



THE EFFECT OF USING NEWSPAPER ARTICLES IN CLASSROOM

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Annotation: The article deals with the experiment that we have conducted at the lyceum under the Karakalpak State University named after Berdakh and effectively utilized newspaper materials in the classroom to enhance learning, promote critical thinking, and foster engagement with real-world issues and events.

Key words: authentic materials, teaching reading, newspaper articles, realia, enhancing reading abilities, educational resources.

Аннотация: В статье рассказывается об эксперименте, который мы провели в лицее при Каракалпакском государственном университете имени Бердаха и эффективно использовали газетные материалы в классе для улучшения обучения, развития критического мышления и вовлечения в реальные проблемы и события.

Ключевые слова: аутентичные материалы, обучение чтению, газетные статьи, реалии, развитие навыков чтения, образовательные ресурсы.

Nowadays in a world changing as rapidly as ours, where knowing about current events is a responsibility of every adult citizen, it is important that our adolescents develop a desire to seek and appreciate knowledge about national and world issues. Moreover, as our research paper deals with bringing real world into the classroom with the help of newspaper articles and teaching English through them we should mention some statistics about using the newspaper articles during the teaching process.

In the review of Dr. Edward F. DeRoche's study of newspapers in education, "The Newspaper: A Reference Book for Teachers and Librarians," Crystal Nielson summarized his findings as: "Teachers have positive attitudes toward instructional use of newspapers and report that their students enjoy such instruction, and evidence shows that newspaper use has a positive effect on students' reading habits, vocabulary development and political awareness [1:1].

When conducting experiments on the use of newspaper materials in the classroom, several important points should be observed:



- **Relevance:** Ensure that the newspaper materials selected are relevant to the curriculum and learning objectives. Choose articles, editorials, or features that align with the topics being studied in class.

- **Diversity:** Include a variety of newspaper articles representing different perspectives, topics, and genres. This diversity encourages critical thinking and exposes students to a range of viewpoints and opinions.

- **Authenticity:** Use authentic newspaper materials rather than simulated or fabricated content. Authenticity enhances the learning experience and exposes students to real-world language use and current events.

- **Engagement:** Select newspaper materials that are engaging and interesting to students. Choose articles with compelling headlines, relevant topics, and thought-provoking content to capture students' attention and stimulate discussion.

- **Critical Thinking:** Encourage students to critically analyze newspaper materials by asking questions, making connections to prior knowledge, and evaluating the credibility of sources. Promote discussions about bias, objectivity, and the reliability of information presented in the articles.

- **Language Skills:** Use newspaper materials to develop students' language skills, including reading comprehension, vocabulary expansion, and writing proficiency. Incorporate activities such as summarizing articles, identifying key information, and writing responses or opinion pieces based on the content.

- **Integration:** Integrate newspaper materials across different subject areas and disciplines to demonstrate their interdisciplinary relevance. For example, use newspaper articles in language arts for reading comprehension activities, in social studies for discussions on current events, and in science for exploring real-world applications of scientific concepts.

- **Ethical Considerations:** Respect copyright laws and ethical guidelines when using newspaper materials in the classroom. Ensure proper attribution and citation of sources, and obtain necessary permissions for reproducing or distributing copyrighted content.

- **Reflection:** Provide opportunities for students to reflect on their experiences with using newspaper materials in the classroom. Encourage them to share their thoughts, insights, and feedback about the effectiveness of the activities and the relevance of the newspaper content to their learning goals.

By observing these important points, educators can effectively utilize newspaper materials in the classroom to enhance learning, promote critical thinking, and foster engagement with real-world issues and events.



We totally agree with the New York Times reasons to integrate newspaper articles in teaching process, which is considered to be equal to the above mentioned colleges.

During our pedagogical practice at the lyceum under the Karakalpak State University named after Berdakh we also have practiced lessons using newspaper articles. From this we should state that it was a successful teaching experience. As the level of our learners allowed choosing articles in English and practice different tasks with them, we worked with a lot of topics from the annual teaching lesson plan, such as “The Blind Assassin”, “Educational system in Uzbekistan”, “News and Stories”, “Education System in Britain” and others. Students were interested in a wide range of tasks connected with the articles and successfully did all them. Some learners brought their favorite articles and read them in classroom then all students shared with their opinions on such topics as: sport, social life, teenager problems, celebrities, marriage and etc. Thus we may point out that using realia in the classroom motivate students to learn and makes the learning process easy and interesting.

Before using the newspaper in the classroom, students should be familiarized with the components of the newspaper. Teacher should introduce the students to the various sections of the paper (for instance, News, Sports, Entertainment, Opinion, Health, Arts, Books, Science, Technology, etc.) as well as with vocabulary items connected with the newspaper (for example, editor, scoop, reporter, correspondent, feature, etc.).

Students need to develop metacognitive knowledge of the processes involved in reading the newspaper. It is thus recommended to let students to be familiar with the components of media texts and journalistic writing (e.g., headlines, captions, sources, lead paragraphs, keywords, images, signs, etc.). In addition, it is important to explain the difference between fact and opinion and the ways they are used in the context of the newspaper. Students should be encouraged to read, analyze and criticize newspaper as well as other media texts (e.g., radio, television, etc.) in order to develop not only their pronunciation and speaking skill, but also critical media literacy and to learn how to resist media manipulation.

After the students have been acquainted with the main features of the newspaper, and have enhanced the relevant skills and strategies, they can gradually perform more complex task-based activities based on the newspaper. These kinds of activities are student-centered. In such situations the role of the teacher is primarily to guide and facilitate the activity-based learning process. Some of the main factors



that the teacher should take into account when designing a task are: students' level and ability in English, contextual factors, task complexity, students' prior knowledge and experience, self access materials (e.g., dictionaries, clear reference grammar books, other media, etc.), task duration, familiarity with the text type, strategies and skills needed to perform the task, (e.g., oral or written presentation skills), assessment tools, etc.

It should be noted that teaching students effective reading strategies is an essential element in using the newspaper in the classroom. Thus, the teacher should help students to develop a complex of the necessary reading strategies such as, skimming, scanning, getting the main ideas and supporting details, making inferences and understanding implicit information, exploring text organization, identifying bias, identifying and interpreting imagery, summarizing the text critically etc. Developing an awareness and understanding of the processes involved in reading the newspaper will enable students to react and respond to the newspaper in a more insightful and critical manner as well as to perform their tasks more successfully.

During the teaching process, we should carefully choose the materials, which we bring to our lessons for our students.

Therefore, from the scientist David Heatlr, we have four tools which may help teachers to choose the most suitable articles:

1. Is this the kind of real English that our student(s) need? Will we get additional value out of the bridge between the real English in such materials and our learners' real knowledge?

2. Is it up-to-date? Is it topical? Will even experts – as our students are – learn something new? Will they be able to combine their knowledge of the world with the knowledge they gain from this material?

3. Are we limiting the area of language sufficiently for our students to feel that they are making genuine progress?

4. Is this material directly relevant to our students' requirements [26:6]?

In other words appropriateness: Is the topic appropriate? Is it suitable for the class level and age group? Could it be upsetting to some students?

Interest: will the students be interested in this topic? Length: Is it too long? Articles that are particularly long should be avoided. Reading news articles is demanding and if they are too long, students will be discouraged. It will also take time to process reducing talk time. Long articles should be edited (200-300 words is



a good length. As a rule-of-thumb, a one page double-spaced essay equals about 250 words).

Language: Does the article contain a useful lexical set (e.g., crime, medicine, etc) or useful grammar components? Is there too much unknown vocabulary?

Generative Potential: Is the article generative? That is, can one think of an effective activity to follow the article? Articles that lend themselves to discussions, debates, or role play are desirable. Teacher usually wants the students to be able to further practice the language after the reading and listening.

As we have mentioned above, news lessons should be structured. A well-structured news lesson comprises the following six stages: warm up, pre-reading/listening activities, reading/listening to the article, application/follow-up, feedback and correction, and homework. Below we will present the aims of each stage and suggest some activities. We suggest between 60-80 minutes for a class, as we are dealing with students.

References:

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