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FOREIGN LANGUAGES FACULTY

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USING NEWSPAPER MATERIALS TO DEVELOP STUDENT'S SPEAKING
SKILL

Qualification Paper

5141400- Foreign language and literature (English)

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Introduction

President of the Republic of Uzbekistan I.A. Karimov signed a resolution on improvement in the study of foreign languages. In accordance with the document, beginning from 2013\2014 academic year, the study of foreign languages in secondary schools, mainly English will start from the first grade in the form of going and speaking lessons.

Knowledgeable and creative teachers can probably teach speaking and reading through any printed or audio materials such as:

- Published readers
- Magazine
- Newspaper
- Video

Less able teachers probably need considerable direction from carefully prepared materials. Many have also turned to the newspaper materials available to help teachers use the newspaper in the classroom. The newspaper has several unique characteristics:

- Has great variety in terms of topics and interests
- Is expendable
- Is current
- Is inexpensive

Our first consideration, therefore, was to include ideas which focus on the unique characteristics of the newspaper for classroom instruction, we then considered some limitations:

- Drill work in the newspaper can kill enthusiasm for reading it,
- Due to varied readability levels, pupils might find themselves working at frustration levels.
- Due to widely different background of experiences, pupils might find themselves working in activities which carry meaning for them.

All suggested contained in this report are qualified in order to consider this limitation, to help educators avoid their pitfalls, and to take advantage of the positives characteristics of the newspaper the aim work is developing student's speaking skills by using newspaper materials.

Task of qualification work contained the followings:

- To help future teachers to learn newspaper materials
- To get goals of using newspaper of the English lesson

Used methods: Observation

Comparative

Analyses

The subject of the work is using newspaper materials at English lessons to improve speaking skills.

The object of the work – is developing student's speaking skills.

The theoretical value of the work: This qualification paper can be used by teachers who interested in using newspaper materials as supplementary materials to improve all skills, especially speaking and reading and use information to write articles.

The practical value of the work is that the presented materials can be used in teaching English languages, class, at seminars.

The qualification paper consist of Introduction, three chapters an Conclusion and used literature.

CHAPTER I. TEACHING COMPREHENSION, AWARENESS, AND SKILLS

Use of the mass media as a teaching instrument in the classroom has increased considerably at all grade levels in the past few years. Use the newspaper is integrating the reading in the class. The newspaper is the most widely used of the media, the direct result of a national campaign by publisher, known as “Newspaper in Education”. This initiative encourages the use of Newspaper as an educational tool both to complement and supplement traditional classroom texts resource materials. By using newspaper you can provide a variety of classroom activities. Now, newspaper is used throughout the academic year in every area of the curriculum. The success of this broad initiative is evident in programs such as “Newspaper Are for kids, too! “, which was designed for young children and their parents. It contains creative ideas to help children improve reading, writing, social studies, math, and science skills. It can easily be modified for classroom use in the elementary grades.

1.1. Using newspapers to help students learn and practice

Many colleges with a character education program focus on one value each month. This method helps teachers, students and parents focus attention on a particular value for a period of time. Values overlap one another. They should be integrated and infused into the college’s curriculum and programs. Values should permeate the college’s culture and classroom climate. Values should be learned and played out in students' lives and relationships.

This qualification paper will illustrate how to use newspaper content at school and at home to teach eight specific values: respect, responsibility, caring, honesty, tolerance, courage, justice and citizenship. Values can be tied to particular months when celebrations, holidays and events occur. For example can expect that daily newspapers will offer valuable content (feature stories, editorials, and news articles) that will support lessons on these and other values.

Newspapers describe a range of human behaviors. Newspaper pages are filled with stories about what people say and do and about how and why they act as they do. In reporting human events, newspapers provide teachers, parents and students with a cast of characters that cannot be found in textbooks.

Like children's literature, rich in characters that exhibit a range of personal and civic values, newspapers, the literature of the public, bring to classrooms and homes stories about people — their successes, and failures; their right or wrong behaviors; their selfishness and selflessness; their cowardliness and courage; their honesty and dishonesty. In other words, newspaper content is value rich.

Newspapers are excellent resources that can be used in school and at home to help students learn and practice positive personal and civic values. Newspapers are an essential resource for a character education program.

As you know, teaching values cannot be done in one month; it is a process that takes time and repetition until it becomes habit.

Character education should not be considered an add-on to your already busy day and full curriculum. Teaching values (such as respect and responsibility) is easily integrated into the subjects you teach and the way you manage your classroom. Use short windows of opportunity — a few minutes before or after recess or while waiting for buses — to discuss values.

The strategies and activities in this booklet are designed to be idea-generators. You can try a strategy as proposed or modify it to meet your needs and the needs of your students. Use the strategies and activities to spark your own creative ideas for ways to help your students learn and practice values.

The newspaper strategies in this booklet can be supplemented with examples from history and age-appropriate literature. The depiction of real life in newspapers, combined with history and literature, will be a powerful learning experience. For your students.

Use all the content in the newspaper to help students become aware of values, analyze them and apply them. Use newspaper advertisements, comics, news, editorials, feature stories and advice columns.

You cannot do the character education job on your own. This is why home activities for each value are included in this booklet. You can take the lead and help parents support what you are doing in your classroom.

Use the classroom strategies and home activities to get your students talking and listening to one another about things that matter — their values, behaviors, strengths and weaknesses, talents and concerns.

Keep in touch with the Newspaper in Education (NIE) coordinator at your local newspaper. He/she should know what you are doing and how the newspaper is helping you teach character. You should know what the coordinator does and the services the newspaper can bring to your classroom and your school. The coordinator can be your conduit to a variety of community resources, from speakers to additional curriculum materials.

Just a word about the format; this booklet focuses on eight values. The format includes an introduction; a definition of the value; synonyms or key words for the value word; teaching strategies and home activities; and quotes and sayings for the classroom bulletin board and the refrigerator at home.

1.2. A useful framework to help you teach using newspaper awareness

Introduce students to the words and meanings that conceptualize a value. Value words and concepts should permeate the classroom environment and academic activities whenever possible. Students should first learn the value words and what they mean. Then they should learn how the words apply to human situations. This happens through reading stories, relating personal experiences, discussions and questioning. A few suggestions:

- Help students to know what the value words are and what they mean by referring to newspapers, literature, and storytelling and real-life experiences.
- Have students define value words and find synonyms and antonyms for them.
- Have students find value words in the newspaper and describe how they are used.
- Have students ask their parents about their views of the value.
- Suggest that students find sayings, slogans, maxims and quotes about the values and display these around the classroom and at home.

Analyses: Develop the skills of analysis, synthesis, comprehension and evaluation—the thinking skills — with strategies and activities that focus on a given value. A few suggestions:

- Have students find examples of the value in literature and history.
- Discuss the value with students, finding examples in the newspaper and comparing and contrasting these examples with their findings in literature and history.
- Have students written a headline and lead, or draw a comic strip about the value.
- Have student's list questions about the value and f) and, examples in their newspaper that help them answer their questions.
- Have students evaluated how and why some people demonstrate the value and some do not.
- Have students keep a scrapbook of newspaper content about the value and record their ideas and feelings about the value.

Application: No amount of study, knowledge and analysis will substitute for moral acting, action that incorporates the values in behavior. The intent here is to have the students apply the values, observe the effects of the values in their daily lives and those of others, and then apply the values to what they say and what they do. A few suggestions:

- Have students discuss how the values apply to their daily lives and how they could demonstrate use of the values.
- Role-play the values in class and have the students react to the play.
- Have students ask their parents how they see the values applied in the workplace.
- Have students keep a journal of observations of how the values are or are not applied in their peer group and on television.
- Have students write letters to the editor in response to a newspaper item about the values.

Conclusion to chapter I

Use the newspaper is integrating the reading in the class.

Newspapers describe a range of human behaviors. Newspaper pages are filled with stories about what people say and do and about how and why they act as they do. In reporting human events, newspapers provide teachers, parents and students with a cast of characters that cannot be found in textbooks.

Newspapers are excellent resources that can be used in school and at home to help students learn and practice positive personal and civic values. Newspapers are an essential resource for a character education program.

Use all the content in the newspaper to help students become aware of values, analyze them and apply them. Use newspaper advertisements, comics, news, editorials, feature stories and advice columns.

Keep in touch with the Newspaper in Education (NIE) coordinator at your local newspaper. He/she should know what you are doing and how the newspaper is helping you teach character. You should know what the coordinator does and the services the newspaper can bring to your classroom and your school. The coordinator can be your conduit to a variety of community resources, from speakers to additional curriculum materials.

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CHAPTER II. PRIMARY GOALS IN USING THE NEWSPAPER ARTICLES

The newspaper is unique in our society. No other medium of information even tries to record as many of the innumerable events that are of concern to man; the very nature of other mediums limits both their, subject matter and audience.

Although a newspaper provides a service, it is also a financial enterprise which must make money to stay in business. It is essential that newspapers remain financially independent enterprises, free of all government controls save only those which would prevent violations of the rights and privileges of citizens. It is only through this independence that newspapers can fulfill their role as the citizens' watchdog in society.

In this 21st century, with news being made much faster than textbooks can print it, the role of the newspaper as a medium of information has assumed greater proportions than ever before. If the textbook is deficient - if it is not up to date - where else may one go but to the newspaper to. Bridge this gap?

It is little wonder, then, that educators today have termed the newspaper a "living textbook" and regularly use it as a part of their curriculum. They have found that it is an instructional aid which can be, used to supplement the teaching in any subject. It has been proved that it serves as an excellent motivating factor to learning by pointing out the application of topics that might otherwise seem trivial. It provides some material which will attract most any student, regardless of his intelligence level, prior interest or past experience. And, perhaps most important of all, its use encourages critical and analytical thinking.

Hopefully, the habit of reading a newspaper - learned in the classroom - will remain long after formal education has ended. And if it does, the nation will be assured citizens who are more knowledgeable and more responsible.

2.1. Awareness of current events

An awareness of current events is essential to an understanding of “Contemporary problems” to omit current events discussions in social studies classes would be to leave out a basic part of the course.

It is through the study of current events that we gain understanding of the problems facing the world and learn what our part might be in improving relations among nations. A study of current events also helps us develop an appreciation of our country compared with other nations of the world. Much related social science information also is teamed through current events sessions.

While there is no one standard method of teaching current events, it is taken for granted that any current events program will be built upon use of the daily newspaper. Generally, using the newspaper in a variety of techniques proves most desirable. Some techniques used successfully include:

1. A general survey of outstanding news events of the week.
2. Study of one particular news event.
3. A discussion method wherein a problem currently in the news interest is selected. This will provide an opportunity to express varied opinions. This type of approach is well-suited to panel or roundtable methods of discussion.
4. Study of a selected topic over an extended period of time.

This requires the selection of some outstanding news topic which will appear in the news at frequent intervals.

Without adequate planning and organization of materials, the current events period may develop into a time-consuming, but not worthwhile, activity.

Here are several general suggestions on how to avoid monotonous and - useless studies of current events:

1. Keep the current events reading materials at the reading level of your students?
2. be enthusiastic yourself about current news items. «
3. Encourage all students to participate.

4. Challenge all unsupported statements.
5. Utilize the opportunity for vocabulary development through introduction of new words used in reports of current events.
6. Relate current events to history and to geography.
7. Develop certain standards of procedure for presentation of current events by students, such as:
 - A. Briefness.
 - B. Conciseness.
 - C. Accuracy.
 - D. Timeliness
8. Use maps and globes whenever possible.
9. Make your current events program flexible enough so that important news happenings outside the immediate area under study might be brought to class for discussion.

Here are some specific techniques on how to use your daily newspaper in an effective way to enrich your social studies unit:

1. Encourage family reading of the newspaper. Encourage students to discuss news items with their parents.
2. Collect clippings of news items, and classify them by topics, such as:
 - A. Community educational problems.
Articles relating to history.
 - C. Articles relating to science.
Articles relating to geography.
 - Maps.
 - F. Weather reports.
3. Arrange for your class to attend a meeting of the City Council or County Supervisors. After your visits, study the newspaper reports of the meetings. Let class members try writing their own reports.

4. Make a bulletin board display of items clipped from the newspaper about some controversial subject. Make sure stories reporting both sides of the controversy are represented. Such events as political campaigns and campaigns for civic improvements provide excellent material.

5. Form a continuous collection *of* pictures of people in the news. As the school year progresses, it may be possible to display a gallery of pictures of individuals who are mentioned frequently in news stories in certain broad areas such as:

- A. Sports.
- B. Politics.
- C. Business.
- D. Entertainment.
- E. Religion.

6. Keep a historical calendar on which the most important events of the month are noted. At the end of the school year, select the most important events of the year. Comparisons can be made with selections of the most important stories of the year as chosen by newspaper editors.

7. Encourage students to clip and bring to. School graphs and charts which show such things as:

- A. Changes in population.
- B. Employment trends.
- C. Production "record's. -..
- D. Stock market trends.
- E. Price trends.
- F. Governmental budgets.

It is important that students in a social studies class understand that newspaper advertising:

- 1. Produces revenue for the newspaper.
- 2. Brings the buyer and seller together.

3. makes possible the sale of the newspaper at a price less than the cost of the paper upon which it is printed.

Newspaper advertising can be used in a social studies class to show how advertisers use basic appeals, such as:

1. Low price.
2. New fashions.
3. Labor saving.
4. Money-saving potential.

Students should bring in samples of advertising showing those appeals. Through the study of classified advertising (want ads), students will be able to analyze labor conditions or economic conditions on the basis of the number and types of:

1. Help wanted.
2. Situations wanted.
3. Houses for sale.
4. Houses for rent.
5. Apartments for sale.
6. Apartments for rent.
7. Farms for sale.
8. Farms for rent.
9. Automobiles for sale.
10. Miscellaneous items offered for sale or for purchase.

Students who are taught to read all of their newspaper will soon discover that newspapers are not filled with stories about crime, accidents and other traumatic' events. Encourage them to watch for, and clip stories relating to:

1. Services to the community.
2. Services to humanity.
3. Outstanding achievements.

2.2. The primary goal in using the newspaper articles

Our republic is dependent upon an informed electorate. A free press is essential to the democratic way of life, but a free press is of no value unless our citizens read it.

The long range goal of teaching newspaper materials in secondary schools is to help students become well-informed citizens. Hopefully, these citizens will understand questions of public policy and will contribute to their solution through the formulation of a sound public opinion.

The student learns of the current affairs of his nation in his daily newspaper. The newspaper is his textbook of contemporary history.

Because current affairs is only a part of the work of the United States History class, the teacher should select or guide the students in the selection of the current topics for class discussion.

Topics chosen for discussion should pass two tests:

1. Availability of information.
2. Interests of students.

Suggestions for including a study of current affairs in the class are:

1. Incidental treatment of news as events occurs.
2. Weekly current affairs period.
3. Current affairs clubs.
4. Extended study of current affairs for several days at various intervals.
5. Incorporation of current affairs into regular course work.

The following suggestions for special forms and reports might prove helpful portico aryl to teachers who have had little experience in presenting current affairs:

1. Hold model meetings, such as congressional hearings on a bill, with certain students acting as members of the committee or as representatives of special interest groups.

2. Conduct an end-of-the-year survey of the nation's affairs, with predictions of developments on important problems.

3. Conduct class discussions of significant speeches.

The study of current affairs in relation to United States History may lead to the question of the proper handling of controversial issues. Here are suggested methods for the teacher in handling controversial issues:

1. Center attention on facts, making the controversy a secondary part of the discussion unless the controversy itself is obviously of prime importance.

2. Present all facts and opinions.

3. PR note discussion rather than argument.

4. The teacher should keep her own expression of opinion to a minimum.

5. Avoid starting the discussion of a controversial subject unless it can be completed in that period. It is difficult hold arguments in abeyance for the next day.

The newspaper is without peer in bridging the gap between the class-room and the world outside. Use of the newspaper in the classroom provides the teacher with a readily accessible supplementary tool in teaching economics, and it offers the student's source of information that can be of great value now and after he leaves school.

Before a student can intelligently understand the information in the newspaper he first must learn what a newspaper is. He should be informed regarding the following:

1. Types of information.

A. News stories - for information.

B. Features - entertainment and information.

G. Editorials - opinion, argument, special pleading.

D. Special sections - Women's, financial, sports.

2. Role of the Newspaper in the community.

A. Source of information.

B. Guardian of the community's rights.

C. Champion of the community's needs.

The teacher can greatly increase the student's specific and general vocabulary by explaining and emphasizing unfamiliar words which appear in the newspaper.

Individual students or groups might concentrate on specific - problems involving such matters as farm subsidies, tariffs foreign trade, labor and conservation. Have them save clippings about their areas of study over a period of time and expect them to become well informed on their subject. Should there be time; the students could be encouraged to do independent research for a report to the class on the problem and on possible solutions.

2.3. The newspaper can be used effectively in teaching skills (reading, writing, listening, speaking)

The newspaper is without peer in demonstrating the importance of standard grammar, spelling, vocabulary and usage in living language. Thus, the English teacher has available an effective classroom tool which can be used without adding to the teaching load.

The newspaper can be used effectively in teaching skills in each of the communication areas - reading, writing, listening and speaking. At the same time all of these areas may be enriched by using current information from the newspaper as a teaching base.

There are four goals for the student in the use of the newspaper in an English course:

1. To develop open mindedness and critical thinking.
2. To broaden the interest of the student in the world around him.
3. To improve written and oral communication.
4. To understand literature through interpretation.

This, chapter offers methods of varying the content and format of assignments to arouse student interest and to explain the vital contribution the

newspaper has to make in disseminating knowledge in clear, concise and correct English.

Techniques of using the newspaper should not be confined to a certain period of time. They should be a continuing process, whittled down or expanded according to demands on the teacher's time.

One technique, for example, involves students writing brief reports based on features editorials or columns found in the newspaper. This does two things for the student:

1. It helps improve written composition.
2. It makes the student aware that there are different attitudes and points of view.

There are many other techniques involving written and oral procedures. Some of the oral projects include:

1. Interesting reports based on newspaper features relating to:

- A. Health and hygiene.
- B. Problems of youth.
- C. Travel.
- D. Menus and recipe.
- E. Fashions.
- S. Sports events, sports oddities. '

2. Reports on newspaper reviews of:

- A. Plays.
- B. Radio programs.
- C. Television-programs.
- D. Concerts.
- E. Books.

Students should be encouraged to tell whether they agree with the reviewer, and why.

3. Classified advertising discussions, such as:

- A. A brief, serious talk on the values of Classified Advertising.
- B. Two students discuss the merits of a car offered for sale.
- C. A job interview, with one student acting as the applicant, and another as the prospective employer, based on the content of an ad.
- D. List new words found in classified ads and look up their meanings.

4. Reports on editorial page topics, including:

- A. Digest of an editorial, with the student telling why he agrees or disagrees.
- B. An editorial and a news story on the same subject. The student should explain the difference.
- C. Use of simple, compound and complex sentences in editorials.
- D. Resume of a background article on the editorial page
- E. New words found on the editorial page. Give definitions and examples of other usage.

Here are some suggestions for student assignments for written work based on the content of the newspaper:

1. Classified Advertising.

- A. Answer a "Help Wanted" ad, giving essential information in a few words.
- B. List new words found in classified advertising; define and show how to use them in sentences.
- C. Report goes "How Classified Ads Reflect Employment Trends."

2. Display Advertising.

- A. Brief description of methods used by advertisers to appeal to buyers.
- B. List several words, which in the student's opinion have the greatest appeal in advertising.
- C. Write a letter ordering an item offered for sale.

3. Editorial Page.

A. Write an editorial for your school paper on a current school topic -- homework, band uniforms, cheer leaders, etc. .,

B. List, define and show usage of new words found on editorial page.

C. Underline phrases, clauses and parts of sentence

In an editorial and identify them.

D. Write an outline for an editorial cartoon idea.

4. Vocabulary Development.

A. List and define new words found in news stories and features.

B. List examples of hyperbole, simile metaphor, alliteration found in article.

C. Find these samples of opening sentences for news stories:

1. Noun - One person was killed . . .

2. Prepositional phrase - With another school year about to end

3. Startling statement - Everybody calls her Honey...

4. Quotation - "I didn't do it!"

5. Temporal - When a girl's 20 . . .

6. Participle - Nearly 41 percent of the nation's highway system ...

D. Analyze news stories to find .the answers to the questions who, what, when, where, why or how.

Conclusion to chapter II

The newspaper is unique in our society. No other medium of information even tries to record as many of the innumerable events that are of concern to man; the very nature of other mediums limits both their, subject matter and audience.

It is little wonder, then, that educators today have termed the newspaper a "living textbook" and regularly use it as a part of their curriculum. They have found that it is an instructional aid which can be, used to supplement the teaching in any subject. It has been proved that it serves as an excellent motivating factor to learning by pointing out the application of topics that might otherwise seem trivial. It provides some material which will attract most any student, regardless of his intelligence level, prior interest or past experience. And, perhaps most important of all, its use encourages critical and analytical thinking.

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CHAPTER III. USING NEWSPAPER ARTICLES IN TEACHING READING AND SPEAKING

3.1. Using newspapers to teach reading and speaking skills

Newspapers present such a wide variety of topics that students of all ranges of ability find in them areas of interest.

The more advanced students find in the newspaper motivation for enrichment reading. Editorials, columnists and interpretive stories frequently offer these students the challenge they need to step beyond a textbook presentation.

Slower students frequently find v the simple straightforward presentation of the day's news an approach to learning that seems just made for them.

Both groups - and all the gradations in between - soon learn that newspaper writing is some of the finest writing being done. If the purpose of writing is to be understood by the reader - and understood easily - the newspaper journalist is the peer of the best of writers in any medium whatsoever.

Thus, through critical and intelligent reading of the newspaper, every student will develop into a better informed and more responsible citizen.

To develop critical and intelligent reader the teacher should encourage students to try to determine the following about newspaper articles:

1. What are the-sources of information used in the story?
2. What is the writer's background?
3. On what facts does he draw his conclusions?

Analysis of the articles on the editorial page, especially if one can find columns on the same subject by different writers will aid in the develop mint of critical thinking.

News is divided into three major classifications:

1. The advance story. This tells us that something is scheduled to happen:
Congress is scheduled to open tomorrow.

2. The spot news story. This tells us that something did happen.
3. The feature story. This may or may not have a significant time element: When Congress opens next month it will be faced with one of the heaviest workloads recent years.

Students must learn what news is.

News is a story, picture or cartoon that interests the newspapers' readers. It might prove interesting because of some of the following:

1. Magnitude - A natural disaster such as a flood, storm or earthquake with a heavy loss of life would be a top news story.
2. Timeliness – Tomorrow is the last day to file your income tax return! A couple of months ago this didn't seem so important. Time made the difference.
3. Prominence - Events and actions involving persons are always of interest the more prominent the person the greater, the interest.
4. Location - Readers are interested in things that happen in areas in which they are interested in things that happen in areas in which they are interested. A fire in your downtown business district is of greater interest than a fire in the business district of a neighboring city.
5. Human Interest - A story about a teacher retiring after 40 years of teaching, 'Or a resident celebrating a 100-year birthday may not have the timeliness or the magnitude of a major news story but they attract many readers. Advice columns, food news and household hints come in this category.

Newspaper stories do four things:

1. Inform.
2. Entertain.
3. Advice.
4. Help.

Have students bring in examples of stories and articles fulfilling these four aims of a newspaper.

Students should study the newspaper's sense of integrity accuracy, responsibility and leadership. As an aid to this study students might look for answers to the following

1. Are the opinions confined to the editorial page?
2. Are news stories dispassionate and free from opinion?
2. Do the stories agree with the headlines?
3. Is important news treated completely and impartially?
4. Are both sides of a controversial event or issue covered?

Using the five questions as criteria the teacher can lead students in a discussion of the responsibilities of a newspaper editor in the editing selecting and displaying of the news. Good editors have a high sense of *responsibility* to the public. The editor must make his choice of what to print in line with the space available, good taste, the public's right to know and the laws on libel and the right to privacy.

Readers who disagree with opinions stated in news stories sometimes say that newspapers are not accurate in reporting facts. Complete accuracy is always difficult to achieve because so few people really know the facts and fewer still agree upon them. Help students understand that it is the newspaper's job to report what others say. Make it quite clear that it is not the place of the newspaper itself to say these are facts.

The column inches in a newspaper can be measured to find out the percentage of space devoted to local, state national and international news. The space allotted to general news, features, editorials, science, education, business, religious news, sports, entertainment, obituaries classified advertising, religious news, sports, determined. This will give some idea of the newspaper's philosophy of news presentation.

Since revenue from subscriptions and newsstand sales covers only a small part of the cost of publishing a newspaper, the classified and display ads and are the key to the financial success of the enterprise. And from the reader's viewpoint, the ads provide a much-needed service. Through advertising in the newspaper the reader can readily find the articles or services wants.

Newspapers must please their readers in order to successfully continue in business. Through frequent readership surveys publishers try to find what stories, advertising and pictures attract the most interest. Trained interviewers ask subscribers about every story, ad and picture in the newspaper. This information is used to make the newspaper better and more interesting to read.

The newspaper contains much more information's than the average person has time to read or would care to read each day. A check of the index helps readers locate articles of special interest.

The headlines and subheads of a news story will help one get a quick view of what is happening in the world. If more information is desired on a particular story, the lead paragraph can be read. Newspapermen try to tell the important facts of the story who, what, where and sometimes why and how near the beginning of the story.

Assign students to bring in leads and headlines to show how the important facts are contained in the head and the first paragraph of the story.

Reading headlines and leads will suffice on some stories, but such a quick method of reading is not sufficient for all of the news. To be really informed, students should be encouraged to read more deeply to stories in all categories, especially the general news category and its divisions local, state, national and international. Some stories must be read to the end to get the background and details necessary to understand the subject matter. Even then the reader may want to go to the editorial page for the editor's interpretation and comment on the news.

One of the enjoyable kinds of reading in the newspaper is the feature story. Unlike the news story with its emphasis on the five Ws, it uses short-story techniques to pique the curiosity, stimulate the imagination and create suspense. It may entertain by treating the subject matter in a light, humorous manner. Such stories frequently are gold mines of information about some interesting subject.

Reading skill is so important that it would be difficult to over evaluate its importance to a career in any field.

Ability to read well has become so important in the business world today that many busy executives take time out to study how to improve their reading skills.

Almost anyone improve his reading efficiency. Some persons feel that quick readers cannot be attentive. Investigation reading schools shows that rapid reading tends to be effective reading. The really successful readers are the ones who move at a fast pace.

Your newspaper and a watch are ideal companions to use to improve reading speed. By using a watch a second hand one can test his reading speed. Take a one-column story in the newspaper about 8 inches long. Time yourself as you read it through. If you can do it in 40 seconds or less, you would rate as a very rapid reader. From 40 to 50 seconds is rapid, 50 to 60 average and more than 60 slow.

Many slow readers may be saying the words out loud to themselves or reading the words one at a time. Try having student watch another for lip movements while he is reading.

Through the use of “skimming” one can improve his reading ability by himself. Skimming does not mean “skipping”. It means reading briskly, slowing down only when you see something you want to absorb more fully. Of course one will want to read editorials, important speeches and other significant material slowly enough to follow the idea and logic.

Skimming is efficient reading. It means training one's eyes to run quickly down the column and over the page, pausing only when he comes to those items that interest him most.

Students can be trained to run their eyes down the center of the newspaper column, thereby picking up most of the meaning. Draw lines of some contrasting color down the newspaper column so that it is divided into three parts with the center strip a little wider than the outside two. Then instruct students to keep their eyes between the vertical lines. The natural lateral overflow of vision will give them the sense of the stories. By practicing with this method, one's ability to skim will improve greatly.

By using newspaper, students can develop skill in reading for specific content. Pre-select 10 items, such as an ad, headline, sports story, editorial, cartoon, etc. List them on the board but hide them from the students' view. Expose the list for three minutes. Then instruct the students to take their newspapers, find and circle as many of the 10 items as possible. This activity could be continued for several days. The students should keep a record of their progress.

As an aid to better oral reading, students can be asked to edit a newspaper for a five-minute news summary. The summaries can be read into a tape recorder and then played back to the class. The reports can be evaluated by the students in terms of objectivity, clarity, interest and delivery.

3.2. Using Newspaper articles and various

Throughout all instruction in reading, attention must be given to the affective areas. Learning to read and to hate the activity serves a useful purpose. Learning to read and enjoying the activity tends to promote life-long readers.

The newspaper is ideally suited as a medium to develop favorable attitudes toward readings

It carries a wide variety of topics.

It carries interests for everyone.

It carries a variety of readability levels, and

It carries an adult image.

The teachers who choose to teach reading through the newspaper or supplement their teaching through it should be careful to preserve and even further the love of reading. There is, however, an inherent risk because materials used in skill activities are often viewed by the pupil as not enjoyable. A few tips on how to avoid these risks:

1. Pay attention to approach and avoidance responses!

Approach responses are good signs that pupils are enjoying an activity. Smiles, eagerness to get started,

Asking for more activities are all signs of approach responses. Avoidance responses can be interpreted that something is not right with the activities. Groaning, frowning, refusal to complete assignments is all signs of avoidance responses.

When teachers see a lot of approach responses, they can feel confident that the activities are developing good feelings about reading. They should continue to plan more.

When teachers see a lot of avoidance responses, they can feel confident that the activities are damaging good feelings about reading. At such times activities should be terminated, discussions about what seems to be the difficulty should be started, and adjustments should be made.

2. Make it fun

The teacher's attitude toward an activity is often the attitude the pupils will have. If you view working with the newspaper as a desirable, fun-filled activity, the pupils will likely "feel the same way.

3. Use it as a pay-off

Turn to use of the newspaper when things have gone well. Let pupils see that you value these activities and that you use them when you are happy with the things pupils have been doing.

4. Make it meaningful

Nothing develops poor attitude faster than activities which carry no meaning. Constant attention should be given —especially at the elementary grades—to assure that the children are working on activities that they understand. Meaning can be assured by having pupils pick articles that fit their interests, by directing new activities before having pupils work independently, by permitting pupils to work in pairs or small groups, and by paying constant attention to signs of avoidance and approach.

5. Avoid punishment.

Naturally, it would create bad feelings if the newspaper were ever used as a punishment. While it is often easy to say, "All right, since you did not behave do three more activities!" it is also very harmful toward the student's attitudes.

As you work through the following pages, please continue to refer to the comments made here - for it is in the area of affective behaviors that readers are won and lost.

Comprehension skills can be:

- Locates Information
- In tippets Pictures
- Interprets Lateral Information
- Uses Information for thinking
- Uses study skills

As an example we can give how to us study skills when we read newspaper materials.

COMPREHENSION SKILLS

Uses Study Skills Uses graphs, charts, and tables as a means for gathering information.

Interprets Graphs and Charts - infers data given in diagram form.

Grades 1-3

- a. Partially suited - depends upon the experiential

Backgrounds of the children

- b. Parts of the newspaper: TV guide
- c. Example: Teacher directed

Given a TV guide, children locate a show that is on Channel 9 at 5:00 p.m.

Grades 4-6

- a. Generally suited
- b. Parts of the newspaper: TV guide
- c. Example: Independent

Given a TV guide, children plan which shows they would like if given 3 hours to watch television on Saturday.

Grades 7-12

- a. Ideally suited.
- b. Parts of the newspaper: All parts with a graph
Or chart
- c. Example: Independent

Given a chart showing trends in the stockmarket,
Students will decide if it is a wise time to make
An investment and be prepared to justify their decision.

COMPREHENSION SKILLS

Uses Study Skills Interprets Maps—Interprets symbols on a map to find new locale or verify directions Grades 1-3

- a. Not suited: requires skills too advanced for this age child

Grades 4-6

- a. Generally suited
- b. Parts of the newspaper: news
- c. Example: Teacher directed

Given a selection of news stories about people, children choose a person and route his travels on a map.

Grades 7-12

- a. Ideally suited
- b. Parts of the newspaper: news

c. Example: Independent

Given the weather map from a local newspaper, students write what they feel will be the local weather.

COMPREHENSION SKILLS

Uses Study Skills

Uses Dictionary to Verify Meaning - locates meaning of unknown words.

Grades 1-3

a. Partially suited: due to the experiential

Backgrounds of the children.

b. Parts of the newspaper: All parts

c. Example: Teacher directed

Given a news article which he must summarize for the rest of the class, the child identifies unknown words in the passage and selects, with the teacher's assistance, those words which he feels he is 1) interested in and 2) able to use. These words should be put on 3x5 index cards and placed in a file box in alphabetical order so that activities to reinforce his recognition and understanding of these words can follow.

Grades 4-6

a. Ideally suited

b. Parts of the newspaper: All parts

c. Example: Teacher directed

Given a sports story of interest to the children they will list words with the teacher's assistance which describe occurrences relevant to a given sport. Meanings of these words can be checked with the dictionary and filed alphabetically according to topic.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: All parts

d. Example: Teacher directed

Given a feature story, students will identify, with teacher assistance, words which are essential to the understanding of the author's message. These can be added to a class list of

"interesting words" and can be reinforced periodically through class discussion, creative writing, or word analysis.

COMPREHENSION SKILLS

Uses Study Skills

Outlines Articles - organizes main ideas and supporting dc" is in outline format.

Grades 1-3

a. Partially suited - depends upon the experiential

Backgrounds of the children

b. Parts of the newspapers News, sports, editorials,

Features.

c. Example: Teacher directed

Having heard a feature story read by the teacher, children state what they feel are main ideas and supporting facts. The teacher lists the information in outline form.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: News, sports, editorials,

Features.

c. Example: Teacher directed

Given a news item of interest, the child identifies

And writes in sequential order those ideas he feels

Are most important in the selection. Under each of these ideas he lists two facts from the article which support the idea.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: News, sports, editorials

Features.

c. Example: Independent

Given several copies of the same news story, a small group of students independently identify what each feels to be the most important idea in each paragraph. In a group, they will discuss these ideas find support in the article and place their findings in outline format.

Oases Study Skills

Summarizes Articles—interprets and paraphrases the author's message.

Grades 1-3

- a. Partially suited: Depends upon the experiential

Backgrounds of the children

- b. Parts of the newspaper: News, sports, features.

- c. Example: Teacher directed

Given a picture from news article children discuss what they feel was the author's message. These ideas can be shared and discussed by other members of the group.

Grades 4-6

- a. Generally suited

- b. Parts of the newspaper: News, sports, editorials,

Features

- c. Example: Teacher directed

Given news article of interest the child writes what he feels was the author's message.

Grades 7-12

- a. Ideally suited

- b. Parts of the newspaper: News, sports, editorials,

Features.

c. Example: Independent given an article the students develop an outline, then write a summary and compare it with the actual article.

COMPREHENSION SKILLS

Uses Study Skills

Consumer Education—Interprets and makes wise decisions about appropriateness of materials.

Grades 1-3

a. Partially suited: Depends upon the experiential
Backgrounds of the children

b. Parts of the newspaper: Advertisements,
Classified ads

c. Example: Teacher directed

Having heard an advertisement read by the teacher, the children discuss reasons for and against the appropriateness of the item for themselves.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: Advertisements, classy
Feed ads

d. Example: Teacher directed

Given a section from the advertisements, children

Answer questions given by the teacher which require them to locate facts and interpret the material, (e.g., "If your mother gave you \$5.00 to buy food for dinner, which items from the grocery advertisement could you buy?")

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: Advertisements, classy
Feed ads

d. Example: Teacher directed

Given four clothing advertisements, students decide which is most suitable for them. They will be prepared to discuss their decisions with the teacher. (Picture 1-2)

A news story provides an excellent pattern for clear writing. To write a good news story, the student must remember the live W's—*who* is it *what* is he doing? *Where* is he doing it? *Why* is he doing it? *When did* it happen? These must all be in the first one or two paragraphs.

- Take a news article and have the students underline the 5 W's
- Have class discussions on pyramid writing and reasons for it.

- Once they understand how it is done, have them write their own story, making sure that the important facts is at the beginning and that the lesser details go toward the end.
- Pass out pictures with the captions cut off and have the students written a story to go with them.
- Remove the headline and have students write their own. Be sure to compare with the original. This is fun and makes designing the headline more interesting.

The students will learn to pick out the most important facts. They will also learn that a headline must be truthful, never misleading. (Picture 3-4)

Examine different kinds of newspaper writing to see how techniques differ. Take the sports pages, for instance. Have the students read several sports articles. Discuss the figures of speech and the general characteristics of the articles. Compare an article on the front page with a sports article—notice the difference in the use of words in headlines, for instance. Have students write their own sports article, using figures of speech, sports vocabulary and short-cut phrases.

Fashion writing calls for another totally different style. The audience is different, so the writing must be different.

Have the students compare the use of adjectives and other color words in fashion stories with those of sports stories or straight news stories. After reading and discussion, have the students write a fashion story—about a luncheon, a tea. An opening night. (Picture 5-6)

Editorials are ideal for learning new vocabulary. Upper elementary students can easily, with some encouragement, write their own editorials.

In secondary classes, they should analyze the type of writing used to persuade the reader to a particular conclusion.

Have your students answer these questions:

How does the editorial make me feel?

Why do I feel that way?

What has the author done to make me feel this way?

Was he obvious or subtle in his writing?

How does this style of writing differ from news writing?

Why the difference?

Use cartoons for speaking, writing and drawing experiences.

In the primary grades, the child can talk out his reaction to the cartoon while the teacher writes it. Then the small child read what he has just said. This makes an excellent supplement to the basic reader.

In the upper elementary grades, the student fills in the balloons with his own words. This teaches him to express his thoughts in sequence.

In secondary classes, students can write captions for and discuss meanings of political cartoons. They can also draw their own cartoons for school and class newspapers. The teacher should remove the writing from a political cartoon. Then ask the students: What do you think is happening? What is your own opinion of this particular situation? (Picture 7-8)

3.3. Using Daily Newspaper to teach Vocabulary and Writing

Have students pick out a new word from their newspaper reading.

Display it on the bulletin board as shown on the following page or in any other way that is eye-catching.

Suggest that the students look for this word all through their week's newspaper reading and cut out any article in which it appears.

Have class discussion on its possible root, other uses and meanings.

Discuss the context in which the word was found and in any other contexts in which it appears during the week.

Have the students write sentences using the word correctly.

Encourage them to use it in any expository or creative writing they do during that week and *m* a later date.

Once the word has become theirs, go on to another.

List on the bulletin board (and have the students list in their notebooks) words they have discovered and would like to be able to use.

Have them either work out from context or look up the meanings and discuss any other connotations.

Have them write sentences using the new words, play vocabulary games, or give orally sentences showing the correct usage.

Let the students add words of their own to their notebooks, writing the meanings and using them in writing as much as possible. (Picture 9)

WORD OF THE WEEK

LIBERALISM

By Eric Foner

LIBERALISM is the name of the primary political ideal of the American people. It is the name of the political philosophy that has shaped the American mind and the American character. It is the name of the political philosophy that has made the United States a free and democratic nation. It is the name of the political philosophy that has made the United States a nation of laws. It is the name of the political philosophy that has made the United States a nation of opportunity. It is the name of the political philosophy that has made the United States a nation of hope. It is the name of the political philosophy that has made the United States a nation of freedom.

MEANING?

OTHER USES?

ROOT WORD?

what is root?
root^{vs} meaning?

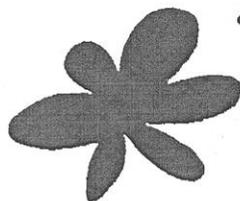
This week...
watch for word
in other articles
...same meaning?

**WRITE A SENTENCE
USING WORD!**

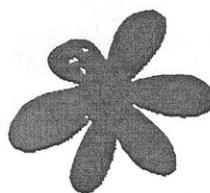
**LIST
VOCABULARY
WORDS**

...on bulletin boards

...in your notebooks



**KNOW THEIR MEANINGS
...IN CONTEXT
...OTHER CONNOTATIONS**



**GIVE SENTENCES USING
THESE WORDS:**

- **POTENTIAL**
- **WHIMSICAL**
- **ANARCHY**
- **ABERRATION**

WRITE YOUR OWN...



REMEMBER THE 5 W'S

- ◆ **WHAT** is happening?
- ◆ **WHERE** is it?
- ◆ **WHO** are they?
- ◆ **WHY** are they there?
- ◆ **WHEN** did it happen?

First U.S. airmen
are freed by Hanoi

**REMOVE
HEADING**



WRITE YOUR OWN...



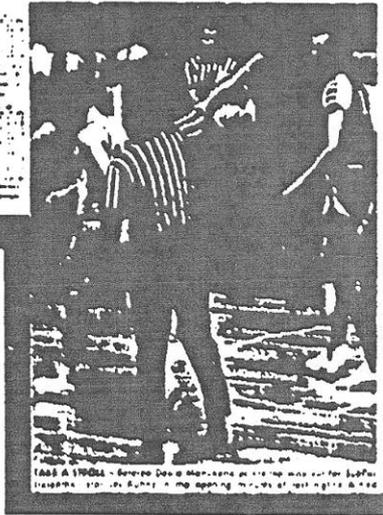
discuss need for
eye catching titles

title must not be
misleading

news items are facts

Hawaiians close in on title

SPORTS



NOTICE THE TONE OF SPORTS WRITING

COMPARE WITH:

- ◆ fashion writing
- ◆ front page news
- ◆ editorials

FIND EFFECTIVE FIGURES OF SPEECH

WRITE YOUR OWN SPORTS ARTICLE!



HOW DOES A FASHION EDITOR WRITE?

FIGURES OF SPEECH

NOTE

TONE AS COMPARED TO:

- FRONT PAGE NEWS
- SPORTS PAGE NEWS
- EDITORIALS

Conclusion

Teachers can use newspaper to teach comprehension and critical thinking and to help students develop sensitivity and awareness of the self, the community, the nation, and the world. It can be used to teach basic skills in a variety of subjects areas, including language art, reading mathematics, social studies, and science.

The activity sheets allow students to use the different newspaper sections to locate, categorize, and sequence details, and to distinguish fact from opinion.

In newspaper activity sheets also helps the students to locate main ideas, to from sentences, to find facts, to practice critical thinking skills, to solve math problems, to write creatively, and to comprehend better.

All suggestions contained in this report are qualified in order to consider these limitations, to help educators avoid their pitfalls, and to take advantages of the positive characteristics of the newspaper.

Summary

The theme of my qualification paper is “Using newspaper materials to develop students speaking skills”.

The work consists of Introduction, three chapters, conclusion and as list of used literature.

The aim of the work is developing speaking skills by using newspaper materials.

The task of qualification work contained the following: to help future teacher to learn using newspaper materials; to get goals of using newspaper of English lessons.

Used methods: Observation

Comparative

Analyses

The subject of the work is using newspaper materials of English lessons to improve speaking skills the object of the work- is developing student’s speaking skills.

The theoretical value of the work: This qualification paper can be used by teachers who interested in using newspaper materials as a supplementary materials in improve all the skills, especially and reading and use the information to write articles. The practical value of the work that the presented materials can he used in teaching English languages, at class, at seminars.

The first chapter dedicated to teaching comprehension, awareness and skills where we talked about using newspaper to help students learn and practice, a useful framework to help you teach using newspaper the second chapter dedicated to Primary goals in using the newspaper articles where we

talked about using newspaper and its effectiveness in teaching skills like writing, speaking, reading and listening.

The third chapter dedicated to using newspaper articles in teaching reading and speaking. Where we suggested using newspaper materials to improve reading and speaking comprehension skills.

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