

Teaching Reading Skill with the Help of Newspaper at Secondary Level



Submitted By: Ambreen Kauser
090417001

School of Social Sciences and Humanities
University of Management and Technology
2011

Certification of Approval

The Dissertation entitled “Teaching **Reading Skill with the Help of Newspaper at Secondary Level**” has been accepted in partial fulfillment of the requirements for the degree of M.Sc Applied Linguistics by the school of Social Sciences and Humanities, University of Management and Technology. Lahore.

Supervisor:

Mr. Moazzam Hashmi

Dedication

I dedicate this thesis to my Respected Teacher Mr. Moazzam Hashmi who guided and helped me at every step in accomplishing this task. I shall always be thankful to him for this kindness.

Abstract

This work describes an extensive reading program conducted at (?) at Intermediate level in (?) Lahore, aimed at motivating the students to read news papers as a resource of enhancing extensive reading skills in English and helping them to overcome their problems in understanding English and increasing their proficiency in the language. The work discusses the rationale for extensive reading for students, the aims and features of the reading program, the materials used, and the perceptions of students undergoing the program. In addition, the outcomes of this ten-day program, which show the students' scores according to a traditional measure of reading comprehension i.e. true/false, multiple choice, c-test, close test, have also been discussed.

Keywords:, extensive reading, teaching reading

Contents

Introduction **p.3**

Literature Review **p.8**

Research Methodology & Data Analysis & Results **p.18**

p.28

Conclusion

Bibliography **p.29**

Appendix: A **p.32**

Appendix: B **p.33**

Appendix: C **p.34**

CHAPTER 1

Introduction

The essential purpose of reading generally is to get new information and pleasure.

The traditional way of organizing material in a unit is generally to begin with a piece of specially written material, which is then read by the student. Such an arrangement essentially focuses on items of grammar and vocabulary. This is inadequate if we are attempting to teach reading skills.

Traditional reading does not provide the learner with useful texts or effective strategies to improve reading abilities. Traditionally the reader was seen as the recipient of information or as an empty vessel. But this notion of “text as an object” is now discarded because readers are not entirely passive. This ‘text as object’ view point regarded the reader as having nothing to contribute to the reading process as such; the writer provides information for the reader who is seen as an ‘empty vessel’ that merely receives information. However, it is just like one traffic system in which everything flows in one direction only. In recent years an increasing number of ELT materials have changed the idea of ‘text as object’. Now the viewpoint of ‘text as process’ is encouraged. It develops close relationship between reader and text. Today

reading instruction is moving increasingly from teaching text to teaching readers.

STAGES IN TEACHING READING

1. BEGINNING OR ELEMENTARY READING

The students are exposed to the association of the letters of the English alphabet with their relevant sounds in appropriate contexts. In this process, they discover the relationship between the alphabet and the spoken language. Students are given groups of simple words, phrases, and sentences with focus on one or two letters and their combinations. They are introduced to the correspondence between the individual letters and their combinations in graded steps. They come to internalize, in an inductive manner, the possibilities of sound values for each letter, or combination of letters.

2. INTERMEDIATE READING

The intermediate reading stage fosters interest in reading, and develops the actual reading skill practiced throughout one's life beyond mastering the association between letters and sounds. Students no more read aloud. They are comfortable with predicting the sound values of letters and their combinations, and they begin to read for the purposes. Emphasis here is on developing additional reading skills. They begin to read advanced English passages. Reading with purpose is the focus here.

3. ADVANCED READING

Most students are quite satisfied with what they have accomplished in the intermediate stage. However, reading is a continuing process, and they need to be introduced to the reading of authentic materials for specific purposes. English for Special Purposes (ESP) is the chief focus of the advanced level of reading. For individualized self-learning, there is no better method than encouraging the students to read on their own whatever that interests them.

In PAKISTAN English is taught under conditions which are far from satisfactory. The Grammar Translation Method is still followed in a majority of schools and colleges. There is no oral practice on the part of the students as a result of which they cannot construct a few sentences in English of their own accord. All that they do is to cram answers to certain set questions and the teachers help them do so.

It is now time to change old methods and means to teach English language and use new resources to make the learner comfortable in learning of language. One of the most useful teaching resources are newspapers. Newspapers are very commonly used to get information and knowledge. They can very successfully be used in teaching Extensive Reading .

Extensive Reading (ER) means far-reaching, comprehensive, thorough, or having extension. Our working definition of "extensive reading" as a language teaching procedure is that it is reading of large quantities of material or long texts; for global or general understanding; with the

intention of obtaining pleasure from the text. Further, because reading is individualized, with students choosing the books they want to read, the books are not discuss in the class.

The following characteristics are generally thought the most important in relation of ER.

1. Students read large amounts of printed material;
2. Students choose what they want to read;
3. Students read a variety of materials in terms of topic and genre;
4. The material students read is within their level of comprehension;
5. Students take part in post-reading activities;
6. Teachers read with their students, thus serving as role models of good readers;
7. Teachers and students keep track of the students progress;
8. Teachers provide help and guidance where needed.

Research suggests that one of the best ways to help students increase their language proficiency is to encourage them to read extensively. ER should be beneficial for reluctant and timid students. ER provides fresh material to appeal. ER has greater importance in L2 classrooms and explores reading from a cognitive perspective. It

examines the effective aspects of attitude and motivation. There are a number of materials that can be implemented and employed ER programs. For example children's story book, newspapers, magazines, popular and simple literature, comics and translation.

ER by news papers is especially helpful for intermediate students. Newspapers are both the source of reading and life skills. Teachers also develop the activities of skimming and scanning, individual study and of indexing skill. Many newspapers activities can promote basic literacy. it can be a versatile, inexpensive and effective tool to be used in the classroom.

Newspapers as a teaching tool in the classroom has gained considerable importance at all grade levels. Teachers can teach comprehension and critical thinking and help students to develop sensitivity and awareness of the self, the community, the nation, the world. It can teach laws and individual rights. Its availability in classroom makes it a valid and real material to use in developing one's ability to read.

The main contextual areas in a newspaper are as follows: articles, editorial,

column, and news feature.

The main function of these parts: article is a published essay in newspaper which gives us the true picture of any happening. Editorial means the writing of an editor. It shows the policy of the newspaper about any incident. . There is also OP-ED page in newspaper. It includes letters to the editor and other problems of society. This is based on the opinion of the people. Column is such a writing which appears with definite name along with its writer. Ayaz Amir is writing his columns in the name of “Islamabad Dairy” in ‘The News’. Feature is another important part of newspaper. It is an essay which throws light on the event with its pictures. It is the distinctive quality of feature that the pictures are related to the essay and left an impression on the reader.