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**ГАЗЕТА МАКАЛАЛАРЫН САБАКТА КАНТИП ЭФФЕКТИВДҮҮ КОЛДОНУУ
КЕРЕК ЖАНА АЛАРДЫ ОКУТУУДАГЫ КЭЭ БИР ЫКМАЛАР**

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**HOW TO EFFECTIVELY USE NEW SPAPER ARTICLES IN THE CLASSROOM
AND SOME ACTIVITIES CONCERNING TEACHING THEM**

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**КАК ЭФФЕКТИВНО ИСПОЛЬЗОВАТЬ ГАЗЕТНЫЕ СТАТЬИ НА УРОКЕ И
СПОСОБЫ ИХ ОБУЧЕНИЯ**

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Бул макалада англис тил сабагында газета макалаларын эффективдүү колдонуу, аларды окутуунун жолдору жана студенттер үчүн пайдалуу жактары каралды.

Негизги сөздөр: *газета макалалары, лексика, туруктуу сөз айкалыштары, негизги информация булактары, макаланын аталыштары.*

В статье рассматривается эффективное использование газетных статей на уроке английского языка и их польза для студентов при обучении.

Ключевые слова: *газетные статьи, лексика, идиоматические фразы, главные источники информации, газетные заголовки.*

The article discusses how to effectively use newspaper articles for teaching English and their usefulness in helping students learn.

Key words: *newspaper articles, lexis, idiomatical expressions, major source of information, newspaper headlines.*

Using English newspaper articles in classrooms is an effective way to focus on raising the level of involvement in the language and boosts the participation that the students have in the lesson.

Hock and Siew (1979:17) said, “The most feasible resource material that teachers can resort to is the daily English newspaper. Their low cost and availability, their variety of interesting materials with a wide range of reading instruction”.

As mentioned above, newspaper articles make excellent resource materials for reading instruction in EFL or ESL course. They contain rich sources of vocabulary, a lot of lexical words, many idiomatical expressions; and also include certain word combinations, which express many complex concepts. There is also a lot of information in newspaper articles which make them an excellent springboard for lessons. They are varied in content. There are lots of different kinds of texts in newspapers (narratives, stories, letters, advertisements, news about entertainment, reports, politics, etc). They offer stories to suit every taste, from national and international news, to movies and sports. They are real, relevant, current, and interesting. They are a major source of information for millions of native speakers every day.

Equally importantly, they provide one of the more obvious keys for opening up foreign societies, its preoccupations, its habitual ways of thoughts and its prejudices. Newspapers help to improve reading habits, knowledge, and awareness. Also, newspapers help keep us informed about what is happening in the world, thereby extending our knowledge and deepening our understanding. For this reason, they are of general educational value and importance to students. They can be part of good study habits for students in any area of specialization. For these very reasons newspaper material is one of the biggest challenges the learner is called upon to face. Learning English through newspaper articles may enhance student vocabularies.

Kitao said, (Kitao, 1996) “newspaper articles also have distinctive grammatical features. Sentences are shorter, relative clauses are rarer, and noun phrases are more common than in ordinary writing. Most articles, when possible, also avoid “of” forms and prepositional phrases. Potentially confusing sentences with such grammar can be explained and more practice given through exercises”.

Newspapers contain a wide variety types of text and language styles not easily found in conventional language, learning materials (e.g. general course books), and students need to become familiar with such language forms. Newspapers provide a natural source of many of the varieties of written English that become increasingly important to students, and valuable for language study as they progress.

Headlines employ a specialized language sometimes referred to as “headlines”. The aim of a headline is to present the most information in a short form in the lead. For brevity’s sake headlines omit short words, such as articles and copulas, and utilize abbreviations, truncated words, and simple verb forms. It is important in early lessons to give students practice in deciphering headlines throughout the course.

Many teachers like using newspapers because newspapers are much more current than course books and also find newspapers motivating because they offer interesting, relevant, topical and varied information. They present current happenings which affect all of our lives.

Newspapers are an invaluable source of authentic materials, and their use in the language classroom is very

much in keeping with current thinking and practice in teaching pedagogy. Newspapers reflect changes in the language and, in so doing, help students (and teachers) keep a breast of such changes.

This feature of newspapers is also helpful to students who can measure and increase their reading tolerance progressing from very short items, perhaps for detailed study, to much longer ones for extensive reading. As such, they offer students tangible, on-going targets to aim for in their reading.

The diversity of information in newspapers enables teachers of English for specific purposes, as well as teachers of general English, to choose current materials to suit the precise needs and interests of their students.

I teach at the School of International Relations. Newspapers are used as additional material in the conversational aspect of the lessons because there are questions which help students to organize discussions and to motivate them to formulate and express their own view point. A newspaper lesson is conducted and accompanied by “Learn to Speak“ by V.A. Korolkova, or “Intensive English Course for Diplomats” by M.V. Shitareva and T.A. Kosoplecheva. In these lessons, the students share current news with each other and learn a lot of new political and diplomatic words and expressions, which are introduced by many weekly newspapers like, “The Times of central Asia”, “The Bishkek Observer”, and any other materials from magazines in English.

English articles provide students with purposeful and valuable language practice through newspaper-based activities and tasks which develop four skills: reading, speaking, listening and writing.

I use creative newspaper-based activities with my students from pre-intermediate to advanced levels. The activities, which show teachers how to exploit the different features and sections of newspapers, are designed to provide motivating and challenging learning experiences, as well as valuable language practice.

Following are some activities that I use in the lessons. To find factual information in introductory paragraphs of articles I give the following activity: “**What, who, where, when, how, why?**”.

Level: Post-Elementary – Intermediate

Preparation

Compile a sheet with the introductory (i.e. the first) paragraph plus the headline from several “hard news” articles of the day which deals with quotations and factual details, and which contains little description, journalistic comments, or analysis. Number each paragraph for ease of reference and make one copy of this sheet for each student in the class.

In class

1. Write the following questions on the board and explain to your students that the introductory paragraph of a newspaper article will usually answer several of these questions:

- What happened?
- Who did it involve?
- Where did it happen?

When did it happen?

Why did it happen?

You can add that answering all the above questions in the first paragraph would overload it with words and information, but the rest of the story will almost certainly go on to answer other questions. You can also mention that very short, one-sentence articles rarely attempt to answer all these questions.

2. Now write the following introductory paragraph on the board:

Schoolgirl tragedy

A 14-year-old schoolgirl drowned in a swimming-pool yesterday while she was on work experience at a holiday camp.

3. Ask your students to read the paragraph and answer as many of the questions on the board as they can. Tell your students to call out their answers. Write their answers on the board. This particular paragraph answers the following questions:

- Who? (a 14-year-old schoolgirl)
- What? (drowned)
- Where? (in a swimming-pool at a holiday camp)
- When? (yesterday)
- When? (while she was on work experience)

4. Give each student a copy of the paragraphs sheet and explain that these are the introductory paragraphs to several articles. Tell them that they should read each one and try to answer as many of the six questions on the board as they can.

5. Begin the activity. Deal with any vocabulary or language problems as they arise.

6. When your students are ready, ask them to compare their answers with a partner.

7. Finally, check the answers with the whole class and ask your students to say which questions they were able to answer for each introductory paragraph.

The activity “**Writing sentences using headline words**”

Level: Elementary-Intermediate

Preparation

Select a number of headlines from broadsheet and/or tabloid newspaper¹ and cut them into individual words. Use these to compile a sheet of headline words in a jumbled order, and make one copy of this sheet for each pair of student in the class.

In class

1. Pair students, give each pair a copy of the words sheet and tell your students that the words have all been taken from newspaper head-lines. Deal with any problem vocabulary at this stage of the activity.

2. Tell your students that they should try to use as many of these words as they can to make up sentences,

¹ (newspapers whose pages are about half the size of broadsheet newspapers). typically, tabloids contain many photographs, attention-grabbing headlines and sensational stories, often concerning scandal involving prominent figures and personalities in the public eye.

but make it absolutely clear that they do not need to use all the words on the sheet.

3. Explain that their sentences can be as long or as short as they wish, and tell them that they can add grammatical words (e.g. auxiliary verbs, linking words, pronouns and articles) which do not appear on the sheet to help them make their sentences grammatically correct. This is a good opportunity to point out to your students the elliptical nature of headlines by writing two or three headlines on the board and showing the kind of words that are commonly deleted.

4. Tell your students as they use a word, they should tick it on the sheet and not use that word again. They should write out in a list all the sentences they make, adding the appropriate punctuation (e.g. full stops, commas, question marks).

5. As each pair finishes, ask them to exchange their list with another pair to check the sentences they have each produced.

6. Finally, ask pairs to read out their lists of sentences, and discuss their accuracy with the class. Deal with any language problems as they arise.

Variation

Instead of asking your students to make complete sentences, tell them to use the words to make newspaper headlines of any length, and allow these to have grammatical words omitted. The headlines can be discussed with the whole class, and students asked to make up stories which relate to the headlines.

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