwammu (2009), however, argue that "broadcasting is a combination of sight and sound or the use of only sound (radio) to get messages across to the audience" (p.9).

Television

Television as a broadcast medium combines sight, sound and motion. Television, in other words, "comprises seeing and hearing" (audio and video) (Ikpe, 1991, p.76). Television can also be described as an electronic device which transmits signal with sound and image. (https://www.computertechreviews.com/definition/television).

Features of Television

Although television broadcast and radio broadcast all belong to the electronic media, there are some features which make television distinct from the radio broadcast. These features are as follows: (i) studio set up, (ii) lighting, (iii) audio, (iv) script, (v) Insignia, (vi) clock, (vii) slow motion, (viii) match progress, (ix) announcements, and (x) news ticker.

Radio Broadcasting

Radio transmission, according to Ndimele and Kasarachi (2006) is also called wireless transmission. They observe that "there are no wires connecting a radio set to the radio station from where programmes are transmitted" (p.81).

Characteristics of a Radio

The following are some characteristics of a radio.

a) The fastest medium of mass communication is radio.
b) It requires very simple technology and equipment.
c) It is the cheapest medium of mass communication.
d) Radio does not depend on electricity power supply.
e) It is a portable receiver which functions from everywhere.
f) Literacy is not a barrier. People can listen to radio in their own languages.
g) Radio is affordable to all income groups.
h) In terms of entertainment, it is the best medium. Its entertainment is healthy to the listeners.
i) There is an abundance of different genres (types) of music available to the listeners.

Radio Broadcast Limitations

Radio broadcasting has the following limitations.

a) Visual images are easily forgotten.
b) Radio presenters' performance in terms of announcement is poor which could be boring or uninteresting to the listeners who switch off their radio sets.
c) Visual images are absent.
d) It is not suitable for those who are hard at hearing.

Newspaper

The newspaper is one of the oldest forms of mass communication. It is the oldest form of mass media (Omego & Nwanchuku, 2013). The newspaper belongs to the print medium. Sandman et al (1976) define the newspaper as an unbound, printed publication which is issued at regular intervals that presents information in words often supplemented with pictures (cited in Ndimele & Kasarachi, 2006). Some scholars describe the newspaper as a particular media channel of communication that carries current information on societal happenings. Agba claims that for any publication to be called a newspaper, it must: (i) be published at least weekly; (ii) must be produced by a mechanical process; (iii) be available to people of all works of life (for a price); (iv) be readable by the ordinary people who may not be well educated; (iv) be timely; (v) print news of general interest as opposed to specialized topics; and (vi) be stable over time (cited in Ndimele & Kasarachi, 2006).

Major Features Newspapers

The following are the major features of a newspaper: (i) users are multiple; (ii) low cost; (iii) medium for literates; (iv) future reference material; (v) regular periodicity; (vi) predominantly, the content is news oriented; and (vii) time of use is limitless (https://getuplearn.com>blog>characteristics-of-newspap...).

Goals of ESP Course for the Media

English for the media is a course design which is aimed at providing vocabulary and language skills needed to enable students (media practitioners) to understand and use the terminologies that are related to the media and journalism. The specific goals of the course for the media are as follows.

a) The course design aims to provide the students with the much-needed vocabulary and professional language to enable them to succeed in their work environment (print and electronic media); and
b) Students should be able to produce texts on topics of professional interest.

Steps in ESP Course Design

There are five important steps to adopt when designing an ESP course. These steps are as follows: needs analysis, syllabus, material, teaching and evaluation.

Needs Analysis

From the interactions with some media practitioners of mass communication in the print media and the broadcast media, it was observed that they were always at a loss each time some vocabulary items associated with the media were used. When older media professionals were asked what their experience was with regard to this subject, they also attested that it was a challenge that was affecting job productivity and communication among them. A further probe showed that the new employees based their discussions and the performance of their duties on the literal meaning of the words without considering the special meanings attributed to these words (registers). In order to enhance their communication with the older colleagues and improve on their job performance, there was an urgent need to educate these media professionals of the Special English language vocabulary (registers) which will improve their job performance and communication skills in the work environment (media house).

The Syllabus

The syllabus will be segmented into two broad areas.
a) Vocabulary relating to the print media (newspaper),
b) Vocabulary relating to the electronic media (radio and television),
c) The course content will last for five working days (one week). The print media classes will be for three days (Monday to Wednesday). Classes commence during the lunch break and will last for one hour. Electronic media classes will commence on Thursday and end on Friday. The classes will take-off during the lunch break and will last for one hour each.
d) Week two is for practical usage and evaluation.

Vocabulary items covered
Print media (Newspapers)

Day One (Monday)

Ad: This is an abbreviation for advertisement.

Add: A direction which is written on a copy to indicate that it should be added to a story which is already written or in type.

Advance: Preliminary story about an upcoming event; also a story that is held for a release when the event takes place.

Agate: Type 5½ point in depth, the smallest type usually put into use in newspapers.

Agate Line: A Common unit of advertising depth (14 lines to the inch).

Alive: A copy or type which is still usable.

Angle: A story that is slanted or has a special news aspect. An aspect which is emphasized in a story is also called an angle.

Artwork: An illustration, photograph or drawing which is prepared for a photographic reproduction.

Ballon: A cartoon device that makes the words of a person in a picture look as if the words are proceeding from the person's mouth.

Bank: This is part of a headline which is also referred to as a deck. It is normally used to identify a secondary part of a headline. It also refers to a table in the composing room that is needed to store or type temporarily before the page is formed. It is named after the unit it serves: news bank, sports bank, ad bank.

Banner (Streamer): Refers to a bold headline that is across the top of a page or part of a page.

Bastard type: A type that does not conform to a standard point system.

Beat: This is a news reporter's regular assignment, just as in a security beat, or police beat. It also refers to an exclusive scoop or story.

Binder: A Small banner head that is across an inside page which normally goes with the full text of a speech.

Bite off: This refers to a situation whereby paragraphs are removed at the end of a story in making up a page in order to make the space fit in.

Blind Ad: This is a situation whereby the advertiser is not revealed in a classified ad.

Blind Interview: An interview person's name is not divulged at the end of a story.

Bleed: A picture bleeds when it runs to the edge of a sheet. It is at times used loosely in a make-up to indicate an art that runs to the edge of the outside column.

Blow-up: An enlargement

Body Type: This is a type in which most of the newspapers is set. The body matter usually indicates what is set in the body type that is distinct from the display type that is used in headlines and advertisements.

Boil down: This refers to an order to shorten a story in length by rewriting or cutting the story.

Bold Face or Bold: This is a heavy-face type which is the opposite of a light-face type that is normally used for the purpose of emphasizing a copy, headings or sub-headings.

Border: Border refers to strips of art tape or type metal used to form a box around one, two, three or all sides of a story, head or advertisement.

Box: This is an enclosure of rules or border which are used around a headline or story in order to display it more prominently.

Break-over: This has to do with carrying a story from one page to another. It also involves carrying a portion of a story to the inside page. It is at times called jump or carry-over.

Brief: A short news item

Bright, Brighten: This refers to an amusing feature story, or headline over such a story for a page brightener.

Broadsheet: A page the full size of a rotary story press plate, usually applied to a newspaper's size (often with a page about 23 ins. By 16ins.) as distinct from tabloid.

Bromide: This is a camera prepared artwork which is screened for printing.

Budget: A wire service or statement that lists the day's stories in hand.

Day Two (Tuesday)

Bulletin: A short lead of importance or last minute news. It is usually typed in a boldface at the head of the previous story when it has to do with a story already received.

Business Office Must: A must story ordered by the business office, such as Page One box devoted to a promotion.

By-line: This refers to a reporter's name printed above his or her story (By...). Caption- Descriptive wording beneath or beside an illustration.

Cast-Off: This has to do with estimating the space a typescript will take when set up in a certain type size.

Catch-line: This refers to a word or phrase that is written or typed at the top of a sheet of a copy for later identification.

Centre: This is to set a line or type in order to leave an equal amount of white space on each side.

Challenge: This has to do with when a sub-editor (or copy editor) doubts the veracity of a story or part of it, he or she questions it by returning it to the desk chief.

Classified Ads: These are small ads, often called smalls. They are usually grouped together and carrying personals, listings of houses or motor cars for sale or rent, and other such advertisements.

Clean Copy: A copy needing no corrections or few corrections.

Colour: To colour a story means to introduce elements of bias. To give a story colour is to brighten up the writing with human interest material.

Column: A width of type usually bound by column rules or white margins. It also means the output of a columnist.

Column inch: This refers to the standard unit of an advertising space: one column wide and one inch deep.

Composing Room: This is the unit of the mechanical department that is devoted to the composition and paste up of news and advertisements;

Condensed Type: A type that is narrower than the standard face which is opposite to expanded type.

Copy: All written material.

Cover: A cover means to get all available news about a happening, event or incident.

Credit line: A line which acknowledges the sources of a story or picture.

Crop: To cut away portions of a picture to give it the desired size, emphasis and/or composition.

Cross-head: Heading, often a single line, placed in the text of a story and centred in the column width.

Cut: (a) Deletion of matter in typescript or print; (b) old term for a printing plate (from woodcut).

Cuttings: Extracts from newspapers filed in a newspaper library under subjects or personalities.

Dash: Short, horizontal line of varying length used to separate parts of a headline.

Date-line: A place from which a story is sent and date on which it was sent, which appears above foreign news.

Deadline: This means the last moment when copy or artwork will be accepted for use in a particular edition.

Displayed Ads: Large advertisements, frequently containing drawings or photographs, often provided by agencies (cf. Classified Ads).

Ear: Space at the top left and right of the front page on either side of the newspaper's title.

Embargo: A fixed time (sometimes found on public relations handouts) when a story should not be published.

End: It is mandatory to indicate the word End at the end of the final sheet of a copy, to show the story has ended.

Fills: This refers to very short paragraphs at the bottom of columns which are used to fill space.

Flash: The first brief announcement of an important news.

Follow-up: Further details of a story already reported.

Head: This is a short form for headline. A sup-head is a small headline inserted between paragraphs of a copy.

Insert: Later information to be inserted in the body of a story.

Day Three (Wednesday)

Intro: Introduction to a story.

Kill: An order to discard a story at any stage, e.g. because better copy is available to replace it or because it has been disapproved or found to be incorrect.

Layout: A newspaper page diagrammed by the sub-editor and sent to the Composing Room for guidance.

Lead: The main story in a newspaper, or the paragraph or paragraphs in a story giving the main facts.

Leader: The leading editorial or article. Leaderette is a secondary editorial or article.

Leader Page: Where editorials are run.

Lower Case: These are small letters in a font or type which are different from capitals. Upper Case refers to capitals.

Make-up: The arrangement of type, pictures and headlines on a page. This is also synonymous with the word layout.

Mast-head: A newspaper's title at the top of a page.

One Strictly: This is a newspaper's title above the editorial on the leader page.

More: Usually written at the foot of copy pages which indicates that more is to follow.

Must: Instruction on a copy which denotes that the concerned story must be used.

Over matter: Matter set and used in early editions and then pulled.

Overrunning: Resetting of lines due to alteration or omission in a set matter.

Overset: Matter set but not used.

Para: An abbreviation for paragraph

Paste Up: The preparation of a copy by pasting elements on to a preparation sheet before photographing.

Proof: A Print which is taken from type or other printing plates for checking and correcting purposes. A page proof is a proof of a complete page.

Quote: An indication of the beginning of quotation marks in telephoned copy (ends by 'Unquote').

Release: This means certified or good for publication.

Revise: The second or subsequent proof with corrections made from previous proof.

Rough: This means a preliminary layout, design or sketch.

Slant: Flavour given to a story by an editorial policy or prejudice.

Splash: A report that is given a special prominence.

Spot News: An unexpected news, such as accident or fire.

Style: This refers to the special rules of a particular newspaper in relation to spelling, punctuation or layout. This is also known as a house style.

Stet: Instruction to let it stand. It applies to a copy that is being deleted and reinstated. The cancelled words should be dotted underneath and stet written above or bedside the words.

Strap-line (Tag-line): A smaller type line thrown across a headline, particularly a banner or streamer, either for a typographical embellishment or further explanation about the story.

Sub: This is an abbreviation for sub-editor, or preparing a copy by subbing.

Supplement: Refers to a special section on a single subject, usually planned with the advertising department to attract additional revenue.

Tabloid: A page half the size of a broadsheet, usually applied to popular newspapers of this page size.

VDT: Video display terminal (a keyboard device and TV-type screen for computerized typesetting).

Electronic Media (Radio and Television)

Day One (Thursday)

Ad Lib: A comment made off the cuff.

Air Time: The commencement time of a broadcast.

Cue Dot: Refers to a dot on each corner of several frames signifying the film is about to end.

Closing: The final segment to a newscast.

Dead Air: Refers to when a mistake has caused silence during a broadcast.

Establishing Shot: A camera view of the whole scene.

Dissolve: A movement from one picture to another.

Feed: The transmission of a programme electronically to other stations or to the public.

Fluff: A newscaster's mistake made on air.

Headline: In broadcasting, it means a short summary of story given at the beginning.

Day Two (Friday)

Black: Refers to a blank screen.

Bloop: Removing sound by using a magnet from a magnetic track.

Bridge: Music or transitional words to link to another in a newscast.

Crawl: The horizontal movement of words across the screen during a programme to announce something important. It also refers to the device which moves the words.

Monitor: A television or radio receiver that enables a person to monitor the broadcast.
Network: Television or radio stations which are linked together.
Out Cue: Refers to the moments a newscast is expected to come to an end.
Pan: A vertical or horizontal camera movement, a film displays such a movement.
Pot: an abbreviation for a potentiometer, the dial that controls the volume.
Running Story: A continuing story that is of a wide interest to the audience
Live: On-the-air. It also refers to news or interviews that are broadcast from the scene as they are taking place. It is not recorded, but happening simultaneously.
SIL: Abbreviation for silent
Cue: hand Signals to the newscaster to show that it is time to start, slow down, speed up or finish in a specified number of minutes or seconds.
Slide: An illustration that is widely used for television to display pictures of famous persons, sketches or pictures of objects which are all tied to the broadcast.
Sound bites: These are what interviews are called during editing.
SOF: Sound on Film
SOT: Sound on tape
Soup: Developing chemicals in the tank
Tank: A scene which is being taped or filmed.
Voice Over: Abbreviated as V.O. These are words of the newscaster as or film is being displayed. While the audience can hear the newscaster, but are unable to see him/her.
Source: Adapted from Udofia, 2010, pp.237-246.

Material

A pamphlet containing the vocabulary items shall be provided. This pamphlet is to guide and aid the media professionals to go through the words from time-to-time. With the practical knowledge of their day-to-day activities and the pamphlet as a guide, the knowledge will be consolidated to enable them to function optimally in terms of job performance and communication skills in the organization.

Teaching

One hour is set aside for this purpose during the break period. The teaching will involve 30 minutes teaching and 30 minutes interactive session. The interaction

will take the form of a dialogue arising from a video clip. The video clip will be played for ten minutes. The video clip will capture situations which will reflect some of the vocabulary items students have been taught such as crawl, black, dissolve, bridge, closing, ballon, ad., blind interview, mast-head, splash, among others.

At the end of the ten minutes, there will be an interactive session where students are expected to identify the foregoing words and make sentences with them. They will also be made to identify and discuss some of the concepts in the video clip by using the appropriate vocabulary. At the end of the discussion, the students will be asked to write their observations in one paragraph. This will be submitted the following day. This interactive session is aimed at inculcating three language skills: listening, writing and vocabulary skills. This is in line with ESP goals which aim to always achieve at least two language goals in every session.

Evaluation

Evaluation is an indispensable tool in any teaching and learning enterprise. "Evaluation is a procedure for measuring ability, achievement and interest" (Omekah, 2015, p.280). In order to measure the student's ability, the following forms of evaluation will be conducted.

Diagnostic Evaluation

A diagnostic evaluation is very important in any educational environment if set objectives must be attained (Tamunobelema, 2016). A diagnostic test is also known as a pre-test. It is aimed at identifying from the onset "the problematic areas, selecting and deciding what needs to be done with a view to ameliorate it" (Tamunobelema, 2016, p.58). In other words, a diagnostic test assesses the entry knowledge of the students before the commencement of the programme. Through this, inherent gaps will be identified which will lay the foundation for the take-off of the programme.

Formative Evaluation

Formative evaluation is a form of test which is conducted in the course of the programme. This test is carried out when the programme is underway to evaluate the learning process (Tamunobelema, 2016). This is aimed at making adjustments

in the teaching and learning process to ensure that set objectives are achieved by the end of the class or programme. This adjustment could take the form of teaching methods or content adjustments.

Summative Evaluation

This type of evaluation takes place at the end of a teaching and learning exercise or programme. The essence is to assess if the overall learning objectives were achieved at the end of the programme.

It is important to state that the evaluation will be continuous until proficiency is achieved. The resource persons (print and electronic) who are older media staff members with the requisite competence and experience within the media house will continue to evaluate the participants on a daily basis as they carry out their daily routines.

Conclusion

The focus of the paper has been to design an ESP course content on task specific vocabulary and communication skills for media professionals in the traditional media. The course design which is on media glossary is for the newspaper, radio and television. The course has been designed to meet the needs of these media professionals to enable them to function and communicate effectively in their work environment (media houses). This course design has become imperative because of the obvious gaps observed among some of the employees who misinterpreted the registers associated with the media. Some of the employees only knew the literal meanings of these registers. This course design is to keep them abreast with the language requirements in their field. On the basis of the ESP course design, it is believed that at the end of the programme, the media practitioners will become square pegs in square holes because the course was specifically designed to meet the needs of these media professionals after carrying out a needs assessment. Furthermore, the materials and teaching were also tailored to meet those language needs- vocabulary and communication skills.

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