

[学術論文]

新聞にとどまらない「時事問題」の授業
のためのアクティビティー

Newspapers and more: Activities for Current Topics

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[Articles]

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Summary This paper describes a variety of activities that have been used successfully in Current Topics courses taught at NCU. The activities, most of which use authentic resources, reflect the importance placed by the authors on learner-centered teaching and critical thinking.

Key words : current topics, critical thinking, authentic resources, Internet radio

Introduction

One of the elective English language courses offered at Nagoya City University is Current Topics (CT). This title may lead to an assumption that reading newspapers is the main class activity. Working with newspapers has, indeed, been integral to the CT courses taught by the authors, and in this paper we will introduce activities which effectively utilize this medium. In addition, we will show the potential of using other authentic resources, particularly Internet radio, and of incorporating a wide range of news activities, including those that focus on the experiences of the students.

The aim of the CT course is to help students to engage with the news, whether in English or Japanese, and cultivate a desire to make the news a feature of their daily lives. Many of the activities in the course promote learner autonomy, develop analytical skills and creative thinking, and foster a more astute world outlook.

Using Newspapers and Newspaper Activities

Nowhere can one find so miscellaneous, so various, an amount of knowledge as is contained in a good newspaper. Henry Ward Beecher (in Camp 1990, p. 162)

Newspapers, as Sanderson (1999, p. 2) asserts, can be a valuable pedagogical resource. Helping to keep students informed about what is happening in the world, providing a valuable source of cultural information, and exposing learners to many varieties of authentic English are just a few of the benefits newspapers provide.

Features of Newspaper English

Yoshifumi (2007, p.118) recommends newspapers as an effective and economical way to study English; however, he stresses the necessity of learners being aware that newspaper English has certain idiosyncrasies and of understanding the importance of reading other text genres in addition to newspapers.

The idiosyncratic nature of newspaper English arises in part because space is at a premium. This leads, for instance, to headlines omitting the indefinite and definite articles, the (to) *be*-verb, and prepositions. Making students aware of such characteristics should provide them with a deeper understanding of the articles they read. It may also be useful for students to understand additional features such as the inverted-pyramid style of presentation and the nature of the lead as a condensed summary of the article that answers the WH questions (a summary of these features in Japanese can be found in Ohsawa and Inada, 2007).

Articles on news Internet web sites share many of the features of paper-based counterparts, partly because screen space, like page space, is an important consideration. As Crystal (2004, p. 236) points out, “the pragmatic constraints imposed by pressure on space and the need for screen legibility radically affect some of the grammatical choices made.”

Core Activities from a Typical Lesson

From the authors’ experience, a combination of predictability and variety is a successful formula for a CT lesson. Consequently, lessons consisted of core activities such as a quiz and news exchange, and supplementary activities that varied from lesson to lesson.

Current Topics Quiz

Knowledge is a process of piling up facts; wisdom lies in their simplification. Martin H. Fischer (in Brussell, 1988, p. 306)

A student-generated quiz covering events of the past week is a good warm-up for each lesson. To give students a clear understanding of what is required, the teacher should make the quiz for the first lesson, drawing questions from a variety of categories, including domestic and international news, sports, and popular culture. Questions requiring only short answers work best, although multiple-choice questions can also be included. Each week a student is selected to be the quiz master for the following lesson. From the podium this student reads his or her ten questions, and the class writes down the answers. The options for multiple choice questions should be written on the board. After all the questions have been asked, classmates are called on by the quiz master to give their answers.

This quiz is an example of learner-based teaching, which can be highly motivational (see more on learner-based teaching in Campbell and Kryszewska, 1992). In post-course feedback, many students commented that these short quizzes inspired them to watch and read the news more frequently and

attentively.

News Exchange

News Exchange is a learner-based activity that involves students selecting, reading, and then presenting a newspaper story. Allowing students to choose their own topic is motivating and empowering, and removes the pressure of selection from the teacher.

Selecting a story

George Bernard Shaw (cited in Brussell, 1988, p. 393) described a newspaper as “a device unable to discriminate between a bicycle accident and the collapse of civilization.” Learning to discriminate between the trivial and the meaningful, to which Shaw refers, is a fundamental aspect of developing critical thinking skills. In preparation for the following lesson, students are instructed to choose one article to read, analyze and comment on. They must consider what story interests them, whether other students would understand and enjoy it, and how to best present the material. Forrest (1997, p. 21) notes that finding articles of interest is an empowering process that reinforces the independence and individual choice of students.

Tanner requires that each student have a copy of an English language newspaper from the past ten days, which they can either buy or be provided with gratis (he hands out personal copies and others cajoled from colleagues). The Internet, of course, is another source of news articles, and the one that Rebeck has encouraged his students to use. However, Tanner has found that compared to the Internet newspapers generate more incidental reading and serendipitous discoveries as students scan the pages. Perhaps there is less incentive to search a news website since the main stories often appear, with hyperlinks, on a single screen-page.

Preparing the article

Students are required to complete a Newspaper Article Review form (see Appendix A; a similar version appears in Johnson, 1997) before class, which is submitted after the news exchange activity. Having students maintain a journal in a dedicated notebook, using similar categories to the form, is another option (a page from such a journal is also shown in Appendix A). An article review form provides valuable writing practice and helps to prevent students from attempting last-minute, inadequate presentations. In addition, it encourages students to work systematically through their chosen article, look up unknown vocabulary, and think in depth about the topic. Such pre-task planning time should lead to increased fluency, accuracy, and production of more complex structures in the speaking activity.

Presenting the article

In groups of three or four, students take about 5-7 minutes to explain his or her chosen article and express an opinion on it. This is followed by another five minutes devoted to group discussion of the topic.

Presentations can, of course, continue for longer depending on the students' ability and their interest in the subject.

No direct reading is allowed during the discussion, although students can refer to their original article to review highlighted words and phrases, or to show headlines, subheadings, and pictures to their group members (this is where a newspaper article may be better than a print out from the Internet). It is also the job of the presenter to explain difficult vocabulary to the other group members.

The instructor should also prepare an article to present in case there is a need to join a smaller group or one that has finished early. If there is extra time remaining at the end of the lesson, students can benefit from listening to the teacher present a news story to the class.

Variations on the News Exchange Concept

Reporting and Repeating the News

Students work in pairs and explain (not read!) their chosen articles to each other. The listener takes notes on the article being presented. After each of the students in the pair has been both listener and presenter, they change partners. In their new pairs they use these notes to help them report a summary of their *previous* partner's article to each other. Then they once again present their own articles to each other, with the listener taking notes. A third or even fourth partner change can follow. Far from finding it boring, repeating one's chosen article several times to a different listener is an activity that students appreciate because there is a tangible improvement in fluency as the activity progresses. It also provides the opportunity to interact with multiple classmates, which students enjoy.

Against the clock

Another variation, and one which compels students to discriminate between salient and less important information, is to decrease the amount of time allowed for each round of presenting. Round one, for instance, could be six minutes: three minutes for each person to present their article. Students then change partners for a four-minute second round. Round three would be three minutes, and so on. Trying to convey the gist of a news article in thirty seconds (the final round) is quite a challenge.

Pointers for News Exchange

- i. There are occasions when the listener will need to check that they have understood the presenter. Students should be taught phrases that encourage them to ask for clarification and confirmation; for example:

Sorry to interrupt, but I have a question. ...

I just want to make sure I've understood you correctly...

I think I've got the gist of the article, but I'm still unclear about...

I'm sure I should know, but who (what/where) is...?

Those listening should also be encouraged to ask questions to gauge the presenter's opinion. "Why did you choose this article?" is a question that often elicits illuminating replies.

- ii. Instead of giving students complete freedom in their choice of article, the teacher may prefer to specify a topic or news genre from which the story must be drawn. Students could be instructed to choose a story about India or China, for example. A unified theme allows for a constant thread of understanding and reinforcement of vocabulary; the downside is the increased likelihood of more than one student choosing the same article¹.
- iii. Although news exchange is not designed to be a reading activity, reading aloud can be a beneficial language learning exercise (Gibson, 2008), and one that teachers may want to encourage students to do at home with their chosen article. Reading aloud to their partners could also be an option for lower-level learners, or for those who were unable to prepare for a lesson.

Supplementary Activities: Making Things Personal

A relatively small class size and the fact that students are drawn from a range of departments, and, indeed, ages (graduate students often join the course at NCU), perhaps helps to create the communication-friendly atmosphere that the authors have found to be characteristic of CT classes. It was possibly the desire to 'get personal' in such an atmosphere which led several students to comment that they wanted to talk more about themselves and not just the news. Telling stories about oneself would seem a natural activity in a language classroom considering that "anecdotes and personal narratives are frequently heard in day-to-day human interaction" (Jones, 2001, p. 155). With a little imagination a teacher should be able to conceive of activities, such as the two described below, that give ample opportunity for self-expression, while still relating to the current topic theme.

Short Presentations on a Personal Experience

This activity was a follow-up to a BBC television news report describing how President Bush made a gaffe in front of Queen Elizabeth during her 2007 visit to the USA. Each student recounted a time when they said or did something embarrassing. In another lesson, which incorporated a news report on the memorial service to commemorate the 200th anniversary of the abolition of slavery in Britain, students were asked to prepare a short talk about a time they had apologized. To encourage more active listening, the audience can be asked to make a newspaper headline for the presenter's story.

A Time in my Life

In this activity, adapted from Helgesen, Brown & Mandeville (2004, p. 72), students took five minutes to draw a picture of an important, enjoyable, amusing, or otherwise memorable time in their lives. In small groups they spoke in turn for three minutes about their picture. Each partner then asked at least one

question to find out more about the event illustrated. To add a CT flavor to this activity, students wrote a headline for their picture (*High schooler goes to Disneyland; Teenager says goodbye to homestay family*). They could also try to link their work of art, however tenuously, with events in the wider world.

Writing to a Protagonist

If a single article selected by the teacher is used by the whole class, students can be assigned to write a letter to the story's main character(s). Depending on the student's personal stance on the issue, the letter could express reproach, give advice, or offer sympathy. This task requires students to become critical appraisers, rather than mere readers, and to engage with the story in a more personal way.

News Presentations

Some type of final presentation is an enjoyable and motivational way to round off a semester and can be one way to assess the students. Three suggestions for presentations include one-minute newscasts, future news, and a segue round-up of the news.

One-Minute Newscasts

A news sense is really a sense of what is important, what is vital, what has color and life-what people are interested in. Burton Roscoe (in Brussel, 1988, p. 296).

Students present a news story, role playing a television news anchor on the fictional *NCU Television*. Using the familiar context of the TV news format ensures that students are aware of the skills expected of a good reporter. It will be necessary, however, to remind them of the importance of smiling, eye contact, and a clear, decisive ending to their report (e.g. "Stay tuned for..." / "Next up is...who will...").

Students are randomly assigned domestic, international or sports news. They then choose one topic within their category, which they broadcast to the class. Limiting the presentations to only a minute means students should be able to perform without a transcript. This is important because reading, we have found, tends to decrease the amount of eye contact presenters make with the audience, and results in less natural, more monotonous speech.

Before the presentation, students can write difficult words and their Japanese translations on the board. To prevent the presentations going much beyond the stipulated time, a timer can be set to beep after one minute (and then quickly turned off): a signal that a presentation should be coming to an end and a reminder to the students to finish 'professionally.'

Tanner requires students observing the presentations to evaluate the broadcast in terms of its good points (strengths), bad points (weaknesses), and how the presentation could be improved. These evaluations are passed to the presenter after being read by the teacher, who removes the names of the evaluators.

Student feedback on this activity was positive: several wrote that, as a result of preparing and

presenting the newscasts, they watched the news more often and analytically than before.

Future News

Students act as newscasters in a one-minute presentation, but instead of a recent story, they choose a date in the future and present a fictional one. The students' imagination and sense of humour can be given full rein in this activity, but the story should not be without some connection with current reality.

With, for instance, July 4, 2020 written on the board, a student may open his broadcast thus: "Today the US finally withdrew from Iraq...", or October 31, 2008, "The *Chunichi Dragons* have won their second consecutive Japan Series title...", or, perhaps, December 23, 2058, "Empress Aiko today..."

Round-up of the News: Segue Summary

A segue, in the context of this activity, is a method of moving smoothly from one topic to another. A seamless transition allows the presenter to proceed to the following topic in a way that is natural and not jarring to the audience. The Scottish journalist and political commentator, Andrew Marr, shows particular skill for this as the host of *Start the Week* (BBC Radio 4). Transcript 1 is of an audio clip, which was played to the students, showing how Marr smoothes the transition between discussion topics. Linguistic devices for segues have been underlined (these and similar phrases can be pre-taught to the students).

Transcript 1. Topic transitions on *Start the Week* (BBC Radio 4, December 3, 2007)

Guest 1: Talking about nuclear weapons in Iran.

Presenter: Well, let's turn immediately then to another government with nuclear weapons...

Guest 2: Talking about Pakistan and the problems it faces fighting terrorism.

Presenter: Right, well absolutely. Well, let's at that point carry on talking about terrorists...potential terrorists in London. But let's press the rewind button exactly a hundred years, and go back to Joseph Conrad's novel, the *Secret Agent*.

Guest 3: Talking about Joseph Conrad's book, *the Secret Agent*

Presenter: ...and now he is remembered by posterity as one of the great writers of that period, which leads us to our final subject, which is, indeed, posterity.

Guest 4: Talking about posterity.

In this activity, all students present an omnibus of around five of the articles that they used previously in the news exchange activity. The transition from one article to the next should be made smoothly; the presentation must not merely be five separate summaries. Students are also encouraged to compare and contrast articles. Because this task requires students to reread the articles they chose over the semester, it promotes revision and recycling of vocabulary.

Students assigned this task smoothly connected their stories with clever and perceptive transitions.

Extract 1 (below) is from a part of presentation connecting the following two news stories:

Scam artists posing as tax office workers (Asahi Shimbun, October 22, 2007)

Man suspected of smuggling tortoises (Asahi Shimbun, December 7, 2007)

Extract 1. Part of the transcript from a segue summary presentation (Rebuck's class, January 2008)

The pension problem is one of the most serious problems in Japan. And there are scam artists posing as employers of Social Insurance Agency or local tax office. They call up the victim and inform him that he has a tax refund due. But the victim doesn't realize he has been swindled until it's too late. Therefore, in 2006, a total of 487 such scams cases were reported, and total losses to victims was 512 trillion yen. I wonder how scam artists use that money. They might buy rare animals, for example tortoises.

The world's most beautiful tortoises which are protected by law were smuggled by a Japanese man who has a pet shop. ...

Using Audio-visual Resources

The reasons for preferring 'genuine' input are obvious. If the target of the learners is to be able to understand 'genuine' spoken language, as it is actually used by native speakers, then the targets need to be introduced into instruction. (Rost, 2002, p.125)

Internet news sites increasingly supplement written stories with other media. Videos and audio clips, as well as photographs, give the 'reader' contextual background which supplements and brings the text to life. It is natural that Current Topics should reflect the increasing diversification of the news by incorporating a mix of media. Since numerous activities with video are described in Sherman (2003), the activities that follow utilize another authentic medium that is probably less exploited as a teaching resource: Internet radio².

Note. *Authentic* as used here means created originally for the realm of real life, rather than the language classroom.

What will the Answer be?

This activity involves students predicting the answer to a question from a talk-radio show. Students considered questions such as:

Why is your life expectancy longer if you donate one of your kidneys?

Why is more dangerous to talk on your mobile phone when you're driving than it is to talk to a passenger, or listen to the radio?

The answer is revealed in the subsequent listening exercise. The conjecturing stage of this activity stimulates learners to activate their background knowledge on the topic in question. This means they are

better prepared for the listening and discussion that follows. Motivation during the listening is also increased since students are eager to know whether their answer matches that on the actual recording.

For the previous question on organ donation groups of students were asked to make a list of five or more possible answers. Students then listened to the recording, checking if their ideas concurred with those heard. Readers might like to think of their own explanation for this, perhaps, counter-intuitive situation, before referring to the listening transcript (Appendix B) for the reasons given on the program.

In addition to listening comprehension, there was an explicit focus on the key features that characterize unplanned spoken discourse such as fillers, terminal overlap (when two interlocutors attempt to speak at the same time), false starts and repetition that were evident in the recording.

Lexical Footholds

This is a post-listening activity that uses the transcript. Students select a certain number of words or phrases from the transcript that they then use as cues to retell the story. It is effective if students think of their chosen words as ‘lexical footholds’ that they must use to climb a metaphorical mountain, the peak of which represents a complete retelling.

In one class, for example, students listened to a recording of two callers expressing their views on immigration. They then chose ten words from the transcript of the caller they identified with. Then, using their chosen words as prompts students tried to convey the gist of the caller’s argument. Students can be asked to copy their prompts onto a mountain drawn on the board and attempt to ‘speak their way to the top.’ The words in italics in Transcript 2 show the lexical footholds chosen by one student (see Figure 1).

Transcript 2. *The Victoria Derbyshire Show* (BBC Five Live, 2006 [exact date not recorded])

Victoria: Let’s talk to Tom from Somerset. Hello Tom.

Tom: Hello there.

Victoria: Good morning, what did you want to say about this?

Tom: I run a transport and *warehousing* business in Somerset and employ nearly 150 people, of which over 50 are from *Poland*. Over the last few years we’ve basically found it impossible to *recruit* local people to fill skilled jobs for operating machinery, driving fork-lifts, driving lorries in our area, and our business would simply have *collapsed* probably three or four years ago were we not able to recruit these people.

Victoria: Why do you think that is Tom? What’s happened to the local workforce?

Tom: I honestly think they find it easier not to work than to do so. There are several local businesses which have gone *bankrupt* in the last two or three years, or, ironically, moved their *production* to Poland, making hundreds of people *redundant*, and not one single one of those has made themselves available to do similar work... working in a factory environment, driving machinery. It’s just easier to take benefits and not work.

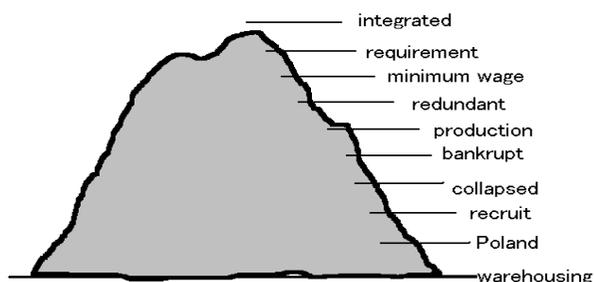
Victoria: And do you pay the Polish people poor wages?

Tom: We pay between £ 7.50 and £ 8.00 on average, so it's by no means a *minimum wage*. And, you know, these are good wages in what's a rural area.

Victoria: And do you find you have problems of integrating the Polish workers into the local area?

Tom: No, I don't think so. Most of the...it's a *requirement* of our business that they have extremely good language skills. They all speak very good English. We no longer recruit them or employ them from agencies... we employ them directly ourselves, so they've *integrated* into our business and the local area very well.

Figure 1. Lexical footholds



Same Story, Different Media

The treatment in class of a controversial news story in Britain about a mother seeking permission for her severely disabled 15-year-old daughter, Katie, to have a hysterectomy illustrates the synergistic use of different media. As lesson preparation, students read a newspaper article with the headline: *Mother wants disabled girl to have hysterectomy 'to give her a better life'* (*The Times*, October 8, 2007). In the lesson, a news-exchange activity was followed by the playing of an audio clip of Katie's mother, Alison, speaking on the radio.

For the listening activity, as well as completing comprehension questions and filling in a cloze exercise students attempted to mark (with a slash [/]) on a transcript without punctuation the points at which Alison paused (see Transcript 3). The aim of this pause-marking exercise was to help students realize that, even in extremely fast speech, it is possible to discern units of meaning or 'thought groups'. This is because, as White (1998, p. 68) points out, "speakers tend to pause at the end of a 'chunk' of information," which, she adds "can be in what looks like the middle of a phrase or sentence in grammatical terms."

Transcript 3. (*The Victoria Derbyshire Show* (BBC 5 Live October 8, 2007))

Victoria: Why does she have cerebral palsy/

Alison: She has cerebral palsy because/uhm/ through whatever reason/ she was starved of oxygen at birth/

Victoria: Why do you think she should have a hysterectomy/

Alison: To maintain her quality of life/ you know as I said before/ we strive to give Katie/ you know/ the happiest fullest life she can possibly have/ within her disabled body if you like/ within a body that can't do anything for her/ having a hysterectomy or preventing menstruation is going to continue that life to the fullest/ without the associated problems of menstruation for/ you know/ certainly a week maybe two weeks every month/

Victoria: And why do you believe it would make her life more comfortable/

Alison: Katie can't understand what is happening to her body/ so therefore any pain any discomfort any bloating headaches tears is going to be very confusing and very/uhm/ problematic for Katie to actually deal with/ her answer to that will be to cry and to scream/ you know/ I can envisage that we are going to have many hours of Katie screaming and crying/

Exposure to the third medium, video, was through a homework assignment in which students watched a BBC report about the Katie story on the Internet a number of times and gave their reaction to the video in the following lesson. It was interesting that as the story transferred from print, to disembodied voices on the radio, and finally to moving, speaking humans, the learners' perceptions of the protagonists seemed to change. One student, for example, commented that after watching the video she had less sympathy for the mother. Katie, this student commented, "was not as disabled as I thought when I heard her mother describe her on the radio."

Exposing students to the same news via different media has several merits. Firstly, because learners meet the same key vocabulary repeatedly, there is a better chance they remember it (Waring, 2002)³. Secondly, it gives the contextual information that primes them for the subsequent medium. A third reason is that it presents students with multiple, sometimes conflicting, perspectives on a single story. Finally, hearing and seeing a story, as opposed to only reading it, can, as one student commented, 'help to bring the newspaper to life.'

Benefits of Using Radio Call-in Programs

Radio call-in programs, such as the one in which Katie's mother appeared, can be a valuable resource for CT. Listening to the callers offers insights into the views and feelings of a cross-section of ordinary people. Also, because callers invariably voice a number of diverse, often diametrically opposed opinions on an issue, their voices can be effective for stimulating class discussion and debate.

Exchanges between the presenter and the callers also provide samples of natural, spontaneous speech (news reports, in contrast, are usually scripted).

Dealing with Controversial Topics

Apart from promoting learner autonomy and ensuring maximum student speaking time, using the news exchange activity can free the teacher from the job of choosing articles. Even so, the nature of certain activities means that it is not possible to relinquish the selection role altogether.

In choosing a topic, each teacher will need to decide whether it is one that is suitable for the students, not just in terms of language complexity, but also content. Although teachers do, of course, have the option of avoiding a certain story because of its controversial or sensitive nature (Katie's story could be considered an example), the authors, have found that students have responded with interest and maturity to a variety of 'heavy' topics such as whaling, the death penalty, and euthanasia.

Conclusion

This paper has illustrated a variety of activities that can be used in a CT class. This description is by no means exhaustive. Explaining editorial cartoons (see Blower, 2005), comparing Internet websites on controversial topics (see Stapleton, 2005), and analyzing readers' comments sent to Internet news sites and blogs are just three other activities that have been used successfully in similar courses. We hope that the challenge and enjoyment of teaching CT at NCU and elsewhere will stimulate the conception of additional ideas.

Notes

1. The specific story could, as Hino (2005, p.29) recommends, be taken from the English language media of different countries. Students might, for example, compare and contrast the reporting of the same story on the websites of CNN, the *Korea Herald*, and *Aljazeera*. Such an activity can help foster an awareness of the slants — some subtle, others more obvious — in most news reporting. Recognizing bias can help students become more critical consumers of the media.
2. Refer to Rebeck (2005) for more information on how Internet radio can be used in the EFL classroom, including advice on recording from the Internet.
3. Waring (2002) cites research indicating that it takes between 5-16 meetings to learn a new word.

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Appendix A. Newspaper article review form

Newspaper article review form	name:	
Newspaper:	date:	section:
Article Headline:		
1. An alternative headline for the story:		
2. A three-sentence summary of the article:		
3. Write your opinion of the story:		
4. Questions you still have about the topic:		
5. Did you notice any biases or an agenda by the author? Explain		
6. At least six new words you found in the article and a brief English definition		

Journal-style newspaper article review

No. _____
Date _____

Man suspected of smuggling tortoises

Man suspected of smuggling tortoises

The Asahi Shinbun

(Under the Washington Convention, or the Convention on International Trade in Endangered Species of Wild Fauna and Flora, commercial transactions of the species are banned, with exceptions made for academic research purposes.)

According to police, a radiated tortoise nets about 3 million yen if it is registered for trading.

The man is suspected of selling two radiated tortoises to a 25-year-old woman who manages a pet shop in Kashiwa, Chiba Prefecture, on June 27, 2005. He received 800,000 yen in the first installment.

The suspect attached registration certifications that had been forged using a personal computer. The woman reported him to police.

The two tortoises were adopted by a zoo in Yokohama earlier this year. Police are trying to find out how the suspect obtained the tortoises.



The radiated tortoise is protected by law.

No. _____
Date _____

(Key Sentences)

- A former pet shop operator arrested on suspicion of smuggling radiated tortoises.
- violating the Law of Conservation of Endangered Species of Fauna and Flora.
- He is also suspected of fraud.
- Commercial transaction of the species are banned (exception research purposes).
- The suspect attached registration certifications.

(My thoughts)

I think it's sad news because the law that aims to save animal doesn't work well. I can understand man or woman who wanted to have a rare pet. But if they really like animals, they mustn't buy or sell animal. A man is very bad, but I think a woman who bought it was bad too.

(Discussion Questions)

① Even if Japan forbid to import or export rare animal in Law, what do you think why those incident happened?

② What do you think of having an animal that is rare in home?

③ If you wanted to buy this tortoise, would you buy it?

④ What do you think of pet shops? I think it is okay for animal because some people get loving to their pets, and those away and buy new one.

⑤ Do you have a pet?

(Vocabulary)

- SUSPECTION 疑念
- SUSPICION 疑念
- ALLEGEDLY 疑わしく
- FRAUD 詐欺
- COMMERCIAL 商業的
- TRANSACTION 取引
- CERTIFICATION 証明書
- INSTALLMENT 分割金
- ATTACHED 添付
- FORGED 偽造
- CERTIFICATION 証明書
- FRAUD 詐欺

Appendix B

Transcript: How will they answer? (*The Victoria Derbyshire Show* BBC Radio Five Live, October 4, 2007)

Caller: Your life expectancy is actually longer if you are a donor...

Victoria: Hang on, hang on. Your saying your life expectancy is longer if you give away one of your organs? That is true, is it? Your life expectancy is longer if you give away one of your organs.

Dr: It is true, and it's true because you can only give one of your organs...

Victoria: If you are healthy...

Dr: If you've had a lot of tests and they're all normal and you've been proved...you're healthy, you're 100% healthy. So, you're selecting people that you know are healthy. And their life expectancy is longer than the rest of the general population who haven't had all those screening tests.

Victoria: Sure. And presumably if you do donate an organ, you're a living donor, you are really going to look after yourself once you've got one organ less.

Dr: Well, I hope you're going to look after yourself, I hope your doctors are going to help you look after yourself as well.