

**Developing Critical Literacy through English Newspaper Articles
for High-Intermediate EFL Students in Korea**

By

Miok Jeong

A Master's Paper

**Submitted in Partial Fulfillment of
the Requirements for the Degree of
Master of Arts in TESOL**

Major Advisor's Signature

Date

University of Wisconsin-River Falls

2012

I. Introduction	1
II. Approaches to Teaching Critical Literacy	3
A. The Goal of ESL/EFL Instruction	3
1. Academic Approaches	5
(1) Cognitive Academic Language Proficiency (CALP)	6
(2) Cognitive Academic Language Learning Approach (CALLA)	7
2. Limitations of the Academic Approach	8
B. The Need for Critical Literacy	9
1. Literacy /Literate Skills	10
2. Metacognition	10
3. Critical Literacy	11
(1) Neglected Critical Literacy	11
(2) Critical Thinking, Critical Reading and Critical Literacy	13
(3) Principles of Critical Literacy	16
(4) Pedagogical Advantages of Critical Literacy	17
III. English Newspapers in Education (ENIE) of Korea	18
A. ENIE in the World	18
B. The History of ENIE in Korea	20
C. English Education, ENIE and Critical Literacy	24
D. The Pedagogical Value of ENIE for ESL/EFL	26
IV. Research on How to Apply Critical Literacy to ENIE	30
A. EFL Students and Critical Reading	31
B. The Process of Forming Critical Perspectives toward the News Articles	32

C.	How to Read and Write through Critical Literacy	33
V.	Classroom Applications of Critical Literacy	36
A.	Using Newspapers in Critical Literacy Practice	36
1.	Crafting of Newspaper Journaling	36
2.	Enhancing Visual Literacy	36
3.	Reading Newspapers in a Content-Based Way	37
4.	Developing a Book Club with a Newspaper Component	37
5.	Newspaper Literacy Circles	38
6.	Reciprocal Reading Discussion	38
7.	Socratic Seminar	38
B.	Understanding Persuasive/Editorial Reading	39
C.	Editorial Writing	41
1.	Claims	43
2.	Support	43
3.	Warrant	43
4.	Definition	46
5.	Language	46
6.	Logics	46
VI.	Conclusion	47
VII.	Unit Plan: Teaching Editorial Reading and Persuasive Writing Using English	
Newspapers	51
Work Cited	60
Appendices	66

I. Introduction

The modern English education was instituted by Korean government in 1886 in the name of *Royal English School*, a public school for producing talented young men. Since that time, English education programs have taken an important role within the educational system. One goal of the government in having students learn English is to enhance students' linguistic proficiency, using linguistic features appropriately and effectively in various situations. Another goal is to prepare students to have a higher score in entrance examinations, which becomes a representation of the success in current English education.

However, neither English educators nor learners have been satisfied with the results because deficiencies have been revealed in the current English education system in both public and private schools. Ineffective methods of teaching English using the Grammar-Translation Method (GTM), the Audio-Lingual Method (ALM), and the Communicative Language Teaching Method (CLT) are one area of deficiency. Another area is the lack of evaluating students' English proficiency through current tests, which are being practiced with limited listening, reading, and problem-solving from passages. Consequently, these previous inadequate methods and evaluations have brought fundamental English modification in national curriculums. It has caused English education to incorporate all four learning skills in the national tests: listening, speaking, reading, and writing. Due to these changes, the Ministry of English education adopted a new national examination called the Korean National English Ability Test (NEAT).

In spite of the English education reform, English as Foreign Language (EFL) students in Korea are not encouraged to spontaneously express their ideas critically in class. In the traditional education system, students have simply received the information that teachers have taught in terms of vocabulary, interpretation, and their course textbooks. Teachers have been the

leaders of class; students have been receivers of the instruction. Thus, improving creativity or critical literacy in English classes has been neglected in Korean English education.

However, the reality of global competition and the demand of practical English education have influenced a changed perspective within the Ministry of English education and teachers. They have realized that English should be taught as a means of communication in real life; it should not be taught as a language itself, nor should it be taught to help students pass the exams. On the contrary, the purpose of learning English must be for learners' professionalism in their future fields.

Most English learners begin their studying in academic institutions whether they are young or old. As time goes by, learners become familiar with the four language skills, but they feel they need something more above the skills. The additional skills needed by students are literacy and literate skills in order to acquire a language; and these skills are developed in academic approaches such as Cognitive Academic Language Proficiency (CALP) and Cognitive Academic Language Learning Approach (CALLA). CALP and CALLA are widely used for first and second language learners (L1 and L2) in academic institutions. However, these two representative approaches do not seem to focus on learners' critical literacy.

Thus, I have researched how English learners can acquire literate behavior through practical training, and this paper shows why critical literacy should be taught to EFL learners. On the study of the relationship between literacy and newspapers, I have demonstrated the significances of critical literacy and English Newspapers in Education (ENIE) for EFL students. I have found that ENIE is one of the best resources to improve critical literacy for EFL students because the issues of ENIE lead the teachers to develop metacognition skills as well as literacy skills. The history of ENIE explains that it is a recent method that can supplement current

English textbooks and multi-source curriculums. Authors who researched the pedagogical values of ENIE have demonstrated the importance of ENIE, and they claim that ENIE should be implemented in ESL/EFL classrooms in order to develop the learners' critical literacy.

I adopt seven activities which can be appropriate for EFL classrooms to develop the critical literacy using English newspapers. Each activity is designed for students' critical literacy progress gradually. The research on applying critical literacy into ENIE advocates that studying editorial articles increases the quality of current curriculums and the critical thinking of EFL students. I have concentrated on the basic concepts of the persuasive argument: structure and organization, persuasive and informative words, facts and opinions as well as technical expressions to access critical literacy. In critical literacy classes, teachers' role and preparation should be a facilitator, supporter, and encourager because the class requires students' dynamic involvement. For these reasons, I have created a unit plan that can be accommodated into a classroom application for EFL learners using English newspaper articles and focused on a critical literacy for a learners' practical purpose at the end. It is written for high-intermediate level EFL students in Korea, and it will provide teachers with essential tips for their future teaching careers.

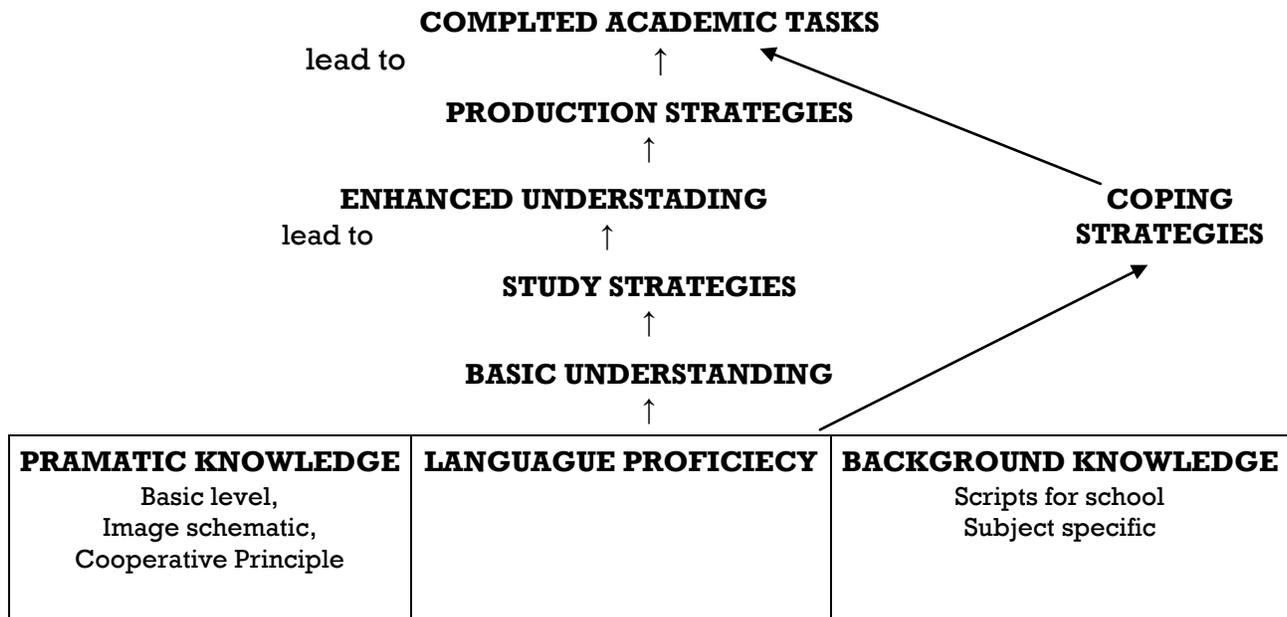
II . Approaches to Teaching Critical Literacy

A. The Goal of ESL/EFL Instruction

English learners seek to improve English skills through academic language proficiency and interpersonal communication skills. Wherever ESL or EFL programs are provided, the programs focus on enhancing learners' language skills and task performances. Hugh Adamson indicates the elements of academic skills to acquire language proficiency. L1 and L2 have three

kinds of knowledge to reach a satisfactory level of academic English: pragmatic knowledge, background knowledge, and language proficiency. *Pragmatic knowledge* deals with the way in which individuals communicate in context (Brown and Eisterhold 86). *Background knowledge* indicates two types of knowledge: knowledge of specific content area and scripts for school¹ (108). The pragmatic and background knowledge are universal, used for top-down processing and all learners can use it well to communicate with each other (106). However *language proficiency* requires a different degree to acquire a language. Language proficiency means “knowledge and skills in target language,” used for top-down and bottom-up processing (106).

Adamson claims that the following features relate students’ academic competence in language proficiency: specific variety and academic skills, unanalyzed/analyzed knowledge, accuracy and explicit/implicit knowledge, dual knowledge and integrated skills, and integrated function and communicative goal (107). Figure 1 illustrates how these knowledges are



<Figure 1>. How ESL Students Accomplish Academic Tasks (Adamson 106)

¹ Scripts for school means that knowledge about after being schooled or students’ prior school experiences.

accomplished by ESL students' academic tasks. This figure indicates that language proficiency is acquired in several stages using different strategies to reach the final academic goals, and it is accomplished together with pragmatic knowledge and background knowledge.

1. Academic Approaches

In my research, I have found two proficiency theories representing the academic language approach: the Cognitive Academic Language Proficiency (CALP) and Cognitive Academic Language Learning Approach (CALLA). Researchers indicate that academic language proficiency is the level of skill that a student has to learn academic languages used in textbooks and lectures. Jeff Zwiers defines academic language as “the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts” (20). It includes “the understanding of the semantic and syntactic features of language such as vocabulary items, sentence structure, and transition markers” (qtd. in Brock et al. 12). Jim Cummins defines academic language proficiency as “the extent to which an individual has access to and command of the oral and written academic registers of schooling” (67).

Within these concepts, academic language consists of three dimensions: linguistic, cognitive, and sociocultural/psychological dimensions. The *linguistic dimension* is the fundamental stage “which examines existing linguistic forms as well as potential linguistic forms that can be created in order to name new concepts” such as phonology, vocabulary, grammar, and sociolinguistics (Valeontis and Mantzari 2). The *cognitive dimension* includes “the components of background knowledge, the ability to engage in higher-order thinking, and the ability to use strategies to engage with text” such as underlining, highlighting, paraphrasing,

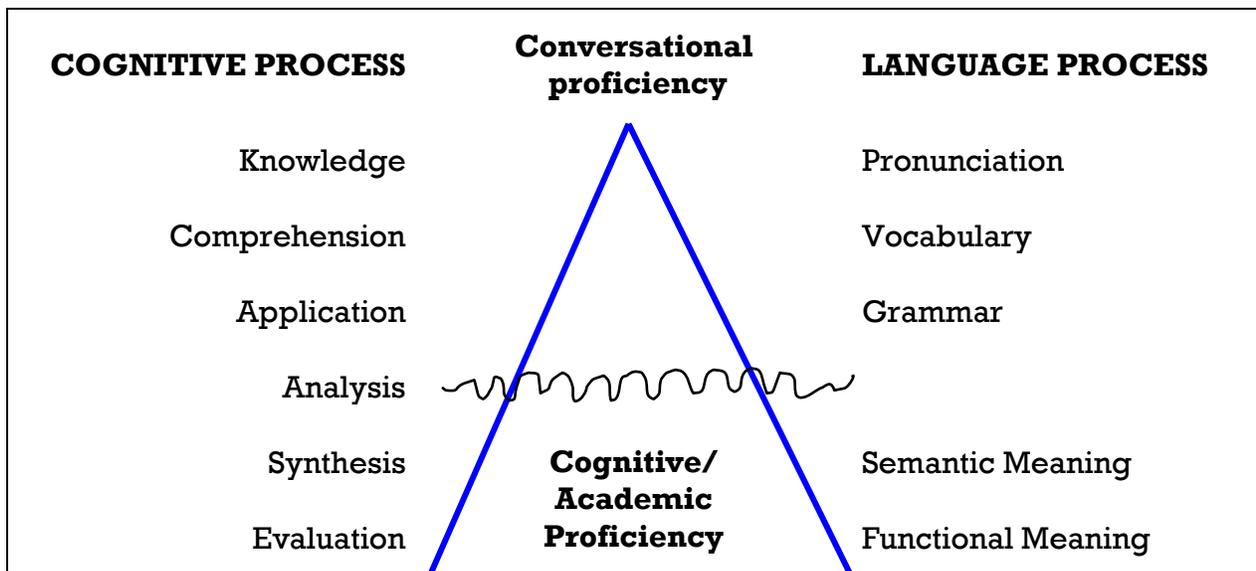
outlining, identifying the main ideas, and anticipating and answering questions (Brock et al. 15). The *sociocultural dimension* refers to the social practices imbedded with norms, values, beliefs and attitudes. It “enables learners to understand the produced sentence appropriately” because “all speakers adjust their speech style according to the social situation and the topic of discussion” (Scarcella 17). CALP and CALLA both include all of the three academic dimensions.

(1) Cognitive Academic Language Proficiency (CALP)

Jim Cummins has made a clear distinction for L2 learners’ language proficiency, how to acquire a language in terms of conversational and academic language proficiency. He called the former Basic Interpersonal Communicative Skills (BICS) and the latter Cognitive Academic Language Proficiency (CALP). BICS is expressed by context-embedded cues or interpersonal cues such as facial expressions, body language, or prosodic features in communication, and learners can reach “peer-appropriate fluency” levels through BICS (58). On the contrary, CALP is supported by context-reduced cues, in other words, languages used in classrooms such as written texts, abstract words, or wordless cues. Cummins explains that three instructional components should be constructed in order to be frame-worked within CALP. *Cognitive* instruction requires higher-order thinking abilities and application skills, *academic* contents should be integrated in order to acquire specific language registers in academic subjects, and *language* awareness should be involved in order for students to have academic language ability such as comparing and contrasting (98).

Figure 2 illustrates language proficiency model of BICS and CALP; surface level corresponds BICS and deeper level as CALP. In the figure, both cognitive process and language process have conversational proficiency, which contains knowledge, comprehension, and

application in cognitive process; pronunciation, vocabulary, and grammar in language process. On the contrary, in the view of cognitive/academic proficiency, cognitive process consists of analysis, synthesis, and evaluation; language process consists of semantic meaning, and functional meaning. The feature of iceberg illustrates that the surface of L2 learners' ability is shown by knowledge, comprehension, application, pronunciation, vocabulary, and grammar. It implies that L2 learners' ability "can easily be over-estimated by looking at the BICS and not realizing the complexity and difficulty that L2 students have in acquiring CALP" ("Introduction of BICS/CALP"). Therefore, it demonstrates that both a cognitive process and a language process need all aspects of proficiency in order to acquire satisfactory level of language proficiency for L2 learners.



<Figure 2>. Surface and Deeper Levels of Language Proficiency (Cummins 138)

(2) Cognitive Academic Language Learning Approach (CALLA)

Another academic approach of pedagogical concept in language proficiency is the Cognitive Academic Language Learning Approach (CALLA) and the target students are language minorities and ESL learners. CALLA's elements are contents topics, academic

language development, and explicit instruction and practice in content areas (Chamot and O'Malley 10). Its theoretical frame is cognitive model of learning, seeking declarative knowledge², procedural knowledge³, and metacognitive knowledge.

The approach of CALLA indicates that learning is a dynamic process in which learners take the initiative to select the information to organize, relate, and reflect prior knowledge with functions of memory. The outstanding feature of CALLA is that it offers students authentic texts, integrates oral- and written-language skills, and develops all aspects of academic language as well as strengthens learning strategies in reading and writing (Chamot and O'Malley, "Kids Come" 94).

2. Limitation of the Academic Approach

Though the previous two approaches are used in academic proficiency, they deal with a broad area of L2 learners' academic levels. The reason is found in the difficult process of proficiency that English learning students often confront. The most difficult area for them can be seen in the reading process of students who have limited surface level proficiency. Chamot and O'Malley describe the task problem, caused from the surface level, in the following passage:

Cognitively demanding task requires learners to manipulate concepts, solve problems, and learn new and often challenging information. These tasks require specialized language and language structures that vary depending on the content area. (84)

² Declarative knowledge is knowledge about what we know, stored in memory frameworks or schemata that interconnected concepts and ideas.

³ Procedural knowledge is knowledge about how to do, stored in memory as production systems such as condition and action (If~, then~). It is goal-oriented, conditional, sequential, and flexible.

In addition, Adamson argues that “language proficiency consists of more than just mastery of linguistic forms; it includes reasoning ability as well” (29). Both authors demonstrate that it is not necessary for language learners to study language itself, but that they need upgraded learning skills (i.e. cognitive and reasoning processes) to achieve proficiency.

B. The Need for Critical Literacy

Students’ inferring and predicting abilities contribute to successful academic competence. These reasoning abilities help students form a hypothesis clearly and logically in academic literacy. However, reasoning literacy seems to be a very difficult task for ESL/EFL students to utilize because many ESL/EFL teachers do not know how to incorporate critical literacy in their own curriculums. Moreover, they often disregard the significance of critical literacy because the curriculums depend on the budget at the institution, and they must be done in a specific time period. Additionally, following the curriculums and evaluating students’ ability within the criteria are more urgent than adapting a new paradigm altogether.

As a result, the ESL/EFL teachers have been unfamiliar with critical literacy, and even if the teachers know about it, they are reluctant to include it in their curriculums. It seems that teaching critical literacy surpasses the content level, which covers most curriculums in ESL/EFL classrooms. Their reluctance lies in their misunderstandings about literacy. English language teachers often understand literacy in terms of the ability to read and to comprehend. However, literacy includes a broader concept than reading. It is basically related to reading but to writing as well. If that is the case, we need to discern different reading skills between literacy and literate skills in order to have cognitive proficiency and critical literacy.

1. Literacy / Literate Skills

Literacy is “a set of attitudes about written language that develop within a specific cultural context⁴” (Mikulecky 12); *literacy skills* are defined as “mechanistic abilities that focus on separating out and manipulating discrete elements of a text-such as spelling, vocabulary, grammar, topic sentences and outlines-outside the text as a whole” (Heath and Mangiola 40). In regards to these terms, Heath points out a significant distinction between literacy skills and literate skills. Literacy skills are the decoding and encoding skills, while literate skills are the thinking processes about reading and writing that are influenced by the culture (qtd. in Mikulecky 15). In other words, literate skills are processed by the background of literacy skills.

However, Heath claims there are potential problems in teaching reading as “literate crisis” instead of “literacy crisis.” At this point, Mikulecky suggests a solution through English teachers’ role regarding the literate crisis. She asserts that English teachers should teach students “the skills needed for effective reading by employing a methodology that focuses on the cognitive processes and languages practices that are the basis of literate behavior in English” because the type of literacy that exists in academic settings reflects specific learned attitudes about language (16).

2. Metacognition

Metacognition is a deeper concept to understand literacy and literate skills. Ruth Garner has articulated metacognition comparing with cognition. She indicates that cognition includes “perceiving, understanding, and remembering,” while metacognition extends to “thinking about

⁴ Cultural context means social contexts which includes the student’s language and cultural background, prior knowledge, and language style, as well as the settings in which reading and writing are used and taught.

one's own perceiving, understanding;" metacognition, perception, metacomprehension, and metamemory with metacognition are all called by "cognitions about cognition" (16). Jennifer Livingston explains metacognition as a "higher order thinking which involves active control over the cognitive processes engaged in learning" ("Metacognition"). The distinction between cognitive and metacognitive lies in the activity in performing strategies that help the learners' goal, and the metacognition determines achievement in academic success labeling by successful students and less successful students.

Cognitive strategies are used to help an individual achieve a particular goal (e.g., understanding a text), while metacognitive strategies are used to ensure that the goal has been reached (e.g., quizzing oneself to evaluate one's understanding of that text). ("Metacognition")

Metacognition is essential not only for English language learners but also the language teachers as well. Matanzo and Harris have demonstrated how teachers' metacognitive knowledge facilitates students' metacognition. Their research indicates that teachers can stimulate metacognitive awareness through transferring the impact of "what, why, how, and when they know" to the students by analyzing the elements in classroom texts (204-5).

3. Critical Literacy

(1) Neglected Critical Literacy

Through the consideration of literacy, literate skills, and metacognition strategies, we can confirm that they are vital elements to achieving academic language proficiency. If they are, how is critical literacy related to the students, and what importance does it have? As I mentioned earlier, critical literacy has rarely been used in ESL/ EFL settings because it seems to surpass

language learners' ability, and reality in the education system also has shown that it is not easy to incorporate in classes. As a result, teaching critical literacy has been neglected in language classes as well. The examples are found throughout American education systems and countries that use English as a second or foreign language. A study of Loni Taglieber indicates that "teaching of critical reading and higher level thinking skills seem to have received little attention in American schools" (145). She listed the reason as follows:

- First, it is caused by the emphasis on decoding at the expense of comprehension training in the reading class.
- Second, teachers hardly have time to dedicate to the teaching of critical thinking skills.
- Third, some teachers themselves lack preparation for teaching these skills.
- Fourth, teachers fear the parents' reactions or they themselves may be afraid to be losing some ground if they allow their students too much freedom to think.
- Finally, teachers lack the time for preparing appropriate materials to teach critical thinking skills. (145-6)

The American schools' reality is also true of Korean English classrooms as well. As an English teacher for years in Korea, I have seen the reasons above numerous times. It takes time for teachers to incorporate critical literacy into each regular lesson, and it is not easy to use the social-issue texts in classroom settings. As a result, teachers cannot help using the methods that they have been teaching so far; thus, adopting a new parameter is seen to be unnecessary, and unreasonable within the curriculums on which we require teachers to concentrate.

(2) Critical Thinking, Critical Reading and Critical Literacy

Critical thinking, critical reading, and critical literacy are all related concepts in reading activity. However, the meaning of each concept has different nuances. Parlindungan Pardede defines *critical thinking* as “the intellectually disciplined process of actively analyzing, questioning, judging and evaluating information obtained from texts, experience, and reflection,” while “*critical reading* is the application of critical thinking in a reading activity” (15). Heather Coffey defines *critical literacy* as the “ability to read texts in an active, reflective manner in order to better understand power, inequality, and injustice in human relationship” (1). In sum of the authors’ definitions, critical thinking is a process, critical reading is an application, and critical literacy is an ability. On the contrary, Flynn approaches critical literacy as “an interactive process using several levels of thought simultaneously” in a way of analysis, synthesis, and evaluation (664). Furthermore, Heffernan Lee broadens critical literacy, saying that it should involve reflection and action, and literacy should become a tool for analyzing our social worlds (3).

According to all these authors' definitions, critical literacy requires the readers’ cognitive involvements in their reading activities. Maclaughlin and Devoogd have described the cognitive involvement as “the current thinking about reading”; they have shown how critical literacy should be presented to students:

We should help our students to comprehend at these deeper-levels, levels that require them to think beyond the information on the printed page and critically analyze the author’s message. Reading from a critical perspective involves thinking beyond the text to understand issues such as why the author wrote about

a particular topic, wrote from a particular perspective, or chose to include some ideas about the topic and exclude others. (13)

Patrick Shannon illustrates four types of literacy to clarify critical literacy: psychological, cultural, naturalistic, and critical literacy. *Psychological literacy* forces students to compete for skillful reading and writing, thus, “literacy is the employment of sanctioned skills within proscribed circumstances” (85-6). In *cultural literacy*, it “works against human diversity by privileging one set of knowledge over all others” and establishes literacy as a process of accumulating a standard culture” (87). *Naturalistic literacy* is “noncompetitive and embraces individual differences, it positions students to see literacy as a personal and contemplative matter” (88).

However, Shannon emphasizes that *critical literacy* represents an outstanding meaning above the three literacies. It makes students recognize literacy as a way to understand oneself, its culture, others and “the social structure and to act on each of those issues to make our lives better, more fair, more just, more equal, more free” (88). She claims that the critical literacy perspective should be related to these concepts; “to learn more about oneself, to link oneself to others and to facilitate active participation in the civic life of oneself” (83). Shannon urges that “Educators must move beyond psychological or cultural literacy program to establish naturalistic and critical perspectives” (92).

It is apparent that all the authors’ definitions and statements encourage us to teach critical literacy to our students because the ability helps them think and act critically and independently. Moreover, it provides the students with the essential training as academic successors and as professional citizens in the future who can inspire the authorities of our society. Therefore, the literacy that limits itself to classrooms and texts should be extended by “critical literacy as a

literacy to give freedom to explore and act on our past, present, and future” in order to improve literacy abilities in ESL/EFL situations (Lee 3).

However, critical literacy should be carefully accessed in an appropriate process. Taglieber shows an example of teaching critical literacy when he confronts his EFL students’ reactions about critical literacy. When he started teaching critical literacy, he found that students were unprepared in terms of critical reading and thinking skills; thus, they showed a passive attitude to learning English. Serious issues came up when they were “unable to keep up with the reading and writing work required at college” (146). Therefore, the author asserts that critical literacy should be taught in a process of consolidating students’ autonomy, “think and act independently” (147).

Reasoning ability is another key to academic success. Adamson mentions reasoning ability as “inductive and deductive reasoning,” “higher-order cognitive skills,” “problem solving,” or “critical thinking skills” (109). The diverse roles of the reasoning ability work



<Figure 3>. Critical Literacy in Human Literacy (allthingslearning.wordpress.com)

together in our brains logically. Tony Gurr illustrates the essential roles of critical literacy in Figure 3 (“Emotional Literacy”) as Adamson mentioned. He delineates how critical literacy is closely related to our mind and thinking systems. Critical literacy connects all literacy that works in our brains: analysis, evaluation, synthesis, problem solving, self-direction and so on. Students’ cognitive actions about those abilities are required to develop critical literacy.

(3) Principles of Critical Literacy

Many studies have argued the pedagogical principles of critical literacy. However, I chose the principles of Mclaughlin and Devoogd’ critical literacy:

- a. Critical literacy focuses on issues of power and promotes reflection, transformation, and action.
- b. Critical literacy focuses on the problem and its complexity.
- c. Critical literacy strategies are dynamic and adapt to the contexts in which they are used.
- d. Critical literacy disrupts the commonplace by examining it from multiple perspectives. (14-6)

The essential terms of critical literacy depend on the two words that the authors explain; critical stance and critical edge. *Critical stance* is used when students use their background knowledge to understand the power relationship between their ideas and the ideas presented by the authors’ topic, and students exert that power when they read. *Critical edge* means “moving beyond understanding the text to understand power relationships that exist between the reader and the author”; thus, readers need to become active participants and text critics in order to know the power relationship (Mclaughlin and Devoogd 21).

(4) Pedagogical Advantages of Critical Literacy

Critical literacy encourages students to read a text in a deep level, thus it guides them into finding critical messages from the texts. With the critical stance, students start to think about the problem surrounding their social relationships. Political tension between opposite sides, economical issues revealed on the news, and social status quo embedded in networks are the representative examples.

Coffey points out the importance of facilitating critical literacy to native speakers' classrooms. Critical literacy promotes the examination and reform of social situations and exposes students to the biases and hidden agendas within texts. Therefore, students can learn to read in a reflective manner, to discern the connotation message instead of just looking at the words on a page and comprehending the meaning of those words (2). These developments finally cause students to raise their voices in the situation related to their civic lives. One of the examples of critical literacy is found in a response to the American students who are marginalized, and are not members of the culturally dominant group of white, middle-class youths. They have tried to find their identity in society through critical stance and have raised their voice politically and socially. They would use critical stance as a tool and resource to combat discriminatory practices through written language in their society.

Because of my years of teaching experience, I assume that critical literacy plays a great role in ESL/EFL classrooms as well. First, the students are comprised of diverse nationalities in a class, so each student has a chance to observe the simultaneous issue from different angles of perspectives through class activities such as reading, writing, and discussions. As a result, critical literacy could provide the students with very dynamic classes. Second, the cultural literacy education of Shannon's theory which I discussed above would be more active and different from

the native speakers' classrooms. In most ESL/EFL classrooms, reading a text simply means learning new vocabulary, understanding the text without contextual hindrance, and discussion about the text within the content. The extra work required by critical reading and critical literacy, seems to be a waste of time because they are unnecessary to solve the problems in tests (that is only demonstrates the students' psychological literacy according to Shannon's theory). Third, critical literacy will be the potential tool for the ESL/EFL students to enlarge their cognitive perspectives toward the society and the world after completing their English course or programs in various English institutes. Fourth, critical literacy promotes exploration of language and literature in many forms. Edward Behrman indicates that critical literacy examines the power relationship that is found in the language, and students can recognize that "language is not neutral" and ultimately, they can find the productive and receptive values in the language (490).

III . English Newspapers in Education (ENIE)

A. ENIE in the world

Many English educators have used a variety of teaching methods to teach critical literacy. For instance, reading different books on similar topics, then comparing and contrasting them allows students to evaluate ideas and express their opinions. However, the information in the books that they are finding is not always current. Educators have emphasized the importance of using newspapers to teach literacy in the classroom because newspapers provide current information for the students to help develop problem-solving skills; these newspapers must be evaluated based on our lives. With these reasons, I have chosen English newspapers as a useful way to teach critical literacy to ESL/EFL students.

Teaching newspapers printed in English provides substantial benefits to ESL/EFL students and teachers. First, they can learn the Standard English. Many dialectal variations of English (i.e. Englishes) are being used throughout the world. Among these are British English, Hong Kong English, Singapore English, Korean English, French English, and American English; however, students need to learn the “Standard English” before learning other Englishes because learners need to acquire a formulated English which can be acceptable throughout the world. The *Longman Dictionary of Applied Linguistics* defines Standard English as:

The variety of a language which has the highest status is a community or nation and which is usually based on the speech and writing of educated speakers of the language.

A standard variety is generally:

- (a) used in the news media and in literature
- (b) described in dictionaries and grammars
- (c) taught in schools and taught to non-native speakers when they learn the language as a foreign language. (509)

According to the definition, I assume that newspapers are one of the best sources to learn Standard English because newspapers are a form of media written by experts who are professionals in English throughout the world, and they provide authentic English, written by journalists who have a high command of “Standard English.”

Second, Newspaper in Education (NIE) has been included in the regular curriculums throughout countries such as Norway, Japan, Finland, Sweden and the United Kingdom (Yoon, “Let the secondary”). They emphasize the importance to teach NIE because educators have recognized that having students read the newspapers would determine the future of the countries’ global competitiveness. The Ministry of Education and central government determine NIE as the

national strategies for curriculums; they encourage the public schools to use English newspapers in regular curriculum because neither the simulative media nor the internet itself will guarantee their national futures. Thus, they have decided that educating through newspapers should be a national policy, which empowers countries using them to lead the world.

However, we need not to omit the intention of newspaper companies about the purpose of NIE. Newspaper companies usually have two contrastive official themes in order to increase the production of NIE; one is for monetary gain, the other is for an educational purpose. For the former, they consider NIE to be their future strategy in order to insure the company's economic survival. On the other hand, NIE is the core of newspaper education, representing the media's interest in serving the future education. For the latter, newspaper companies provide NIE programs and educational services for teachers and schools and they build specific strategies for future subscribers. They announce that purpose of NIE is an educational service and support NIE through materials and curriculums (Kypnie99, "The Prospective").

B. The History of ENIE in Korea

Due to the recent storm of the global competition, many English teachers in Korea have begun adopting ENIE because principals, educators, and English teachers realized the benefits of newspapers, which provide abundant materials for students to tap into critical literacy.

The purpose of ENIE is to focus on enhancing social perspectives through real news materials and cultivating critical thinking. Additionally, students can increase their critical reading and creative writing abilities through newspaper activities. The trend of adopting ENIE has been popular for renowned foreign language high schools in Korea and after-school program materials in public and private schools. Because of the excellent achievements in some schools'

ENIE practices, ENIE has held its place as a “living-text book” among English education in Korea. In schools, principles urge the incorporation of ENIE into before and after class activities (i.e. English Club).

The origin of ENIE in Korea stems from the Ministry Education’s understanding of NIE. Its understanding has opened the door to explore the educational values of English. In 1994, NIE in Korea had not been recognized as an important educational section until *the Korea News Editors Association* appealed to the Minister of Education to adopt the NIE in school education. Since 1994 the term NIE has been widely used by daily newspapers, and teachers have been actively incorporating newspapers in subjects such as Korean, social studies, and history as supplemental material for the main courses (“NIE in Korea” 2).

However, Korea already had English newspapers before the NIE. In 1950, English newspapers in Korea started publishing *The Korea Times* and in 1953, its counterpart, *The Korea Herald*, began its press. In spite of the initial English newspapers’ publishing, these premier newspapers were not read for the general public and they could not initiate ENIE education because Korea was busy making economic development in those times. The initiation of ENIE was recently instituted by *The JoongAng Ilbo*, which published an English Newspaper called *The JoongAng Daily* in 1995. After this institution, about ten newspaper companies began publishing English newspapers directly or indirectly (“NIE”). Just four years ago on September 24th 2008, *The English Newspaper in Education Society of Korea (ENIES)* was launched in order to offer newspaper-oriented teaching materials to public schools as well as private and government institutions.

Chang-Seok Park, an English media professor at Kyung Hee University and the chairman for the ENIES, announced why current English education needs ENIE. He points out one reason

that Korean students had poor scores in English proficiency tests because current English education was not designed for students to use practical English. Moreover, English textbooks were not geared for a better command of the foreign language; however, he emphasizes that English newspapers are “interesting, concisely written, easily readable material and deal with issues related to everyday life. They are a living textbook and a fine collection of logical essays” (Ha 1-2).

After realizing English newspapers were effective materials for learning English, newspaper companies started to publish English newspapers and targeted students from elementary to high school. Newspaper companies utilize not only print newspaper, but also other supplemental materials in online education, which are more user-friendly and provide easier accessibility.

English Newspapers	Contents
Digital Chosun Ilbo	Online presentation of the Korean daily, The Chosun Ilbo
Donga.com	Online service providing Korean news in several languages
Jeju Weekly	Bi-weekly newspaper from island of Jeju
JoongAng Daily	Quality newspaper affiliated with International Herald Tribune
Korean Government Homepage	Official news, articles, on Korean culture and history, Korean Government, paintings, music, and more
Korea Herald	Major English language Korean newspaper
Korea Post	Business-consumer monthly magazine
Korea Times	Quality daily published by Hankook Ilbo newspaper
Korea Travel Times	Magazine providing coverage of South Korean travel business
OhmyNews International	News reports from full-time journalists and thousands of citizen reporters
Seoul Times	Online English newspaper for foreigners in Korea
Yonhap News Agency	Major Korean news service

<Figure 4>. Current English Newspapers in Korea

Figure 4 shows the English newspapers in Korea that have been published in print and online so far (“The World News”). The online service enhances students’ self-directed learning because of its design for studying the four skills: listening, reading, writing, and speaking. Currently, *The Chosun Ilbo*, *The Korean Herald*, and *The Korea Times* are the authoritative English newspapers, but junior English newspapers, such as *The Teentimes*, *The Timeforkids*, and *The Kidstimes*, have been becoming more and more popular English newspapers for teenagers and children. Another attractive feature of ENIE is that it can utilize technological support. When ENIE becomes popular, it has an extended daily phone-call class. Subscribers who want to apply the phone call class can talk with the native speakers. However, in Kim’s research, phone-call class was usually conducted in conversational course books. He reports that this class would not motivate its learners continuously. Instead of it, English newspaper companies have implemented a phone call curriculum in order to elicit conversations in English (30). Now, with the developments of new technology, English newspapers have started to provide English news and useful English educational content through the news applications (apps) for iPhone and iPad, aiming at students and business people who want to learn English in the latest app news (Yang, “Newspaper attempts”). These technologies have accelerated many students’ studying patterns while utilizing English newspapers.

Schools are also using English newspapers from other countries such as New York Times, Times, and CNN Students News because their aims are at either native speakers or ESL/EFL students, providing abundant content through reporting various company’s and magazine’s news. For example, the *CNN Student News* offers a “School of Thought” section. In this section, students can utilize discussion topics and improve critical literacy processes from web pages.

The following feature is an example of newspapers and magazines (printed or online sources) being used for ESL/EFL students.

Newspapers	Contents
CNN Student News	National and world news with background material, activities, discussion starters and teaching guides. USA.
BBC Learning English	Comprehensive materials for intermediate to advanced ESL learners from the BBC World Service. UK.
Chicago Tribune	A major daily newspaper based in Chicago, Illinois. USA.
New York Times	An American daily newspaper founded and continuously published in New York City. USA.
Chicago Sun-Times	Daily Chicago newspaper offering news from local community news to international, sports, weather.
Time (Magazine)	The world’s largest circulation weekly news magazine with a readership of twenty-five million, of which twenty million are in the US. It is widely regarded as one of the most popular magazines in history.

<Figure 5>. Newspapers and Magazines from the USA and the UK

C. English Education, ENIE and Critical Literacy

Most English teachers have been using textbooks and other supporting materials.

However, teachers are incorporating English newspapers as alternative material because ENIE is a popular trend for teaching literacy to students. Unfortunately, the frequency of using newspapers is still less than the use of textbooks because the final goal of English in secondary education is to prepare students to pass the national entrance exam. When Korean students are in the first and second grades of middle school and high school (the equivalent of grades 6, 7, 9, 10, and 11 in American schools) the curriculums provide “English-oriented education” that is geared toward the production of English. As soon as Korean students reach the third grade (the

equivalent of grades 8 and 12), the schools’ objectives shift drastically to prepare students for taking the Korean Scholastic Aptitude Test (KSAT).

We can see how the English score is graded in the report of KSAT. Figure 6 shows a translated version of the report card, “College Scholastic Ability Test” score in Korea. The score report shows the average (standard) score, percentile, and the grade under each subject. English is categorized in foreign language, and it is calculated by adding the score of listening and reading. In other words, the test has no speaking and writing, which are the essential requirements to have the output of language production. A more astonishing point is that over forty years, KSAT has never tested “English writing” officially. We can easily assume that this is why Korean students have had one of the poorest English writing scores among EFL countries.

2011 Report of College Scholastic Ability Test Score								
Student’s Number		Name		Social Security Number		High School (Class or Year of Graduation)		
Category	Korean	Math	English	Scientific Investigation				2 nd language
				Physics I	Chemistry	Earth Science	Physics II	
Standard Scoring								
Percentile Rank								
Grade								

<Figure 6>. Report Card of College Scholastic Ability Test score in Korea

Michael Ha mentions the passion and fervor that Koreans have towards taking English exams. Korea has become the single biggest market for the U.S. educational testing company, Educational Testing Service (ETC). Millions have taken the Test of English as a Foreign Language (TOEFL) and the Test of English for International Communication (TOEIC).

However, he points out the problem of taking norm-referenced tests⁵. “These tests by no means demonstrate one’s true competency in the language . . . As educators, we need to put more emphasis to genuine English proficiency” (Ha “President Lacks”). Michael Mckenna, a Professor of Reading at the University of Virginia, also indicates another problem of Korean students. He mentions, “in comparison to American students, Korean students have weaker critical reading skills.” He suggests that Korean students need to be trained to read “opinionated multiple texts on the same topic,” and to compare and analyze the viewpoints of the authors (“How to improve”). The critical comments of both authors imply how current English education in Korea should be changed from test-oriented to literacy-oriented curriculums.

Andy Halvorsen has demonstrated that critical thinking skills should be taught in ESL/EFL classrooms. The benefits of teaching critical literacy are that the classes incorporating critical thinking will be more interesting and engaging. Additional benefits include, “using issues that encourage critical thinking helps to give the classroom a more meaningful and cohesive environment” (2). YuJong Park argues that teaching critical literacy to EFL students is appropriate and it should be an important goal of literacy instruction because “many L2 learners already have extensive reading experience in their L1” (25). In addition to that, he suggests that critical literacy pedagogy in the EFL classroom could “help create awareness of normative patterns of society” and it is “crucial for students living in a multi-literate society” (26).

D. The Pedagogical Value of ENIE for ESL/EFL

Research also has demonstrated the educational values of using newspapers in the classroom, especially in ESL/EFL settings. Carolyn Chandler has discussed that newspaper

⁵ The purpose of norm-referenced tests is to place test-takers along a mathematical continuum in rank order.

instruction is a natural way to teach students cultural and linguistic concepts, and the newspaper can be utilized effectively through the multi-levels, “all learners for all levels” (2). Newspapers are also “an invaluable source of authentic materials...keeping with current thinking and practice in teaching pedagogy” (Sanderson 3). In addition, “English-language newspapers can help increase the capabilities of thinking and writing critically” and they have “credibility in English grammar and keeps on providing eye-catching issues” (Bae, “Newspapers Key”).

However, some educators have criticized this approach, indicating that it is not an easy task to teach newspaper articles to ESL/EFL students. Clandfield and Foord explain the major problems, “it can be extremely time-consuming for teachers and it is not necessarily interesting for learners” (“Teaching Materials”). Bermejo et al. have stated that news articles should focus on understanding the meanings rather than the form because they have lexical complexity and they are written in the journalistic style and include a density of information (“Teaching EFL/ESL”). Brendan Daly argues the weakness of ESL/EFL students’ newspaper usage. He mentions that “ESL/EFL students tend to approach newspaper articles in class from the perspective of form—grammar and vocabulary, rather than the purpose for which it was intended, to inform” (“Facilitating Discussions”). Considering the authors’ comments, they suggest that the language level of teaching newspapers to ESL or EFL students should be limited to develop students’ general reading fluency in the articles.

On the contrary, Candler has argued that newspapers are the most appropriate materials to match each level of the ESL students according to beginning, intermediate, and advanced level. She explains the reason that:

For beginning students, the large-print headlines, recognizable symbols and numbers, and many color and black-and white photographs can convey

information that students understand. At an intermediate level, the newspaper provides exposure to print, to graphic devices, and to punctuation. Advanced students can read newspapers much as a native speaker would, skimming some articles, reading others completely, and discarding those parts of the newspaper of little interest to them. (2)

Another distinction is found in the Los Angeles Daily News. It has a program and preparation for ESL that uses the newspaper for the curriculum. Chandler mentions its advantages to ESL classes, “The Los Angeles Herald Examiner runs special classes to teach literacy skills to its language-minority employees, using a learner-centered approach ... using authentic materials at the worksite” (4).

YuJong Park has also demonstrated the usage of critical literacy using newspapers, which can be incorporated to help EFL students. She considers using English newspapers as “important pedagogical tools for promoting critical thinking in EFL reading classroom” (24). In the first place, she has investigated why the studies about critical literacy for EFL students have been scattered so far through her case study in South Korea. She says it is because of:

- the belief that this type of learning would require higher linguistic process skills that L2 learners many not be equipped with,
- less interest in literacy development in the L2 environment,
- a lack of research methodology that could be applied across diverse L2 contexts. (25)

Contrary to the premise of avoiding critical literacy in English newspaper classrooms, the case study proves the benefits and challenges of incorporating critical literacy. Park indicates the results of using English newspaper classrooms. Students have enjoyed the classes, they have

been motivated through the classes, and have shown willingness to continue the newspaper classes. The following shows the progress of the case study:

- They have read and discussed critical topics, culturally and socially new to them.
- They have been aware of differences and similarities in the way people from a different culture responds and react to a particular social phenomenon, and applying it their own context.
- The study has helped to build a whole-language in which reading, speaking, listening and writing were integrated into the curriculum.
- The interest and motivation could be built through personal engagement with critical issues. (43-44)

From the progress, we can notice the enhanced competence of the participating students: improving discussion ability on critical topics, awareness of cultural differences, integrating whole-language into curriculum, and voluntary motivation through engagement.

If teaching critical literacy produces a great benefit for students, what kinds of methods are available for teachers? Darla Shaw gives us diverse newspaper activities to utilize. She has designed effective activities using English newspapers in classroom settings and suggested four important principals of using newspapers for effective practices: managed choice, multi-source curriculum, multi-task learning, and meaningful classroom discussion. The foremost idea of her newspaper curriculum design is that students are not passive receivers. Teachers considered as managers in newspaper classes are not givers, but facilitators to assist students' performances and creativities as they cooperate with group members. She explains the purpose of using newspaper is that students can have control over

what and how they will learn, and “students will know what to do because the parameters for their work and rubrics builds structure with creativity” (7).

I have incorporated some of Shaw’s activities as unit plan materials because her idea offers awesome insight to ENIE teachings. Though she designed a variety of activities that can be used in newspaper classrooms, I have chosen some of the “multi-task learning” and “meaningful classroom discussion” activities.

IV. Research on How to Apply Critical Literacy to ENIE

I have investigated the pedagogical benefits of critical literacy for ESL/EFL students so far. From here, the way teachers can apply the critical literacy to the class will be demonstrated in a way of application in the EFL situation. Research proves that critical literacy in ESL/EFL has not been studied in comparison to reading and writing literacy classes in the first language (L1). As a result, it implies that teaching critical literacy, including critical reading and writing remains within the teachers’ ability to explore for their second or foreign language class lesson. In ESL/EFL class, teaching critical literacy can be found in reading multiple books through comparing and contrasting and summarizing the content.

However, in this paper, I incorporated critical literacy with English newspaper articles focusing on the editorial articles. Editorial articles are effective sources for improving critical literacy because students can develop many language proficiency strategies, such as analyzing the contexts, expanding critical reading ability, discussing the topics, and facilitating persuasive writing.

A. EFL Students and Critical Reading

In EFL classrooms, reading activities usually include finding new vocabulary, reading specific texts, finding the answer in multiple-choice questions, true/false statements, or brief discussions about the reading selections. Beyond those activities, it is rare to expand to other expectations or study critical reading in EFL books. Davies calls this kind of activity passive reading, and he divides the reading activity into two groups: passive reading and active reading (qtd. in Correia 2). Figure 7 shows meanings and processes in the reading activities.

Passive Reading	Active Reading
Silent reading	Go beyond a superficial reading
Multiple choice exercises	Read in between the lines
Superficial comprehension questions	Working in pairs or groups
Gap filling exercises	Creating diagrams, filling in tables
True-false statements	Book reviews
Vocabulary	Summary writing
Dictionary work	Note-taking

<Figure 7>. Reading Activity

Passive reading is being done not only in EFL classes but in other classes as well because it is less stressful and requires less cognitive involvement of our minds. On the contrary, active reading does not allow students to sit back in chairs or to be quiet because it is impossible to lead the class without students’ voluntary action toward reading activities. Tomitch describes the advantages of the active reading, which prompts students:

- to use authentic material
- to help have contextualized reading -- to read “as part of a broader social context which includes the writer and also the reader”

- to provide a framework for approaching the text
- to enable readers to look at the text in a more analytical manner
- to interact with the text
- to interact with other classmates, by checking hypotheses they have made and also by discussing possible interpretations. (84-5)

When critical literacy is compared with the two reading activities, it is apparent that critical literacy is active reading, so we can assure that it can be internalized by EFL students through using newspapers because active reading parallels the important pedagogical instructions.

Mariana Farraelli has asserted that it is necessary to raise students' critical thinking skills because this era of complicated society demands it. Through critical literacy, they can "cope with and /or survive in the new constantly changing global reality," and they can use it as a tool for exploring "power relations, texts and ideology," allowing for students to have "independent thinking and diversity" (26).

B. The Process of Forming Critical Perspectives toward the News Articles

Newspaper articles require either intensive reading or extensive reading because they contain various content and news. News articles usually have short passages organized with very dense information and elaborate structures, which ESL/EFL students require reading techniques to grasp the content. Rosane Correia suggests important critical reading methods to form critical perspectives: warming up, pre-reading, while-reading, and post-reading activity. The warming up requires reading the headline and the first sentence of the article to activate students' background knowledge and predicting what the article will be about. Pre-reading asks to use the reciprocal

questioning⁶ technique, which motivates students' comprehension questions. In while-reading activity, students should detect the omitted details and identify the bias in the texts. As a post-reading activity, the students should utilize the author's choice of verb tenses and words in the articles. The activity usually gives them three questions:

- What verb tenses are used in the article?
- Which subjects are described using the passive or active voice and why?
- What purpose do the metaphors serve in the text? (Correia 18)

She discusses that “analysis of verb tenses and voices provides students with the opportunity to discuss the author's purpose in choosing the particular tense or voice he or she did” (18). She adds that the use of emotional language and metaphors are a “rich source of group discussion in a reading class” because those words assist readers to consider downplaying the reported incidents (18). By analyzing the verb tenses, author's voices, and metaphors, students learn the author's writing style and intention, so they can internalize the merits as their own style.

When the warming up, pre-reading, while-reading, and post-reading activities are done, students are asked to write a summary of the article. The summary must have short statements regarding the main ideas formed in coherent, well-linked sentences. Correia considers this summary writing important because students will learn “writing is never totally objective,” and they will learn to find “something of the writer's bias or particular point of view in a text” (4).

C. How to Read and Write through Critical Literacy

Newspaper articles have specific styles to inform readers of the latest news. Critical reading is usually related to the articles of political issues, social issues, opinion columns, and

⁶ Reciprocal questioning trains students to pick main ideas, engage in metacognitive thought, and think critically while reading. Initially, it is a verbal exchange between the teacher and the students.

cartoon columns. Those articles are written by newspaper columnists, editorialists, or newspaper reporters. Thus, each newspaper has its own individuality and perspective with conservatives, progressives, or moderates. It implies that readers should read the articles with a specific perspective toward its underlined or hidden meanings in the context. Pardede suggests several points to enhance students' critical stance; the principles of the "eight groups' necessary critical reading sub-skills" to master critical literacy are:

- 1) Distinguishing fact from opinion
- 2) Interpreting connotations of words
- 3) Discovering the author's point of view
- 4) Recognizing crooked and fallacious thinking
- 5) Detecting propaganda devices
- 6) Recognizing statistical slips
- 7) Making inference
- 8) Other factors of critical reading. (5-8)

These principles should be taught to students throughout all reading steps; some could be applied in pre-reading, some in while-reading, and others in after-reading. Therefore, teachers have to select which group skills are appropriate to their students' level, and they should be familiar with the principles because the eight groups can be applied to any newspaper articles.

Another example of having a critical literacy perspective is Open Spaces for Dialogue and Enquiry (OSDE). Farrallelli suggests the model of critical literacy as a methodology and its outcomes as Critical Literacy (CL) and Independent Thinking. In Farrallelli's theoretical background in OSDE, she suggests three principles so as to connect OSDE with CL. Figure 8 shows how OSDE's principles can apply in classrooms (29-31). Both principles illustrate that

they are very practical in ESL/EFL settings. Differences of the two principles are on the direction of their application. Pardede’s principles suggest they can be applied to the classrooms, while Farrarelli’s principles deliver theoretical framework to teachers and students to form critical literacy. However, if OSDE is applied in an appropriate way, it will empower students to “respect each other appreciating both differences and affinities” and to “change and [question] their reality and society itself ” (Farrarelli 31).

<p>Principle 1.</p>	<p>Individuals produce in their own context (i.e. discourses, practices, belief) is valid and legitimate. It means that "difference is accepted and contrast of view is encouraged."</p> <p>Application:</p> <ul style="list-style-type: none"> • Students engage with difference and practice various degrees of cultural awareness. • Students are empowered to place in the center of learning process. • Students address conflict and diversity in an ethical manner.
<p>Principle 2.</p>	<p>All knowledge is partial and inclusion of different perspective is a requirement.</p> <p>Application:</p> <ul style="list-style-type: none"> • No perspective is enough to address reality. • Individuals are invited to cooperate and collaborate in the consideration of each and every position. • Possibility to interact with diversity. • Educator is a facilitator, no longer the center of the attention in the classroom.
<p>Principle 3.</p>	<p>All perspectives should be questioned.</p> <p>Application:</p> <p>Students and educators are encouraged to challenge their own assumptions and practices.</p>

<Figure 8>. OSDE’ Principles and Application

V. Classroom applications of Critical Literacy:

A. Using Newspapers in Critical Literacy Practice

Newspapers assist teachers and students by exploring the latest content that civilians confront in their daily lives, and the activity of analyzing the information leads into meaningful discussions. In my paper, I will utilize several activities to improve students' critical literacy based upon the articles. The purpose of this practice is to make students become leaders of their discussions and to become critical writers after studying the articles, adopting their own critical stances through literacy techniques. Shaw suggests thirty-two literacy activities that can be done through using newspapers, and I have chosen seven of these activities which can be actively used in critical literacy.

1. Crafting of Newspaper Journaling

The first activity includes making portfolios and journaling. Each student will select news articles related to his/her interests. Every day, students have to select and then cut/paste the articles into their personal journals; students should also summarize the article and write some comments on its content (9).

2. Enhancing Visual Literacy

This activity requires learners to read and interpret from the newspaper articles. Photos and graphics in news articles are used in equal parts, in addition to the text; thus, literally reading newspaper photos and graphics is an important process to notice the hidden meaning in the articles. Finding unstated clues in the photos and graphics is called critical visual literacy (13).

She suggests when to read newspapers literally: pre-reading and while-reading. In pre-reading, students have to do a photo/graphic reading, or a detailed picture walk⁷, and then write down the clues that they have found from the articles. In while-reading, students should “formulate focus questions and make predictions from the graphics” (21). At this time, students should look for the following elements when they make a prediction and a question: setting, place, day, time, year, clothing, actions, facial expressions, age, ethnicity, symbols, life style, interaction of people, and so on.

3. Reading Newspapers in a Content-Based Way

Newspapers have various topical contents, such as headline news, editorials, editorial cartoons, comics, weather, special sports, health, science, finance, and opinions. When students select an article in the newspaper, the content may be related to other sources. Shaw comments that “the content-based newspaper might be linked to a theme, a popular children’s book, a science or social studies unit, or any other content found in the curriculum” (27). Therefore, students can incorporate the specific newspaper articles with other related sources, such as books, internet sources, or other content area curriculums.

4. Developing a Book Club with a Newspaper Component

Book clubs are a type of the highest level of literacy discussion. The benefits of a book club are that students can start to establish connections between the “book and [their] thinking about the implications of the reading” (57). Furthermore, news articles provide “insights and ideas to help the students better understand the book” (57). Therefore, after meeting with the

⁷ Picture walk is a shared activity between an adult reader and child or group of children before reading an unfamiliar story. In its simplest terms, it is previewing the pictures in a storybook to familiarize the child with the story prior to introducing the text.

book club, a discussion must be related to the newspaper article selection, and students will be able to explain the reasons why they have chosen the articles.

5. Newspaper Literacy Circles

This is an open-ended discussion. In this model, students can select to take the following roles: “summarizer, discussion leader, open-ended questioner, connector, predictor, vocabulary person, quote person, historian, time or geography tracker, illustrator” (61). Each student should focus on the article with their particular role in mind, jot down important notes, and share the information with their small group members.

6. Reciprocal Reading Discussion

A proper newspaper article must be selected for active discussion. The article should be divided into three to five sections for “developing a thinking process for their comprehension” (67). As they read the articles, they might have to summarize, question, or clarify their questions and predictions. However, the most important skill is to take time for critical thinking and development process.

7. Socratic Seminar

This activity is another type of discussion, requiring the highest critical literacy ability for students. This activity has four benefits: training “students to read for specifics, while at the same time taking a critical stance,” promoting “open-ended discussion, reverting to the text for details, and being able to support and elaborate with specific information” (71). The core procedure for this activity is:

- Selecting a provocative newspaper article
- Probing one or more open-ended questions

- Reading the article carefully, making notes, adding specific information and supporting their positions on the subjects
- Piggying back on each other's statements by agreeing, disagreeing, asking questions, or making connections
- Summarizing some of the highlights of the discussion
- Clarifying their final point of view regarding the discussion questions and writing a persuasive essay. (71)

B. Understanding Persuasive/Editorial Reading

Whatever our workplace and major field of study, we often face the reality that requires us to defend our views by employing analytical and argumentative skills. Argumentation and persuasion are similar in terms of argumentative discourse; however, there are slight differences between them: "Argument gives primary importance to logical appeals," while "persuasion introduces the element of ethncal and emotional appeals" (Rottenberg 9). From the editorial article in newspapers, students can learn about techniques for argument and persuasion which will help students become discussion leaders in their occupational field in the future. Annette Rotternberg describes the benefits for argumentation for individuals because the benefits offers reasonable elements:

- A worker who can articulate his/her views clearly and forcefully has an important advantage in gaining access to positions of greater interest and challenge (7).
- It can help you to cope with the bewildering confusion of voices in world around you (8).
- It can even offer strategies for arguing with yourself about a personal dilemma (8).

She also indicates why students need to write argumentative essays. One reason is that there is a complete difference between making an assertion and writing out an extended defense of one's own position. The other reason is that writing an argumentative essay substantiates the arguer's thought processes and makes them better thinkers (9). In a broad sense, argumentative writings also include editorial writings. Connected with newspaper writings, editorial reading activities should be preceded by an editorial writing activity. The reading activities use articles written by a newspaper's editorial board members, which express the paper's position on a local, national, or international issue currently in the news, syndicated or locally written columns by individuals, and letters written by readers of the newspaper ("Teaching Students" 3).

Editorials are written in informative texts and persuasive expressions; therefore, students should identify an author's purpose in the persuasive content and informative context.

"Persuasive words" are expressed through words like *should*, *must*, *ought to*, and *has/have to* in a sentence (i.e. Students should wear school uniforms as their symbols). On the contrary, "informative words" are used to inform the facts or information to the readers (i.e. school uniforms are the requirement for the middle and high school students in Korea).

Another feature for understanding editorial reading is to distinguish between facts and opinions. Teachers should explain to their students that "The author's purpose for persuasive text is attempting to get the reader to share the author's view on the topic," and as a result, the teacher should provide an example of the author's opinion and facts about the topic ("Teaching Students" 14). Students also need to become familiar with new vocabulary used in an editorial text because the author intends to persuade the reader with these specific words or expressions.

Teachers refer to this process as contextual redefinition,⁸ which has the following procedures: selecting unfamiliar words, writing a sentence, dictionary verification, and presenting the words in isolation or a short paragraph (“Teaching Students” 16).

Persuasive reading also requires being familiar with the common techniques to persuade its readers; examples of these techniques are bandwagon, testimonial, expert opinion, statistics, call to action, emotional appeal, rhetorical question, repetition, prediction, cause and effect (“Teaching Students 25-6).

C. Editorial Writing

An editorial article is usually written by the senior editorial staff or publisher on a controversial issue which a society is currently confronting. Issues about personal argumentation are usually grades, school violence, bullying, mass media, application of technology (e.g. I-pad, smart phone, etc.), online pornography, as well as peer and family relationships. Other important issues about public argumentation are the death penalty, abortion, feminism, women’s rights, discrimination, and crisis management.

The process of the writing has several procedures in order to reach its full understanding and completion. Recognizing “a problem exists” in the article is the first step to approach critical literacy in newspaper activity. It is important for students to grasp the main idea about the topic in an article which a teacher/student has chosen. Next, students should deconstruct the article carefully and “analyze the problem, breaking it down into its smaller components” with a group activity or personal assignment (“Teaching Student” 32). The key point of this activity is on the

⁸ Contextual redefinition is a strategy that allows readers to make informed guesses about the meaning of words and to monitor those guesses by checking for accuracy as reading continues.

students' voluntary conduct to solve the problem and to evaluate its solution regarding effectiveness (“Teaching Student” 32). Some issues in the article can be figured out within a class period, while other issues are required to take further research in order to find the solutions of the articles, in terms of agreeing or disagreeing with the author’s assertion.

Furthermore, there are four types of editorial writing structures: explaining or interpreting, criticizing, persuading, and praising. Alan Weintraut exemplifies seven characteristics of an editorial writing. He reports that editorials have:

- 1) introduction, body, and conclusion, 2) an objective explanation of the issue, 3) a timely news angle, 4) opinions from the opposing viewpoint that refute directly the same issues the writer addresses, 5) the opinions of the writer delivered in a professional manner [...], 6) alternative solutions to the problem or issue being criticized [...], 7) a solid and concise conclusion that powerfully summarizes the writer's opinion. (“Writing an Editorial”)

The structure of an editorial has a specific topic including a thesis statement and provides evidence supporting arguments which persuade its readers. *Introduction* describes a statement of the writer’s view on the specific issue. *Body* expresses an opinion about the problem and provides supporting evidence and examples and *solution* offers an alternative solution to the problem. Finally, *conclusion* emphasizes the main issue and provides last appeal for the reader to agree the author’s opinion again.

As all editorials have a specific structure, all arguments and persuasive writing have a similar format which helps to persuade its reader toward the writer’s viewpoints. Argumentation has numerous strategies to approach this method; however, I limit the boundary within the basic concepts and structures for EFL students’ critical reading and writing to include only editorial

articles of English newspaper. In order to acquire credibility in persuasive writing, students should learn the principle elements of argument: claim, support, warrant, definition, language and logics. As follows below, I will describe each of them according to the level of EFL students.

1. Claims

In logic, claims have three elements: fact, value, and policy. Claims of fact consist of factual, historical, and predictive information. In order to acquire the facts, the claim needs to produce sufficient and appropriate data, reliable authorities, as well as contain facts based on statistics, testimony, and other historical evidence. Claims of value express a judgment, approval/disapproval, taste, preference, and prejudices. Rotterberg describes the claims of policy that “they advocate adoption of policies or courses of action because problems have arisen that call for solution” (71). This policy often uses modals like should, ought to, and must. Writers use these three claims of policy to persuade their audience because the writers assert that the solution which they propose will solve the problem.

2. Support

Support provides claims with validity giving evidences to the readers. The examples of evidence can be “emotional appeals, quotations from famous people or recognized experts, or statements based on the writer’s personal credibility” (Reynolds and Gilbert, “Terms in”).

3. Warrant

I think warrant is the most difficult concept for EFL students, because it requires them to have full understanding of the relationships among claim, support, and warrant. Rotterberg indicates that “warrant reflects our observations, our personal experience, and our participation in a culture” (199). Stephen Toulmin defines warrant as “general, hypothetical statement, which can act as bridges” (98). Rotterberg illustrates the meaning of the bridges as validity, “even if a

reader agrees that the support is sound, the support cannot prove the validity of the claim unless the reader also agrees with the underlying warrant” (199).

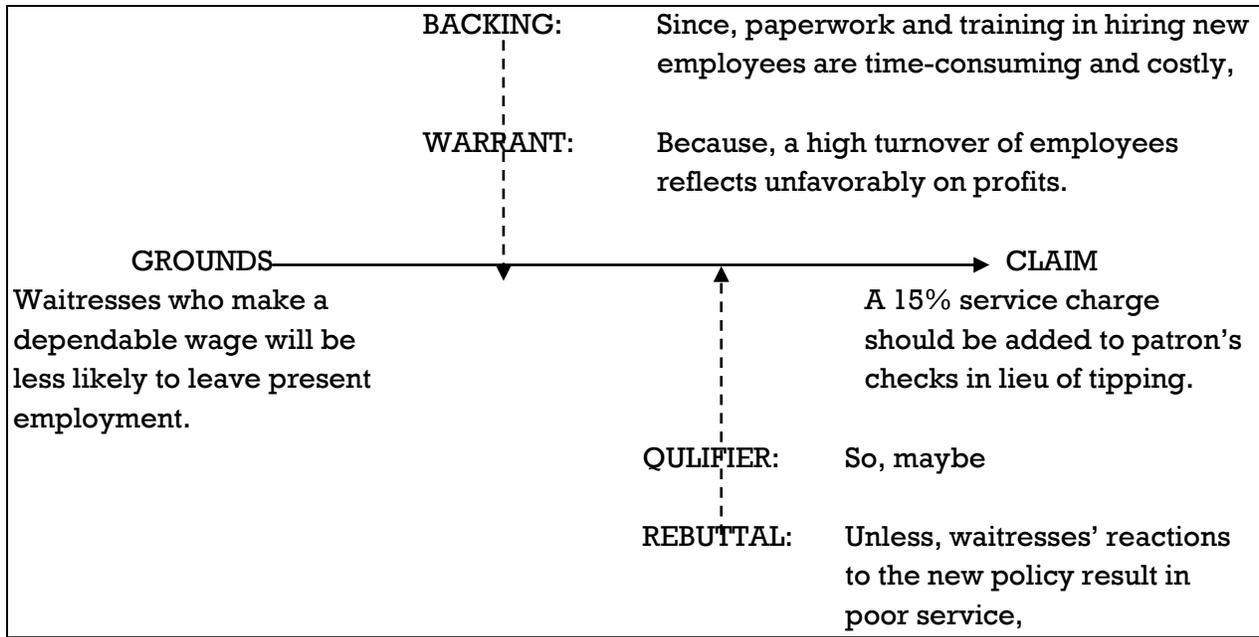


Claim, support, and warrant are the three essential elements in any argument. This claim-support-warrant structure is based on the model of Toulmin’s argument. In logics, syllogism⁹ and Toulmin’s Model seem to have similar structures, but Toulmin’s Model has proved to be a more effective instrument for writers than syllogism. Joan Karbach explains the basic Toulmin’s model in detail, explaining as a model of law: “1) a person makes a claim, then 2) gives grounds to support that claim, and 3) backs the grounds with a warrant” (81). She clarifies the procedures how the three elements are organized:

First, the claim, the basic purpose of an argument, can be an assertion, standard or thesis. Next, the grounds, the foundation of the argument, are the evidence or specific facts that support the claim. Finally, the warrant-implicit or stated-links the grounds to the claim and gives the grounds general support. (82)

In addition to the three elements, Toulmin’s Model includes backing, rebuttal, and qualifier. *Backing* tells an audience why the warrant is rational; *rebuttal* addresses potential objections to the claim; the *qualifier* adds nuance and specificity to its assumption, helping to counter rebuttals (Wright 1). Figure 9 shows the relationship of Toulmin’s basic argumentative elements along with example sentences to help its understanding.

⁹ Syllogism means that a form of deductive reasoning consists of three elements: a major premise, a minor premise, and a conclusion in logic. Ex) Major premise: All mammals are warm-blooded. Minor premise: All black dogs are mammals. Conclusion: Therefore, all black dogs are warm-blooded.



<Figure 9>. Toulmin's elements of argument (Karbach 85)

I think it is necessary to compare and contrast between syllogism and Toulmin's Model. Even if both methods are being used in logics, they often confuse students. Figure 10 illustrates the similarities between syllogism and Toulmin's Model. According to the figure, the claim in Toulmin's Model corresponds with the conclusion in syllogism, the support in Toulmin's Model equals with minor premise in the syllogism, and warrant in Toulmin's Model corresponds with the major premise of syllogism (Rotternberg 300-1). As mentioned above, teachers should

Syllogism

Major Premise	Advertising of things harmful to our health should be legally banned.
Minor Premise	Cigarettes are harmful to our health.
Conclusion	Therefore, advertising of cigarettes should be legally banned.

Toulmin's Model

Claim	Advertising of cigarettes should be legally banned.
Support	Cigarettes are harmful to our health.
Warrant	Advertising of things harmful to our health should be legally banned.

<Figure 10>. Comparing Syllogism and Toulmin's Model (Rotternberg 300)

be familiar to Toulmin's Model because it provide more persuasive access to writers than syllogism.

4. Definition

In an editorial article, the author raises a persuasive issue, which is usually expressed with specific terms such as abortion, the death penalty, or accomplishment evaluation. Therefore, as a tool of development for writing, students should clarify the meaning within the author's texts to avoid vague or ambiguous terms. Students can use stipulation, negation, examples, or a dictionary in order to define the terms which the author asserts, as well as an extended definition indicated by the author's new definition.

5. Language

The types of language used in persuasive writing are connotative, slanting, picture-queue, concrete words, abstract words, clichés and slogans. Rotternberg defines connotation as “the meanings we attach to it [a word] apart from its explicit definition [...] reflects the feelings that have accumulated around the world” (241), while slanting as “selected facts and words with favorable or unfavorable connotations to create the impression that no alternative view exists or can be defended” (244). These types of the persuasive language assist the writer's assertions and main ideas effectively. However, it is also necessary for students to discern those types of language in order to analyze the hidden meanings under the contexts.

6. Logics

Argumentation logics are expressed by inductive and deductive reasoning. Inductive reasoning leads to a conclusion (claim) from arguing specific facts (supports/grounds) to a general conclusion. On the contrary, deductive reasoning leads to a conclusion (claim) from arguing a general premise based on statistics and data (supports/grounds) to a specific conclusion.

VI. Conclusion

The above discussion demonstrates the importance of developing critical literacy for ESL/EFL students. The academic approaches such as CALP or CALLA for the language proficiency are widely used in ESL/EFL classrooms. However, critical literacy in ESL/EFL classrooms has been neglected because it requires students' cognitive involvement, critical stance, and active reading behaviors as well as teachers' time and effort. Nevertheless, if educators carefully implement the critical literacy into their own classrooms, the pedagogical advantages offered will be enormous to both teachers and their students. The class will provide more dynamic energy than traditional classes; it will broaden students' cognitive perspectives toward the society and the world and will promote further exploration of the students' language proficiency and literature in many forms.

With the above reasons, I have researched into the relationship between academic proficiency and critical literacy and its application between ENIE and English newspaper articles. More educational institutions in Korea are incorporating ENIE into their official curriculums because the Ministry of Education and central government realized the importance of ENIE for their future global competitiveness. Traditional English teaching and learning are still effective in EFL classrooms, but this is not quite sufficient for language competence in daily life. Studying English newspaper articles will increase students' reading skills and will broaden their perspectives into the world views so that "living English" will provide them a better sense of "reality."

ENIE in Korea has been instituted recently through *The JoongAng Daily*. Since that time, ENIE has been offering dynamic education through print and online services so far. Many researchers and English educators have demonstrated that critical literacy using English

newspaper articles should be incorporated in ESL/EFL classrooms because many L2 learners already have reading experiences in their L1, and it gives the classrooms a more meaningful and cohesive environment. Most English learners, whose purpose is to enter college or to express better English competence, may have the same desire: to speak fluently and to express themselves effectively with appropriate grammatical structures. I think studying critical literacy through English newspaper articles might be one of the ways to reach this goal.

However, critical literacy class seems to be difficult for teachers to implement in their teaching experiences. First, English newspapers have not been instituted as part of official English curriculums in current education systems. Second, applying critical literacy to English classrooms has been rare in EFL situations because teachers are busy catching up with current schedules which are already set up according to curriculums. Third, EFL teachers may not have been educated in the ways of critical literacy, or they may not be interested. Unfortunately, many fields and subjects such as science and social studies value and utilize critical literacy in their classes more often than EFL classrooms.

Critical reading class requires active reading behavior toward students themselves and the content which they deal with in classrooms. The process goes through warming up, pre-reading, while-reading, and post reading activities. Students are trained to read the content with specific perspectives toward the hidden meanings in the contexts. One is eight groups' necessary critical reading sub-skills, the other is OSDE.

Shaw suggests many activities using newspapers and I have selected seven activities that can be actively utilized in critical literacy class: Crafting of newspaper journaling is to make portfolios and students' own journaling every day. Enhancing visual literacy is to increase students' interpretation and prediction through photos and graphics in news articles. Reading

newspaper in a content-based way is to connect newspaper articles with other related sources such as books and internet through comparison and contrast. Developing a book club with a newspaper component is to read and connect between the newspaper articles and related books and make a book club meeting for further discussions. Newspaper literacy circles are to select each student's voluntary roles in order to observe the articles from the specific perspective of each role. Reciprocal reading discussion is to form an active discussion group according to summary, question, clarification, and prediction. Socratic Seminar is the highest critical literacy activity. It develops students' ability to read in detail, to promote open-ended discussion, and to elaborate on specific information for discussions and writing a persuasive essay.

In order to grasp the editorial readings, students need to discern between persuasive words and informative words, between facts and opinions, and other technical expressions. Good editorial writing requires recognizing "existing problems" in the news article, to analyze them and break down into smaller components. In editorial writing, students should be taught to include a specific topic with a thesis statement and to organize its structure according to introduction, body, solution, and conclusion.

In my paper, I displayed basic argumentative strategies that are suitable for EFL students. The principle elements of argument are claim, support, warrant, definition, language, and logics (the relationship among the elements of argument is illustrated thoroughly in Figure 9). Claim, support, and warrant are the essential elements in any argument. Articulating a writer's claim provides a thesis statement for its readers. Writers should pay attention to display inductive or deductive reasoning because the claim (conclusion) of the writer is expressed by orders, which will organize the whole structure of the writing differently. In the area of argument, Toulmin's Model is more widely used to persuade the readers than syllogism.

Finally, a teacher's role in the classroom is to be a facilitator, supporter, and encourager to students because students must take initiatives to develop their critical skills: reading, searching, analyzing, comparing, and discussing with peers. Keeping these qualities in mind will increase the students' sense of ownership in their classroom. Unlike other traditional EFL classes, where reading, interpreting, and solving problems from the text are the main goal of teaching, this critical literacy class using English newspaper articles is a new way to teach EFL students. The styles of these lessons change the relationship between the teacher and the student. Students are no longer only the receivers of instruction and the teachers are not simply the givers of knowledge as well. Both teachers and students are beneficiaries from this class.

Teachers who want to develop critical literacy through English newspapers should, first of all, be familiar with literacy behavior. They should read and select good articles that can be useful for EFL classrooms according to their students' levels. It takes time and effort to prepare one class, but once teachers are accustomed to the preparing cycles, they will have a better understanding of managing their classes and students. These efforts and preparations will produce abundant opportunities for teachers to improvise and will upgrade their teaching techniques as well.

The techniques that I have suggested in this paper will help teachers and students to increase critical viewpoints while studying English newspaper articles. An example of its application is in the unit plan with appendices designed for teachers and students who may apply critical literacy to a class using newspaper articles. Once they apply this lesson, the benefits will provide greater rewards for them.

VII. Unit Plan

Teaching Editorial Reading and Persuasive Writing Using English Newspapers

This lesson plan is designed for high-intermediate EFL students who are attending private English institutions in Korea. There are sixteen students in this class. The classroom consists of middle school students who have passed the placement test of newspaper class; thus, their English levels are similar and they are all qualified for this lesson regardless of their ages. Instruction takes six days of class time for two weeks and it is 50 minutes on Monday, Wednesday, and Friday. The goal of this lesson is to teach the students an introductory class of critical literacy through English newspaper articles. In class, students will learn the basic concepts about critical literacy, argumentation, newspaper article sorting, group discussions, and persuasive writing through English newspaper articles. As a result, they will develop a critical stance toward trending articles. The materials for each class are:

Class day one: Appendix A, B (A: Laura's Letter, B: Persuasion is All Around You)

Class day two: Appendix C-1, C-2

(C-1: Elements of Argumentation, C-2: The Basics of Persuasive Writing)

Class day three: Appendix D, E, F, G

(D: Failing Grades, E: Our unhappy Children, F: Newspaper Article Sorting, G: Persuasive Strategy Definitions)

Class day four: Appendix H, I

(H: Newspaper Literacy Circles, I: Newspaper Reciprocal Reading)

Class day five: Appendix J (Editorial Persuasive Writing)

Class day six: Reviewing all materials (Appendix A~J)

The main materials for analyzing critical literacy are two English newspaper editorial articles published in South Korea. One is “Failing Grades” from *The Korean Herald*, the other is

“Our Unhappy Children” from *The Hankyore*. These articles are about the grading and the assessment of national competitive exams. I have chosen this topic because the methods of assessment are a fundamental issue in South Korea for both students and parents. As Michael McKenna points out, critical reading skills are one of weakness of Korean students. Most English textbooks and course books in Korea are being taught passive literacy reading, not active reading. Therefore, I have designed an active reading class applying critical literacy into EFL classrooms through English newspaper articles.

The objectives of the lesson plans are to encourage students’ critical reading, to develop critical literacy skills, to compare, contrast, and analyze the editor's hidden intention, and to write a persuasive letter to school administrators. Through this process, students will be able to learn:

- to use literate skills and metacognition
- to read the author’s intention not addressed in the articles
- to create the supports of opposition to an issue
- to take a critical stance with meaningful feedback
- to discern arguments and opinions

In the long run, they will have confident attitudes to persuade their opponents. Summa indicates this process as, “Students need to learn to formulate strong arguments and defeat opposing arguments without losing their focus” (2) in order to clarify their opinions and to communicate effectively.

The main lessons of this class represent by reading two articles from two different English newspapers and then compare and contrast them. Three steps are required: discussing the issues and ideas (class day 1~2), critical reading and analyzing (class day 3~4), and writing a persuasive letter and evaluation (class day 5~6).

Class day: One

The first day of class is designed to introduce the students to the general idea of critical literacy. For this, I use an anecdote about Laura who has taken a critical stance toward her school principal in her letter (Shannon 80-3). This example illustrates that students can apply critical literacy to daily life and to write persuasive letters or essays based on logical reasoning.

The teacher greets the students, talks about the characteristics of this two week-programmed class, and warms up the class by proposing following questions to the students: “Do you know about NIE? What about critical literacy? Why do we need to study NIE and critical literacy to learn English?” and so on. The teacher should listen to carefully some of the students’ responses and give some of the answers to them. It takes about fifteen minutes. Then, the teacher distributes Appendix A (Laura's Letter) to the students. The teacher begins reading one or two paragraphs of the letter out loud and then gives the students an opportunity to read in rotation. After reading, the students will be assembled into four groups in order to discuss Laura’s attitude and critical thinking based on her letter. After the individual group discussions, the teacher reunites the whole group for discussion and to present each group’s opinion, approximately twenty minutes.

Then, the teacher hands out another sheet of material, Appendix B (Persuasion is All Around You—I have modified the content according to this lesson plan) to students. Appendix B offers four questions regarding the Laura's letter. Give students some time to think and write the answers and then bring the issue in Laura’s letter to class discussion. After filling out the answers, the teacher initiates group discussion about her letter based on the sheet. Students will be amazed by how the little girl could think about her situation in a logical way, even if it does not seem to make sense to adults. As discussion goes deeper, the students will give their own

definitions about critical literacy and talk about why it is necessary to see the world. It takes fifteen minutes.

Class Day: Two

The second day of class is designed to teach the elements of persuasive strategies. This class builds the basic backgrounds of a persuasive argument, so I simplify this lesson for the benefit of beginners because they have never been taught or heard about argumentation. I limit the lesson within three essential elements of persuasion: claim, support, and warrant. I omitted the rest of the elements such as backing, rebuttal, and qualifier because these elements should be taught after students completely understand the three basic elements.

The teacher begins the class greetings with the students. Afterwards, the teacher mentions the core value of the previous lesson briefly and then begin today's lesson, taking five to ten minutes. The teacher introduces to the students the basic elements of persuasion, explaining the three words (claim, support, and warrant) on the board. After discussing the concepts, the teacher hands out Appendix C-1 to the students in order to give them contextualized definitions of the argument.

The handout describes three definitions in detail; therefore, the teacher guides the students to underline each definition after explaining the definitions in order to remember the meaningful phrases in the sheet. Then, the teacher explains three kinds of claims—fact, value, and policy. Claims are very important at this point because they are the essential elements to find a thesis statement or a main idea in an argument. The teacher explains to the students that claims of fact express factual, historical, and predictive information—usually statistics, data, and information are included. Claims of value argue whether something is “good/bad, right/wrong, desirable/undesirable, valuable/worthless, moral/immoral, or effective/ineffective” (Williams,

“E101”). Claims of policy call for action to readers. Most sentences of this policy include “should, must, has/have to, and ought to,” and it takes about fifteen minutes.

After explaining the claims, the teacher hands out Appendix C-2 to offer example sentences of the claims. It shows two sections: one is claims of fact, value, and policy and the other is the sentences of claims/support/warrant. The teacher draws the below figure to visualize the relationships between the three argumentative elements and to write the necessary sentences under each element (i.e. Claim: Most Americans need to exercise more, Support: According to the latest government figures, most Americans are overweight, Warrant: Exercise can enable weight loss). This Figure summarizes the essence of today's lesson. Therefore, the students will be able to find a main idea of editorial articles in newspapers, which they will do in the next class. The time will be about twenty minutes.



At the end of the class, the teacher distributes Appendix D, E (two articles for the next class) as reading homework and Appendix F (Newspaper Article Sorting) for note-taking and comparing the articles according to categories as shown in the sheet —topics, location, people, problems, solution, and future vision. The teacher gives directions on how to do the homework (about five minuts)—to read and find new words or expressions in the articles that they do not understand. This homework will prepare them for the next group of critical reading activities and discussions.

Class Day: Three

Actual critical reading class begins on the third day of class. The previous two days have prepared the background of critical reading and thinking. This class is designed to apply the three

elements of an argument into newspaper articles. Each article deals with the related issues of Korean students' achievement caused by the grades and academic competition but approaches them from different angles: *the Korean Herald* is conservative, while *the Hankyoreh* is progressive. "Failing Grades" from *the Korean Herald* (Appendix D) deals with academic achievement of elementary, middle, and high school students at Seoul in South Korea; while, "Our Unhappy Children" from *the Hankyoreh* (Appendix E) reports Korean students' psychological anxieties and discontentment about academic achievement. Through this class, the students will be able to find the main idea (thesis statement), support, and warrant from each article by utilizing critical thinking and metacognition in order to distinguish different perspectives between them.

The teacher begins the third day by greeting the class and briefly reviewing the previous lecture on the elements of argument. It takes about ten minutes. Afterwards, the teacher asks the students to take out the two editorial articles (Appendix D, E) and Newspaper Article Sorting (Appendix F) which the teacher handed out yesterday for homework. The teacher explains the content of the two articles and reviews them with the students who have studied as their homework, taking about ten minutes. After studying the articles, the teacher asks the students to make a group discussion and asks them to compare similarities and contrast differences between the two articles. Students could discuss or add other elements freely except for the common elements (i.e. topics, location, people, problems, solution, and future vision in the Appendix), approximately twenty minutes.

At this time, the teacher distributes Appendix G for a discussion on claims, support, and warrant in order to apply the previous essence of today's lesson. In group discussion, students will search the three elements of an argument and write them on the sheet. The students should

find claims, support, and warrants from each article, write the corresponding sentences in each box, and compare each other's sentences. Besides these elements, the teacher directs the students to discuss definitions that they have done as homework. The definitions should be selected terms or phrasal expressions indicated by the author in the article. After each group fills in the answers, the teacher explains them and asks the students to find example sentences from the articles, encouraging them try to their best. The teacher asks them to compare their answers with one another and to select a representative to express their group discussion with the rest of the class. The studying time with Appendix G will be fifteen minutes.

After the individual group discussion, the teacher will lead a class discussion, and students will be able to speak generally and give feedback about the two articles. They may acknowledge whether the homework was difficult or not, due to its length or recognition of the main ideas within the articles. At this time, the teacher should write each group's opinion and key words on the board according to each group's characteristics, taking about five minutes.

Class Day: Four

Students are now ready to analyze the two articles with their own critical stance. Up until now, the students have been familiarized with vocabulary such as claim, support, and warrant in addition to the authors' main ideas of the articles. The fourth class day is designed to apply critical literacy into a group activity, assigning roles to each student as follows: summarizer, discussion leader, open-ended questioner, and vocabulary person. Each group members have to take a role voluntarily. The students will be able to learn to analyze the articles and develop critical perspectives through diverse roles.

The teacher hands out Appendix H (Newspaper Literacy Circles) to the students. The teacher directs students to take responsibility in their roles and write the feasible answers from

the articles to the best of their ability. The students will focus on their specific task and will be able to collaborate and produce the best result through group work. It takes about twenty minutes to work the activity.

Afterwards, the teacher hands out two copies of Appendix I (Newspaper Reciprocal Reading) to each student. The teacher directs the students to divide each article into an introduction, body, and conclusion as well as write questions, clarifications, predictions, and a summary relating to its three sections. This process requires each group member to take either their role from the previous day or to rotate to another role; eventually, the students will participate in all four roles. This process might take quite a bit of time because it requires students to use critical thinking techniques. At this point, they should bring textual clues into their questions and predictions. Therefore, students must be actively involved in the activity by summarizing, questioning, clarifying and making predictions as they read and discuss. This activity will help the students to find differences between articles in terms of the author's view point such as schooling, grades, and the author's writing style, the preference of choosing vocabulary, and author's critical stance about the topics. It takes about twenty-five minutes.

At the end of the class, the teacher asks the students to think about persuasive writing for next class's editorial writing essay for five minutes —the organization of the introduction, body, and conclusion of the articles with the elements of persuasive writing skills that they have learned from previous classes. It will help students to write in a logical structure, and organization based on their thoughts and opinions. Think about the structure is their homework.

Class Day: Five

The fifth class is for persuasive editorial writing from a reader's viewpoint. Students will write a letter with consideration of all the materials that they have completed from the past four

days of study. The teacher should review Appendix A (Laura's letter) and how she took a critical stance in her situation. The teacher encourages them to write by using their own voices, critical stance, and metacognitions according to the analysis of the two articles. The brief explanation will be five minutes.

After describing the purpose of the writing activity, the teacher hands out Appendix J, and the students writes an editorial writing for forty-five minutes. Through this writing, the students will be able to learn an editorial writing by comparing and contrasting the two articles with the authors' perspectives and their own view points. As the students have already done the outline for homework, they will start the writing immediately. The teacher should prepare extra papers in case students want more, and the teacher collects students' writing as soon as they finish.

Class Day: Six

The last day of class is used to review and to evaluate the classes that the teacher and students have done together during the two weeks. After the students' writings are returned to them, they will have time to read the teacher's comments. Then, the teacher answers questions that they could have regarding their writings. Additionally, the teacher should take time with the students to talk to the class about what they have learned, what they have experienced, what they perceived to be the most difficult part of the class. If possible, the teacher can ask some of the students, who wrote well according to the critical literacy lessons, to come out and present their essay writings to the peer students. It will be a great opportunity for them because each student's writing was written through different angles and perspectives in order to have wide critical literacy viewpoints. I think an evaluation sheet about persuasive writing lessons can be useful after further critical literacy classes because this unit plan is for an introductory class.

Work Cited:

- Adamson, Hugh Douglas. *Academic Competence: Theory and Classroom Practice: Preparing ESL Students for Content Courses*. New York: Longman, 1993. Print.
- Bae, Ji-sook. "Newspapers Key to Fast English Learning." *Koreatimes*. 11 Dec 2009. Web. 7 Dec 2011. Print.
- Behrman, Edward H. "Teaching about language, power, and text: A review of classroom practices that support critical literacy." *Journal of Adolescent & Adult Literacy* 49.6 (2006): 490-98. Print.
- Bermejo et al. "Teaching EFL/ESL Students How to Read Time and Newsweek." *The Internet TESL Journal*. 6.7 (2000):1-5. Web. 8 Dec 2011.
- Brock, Cynthia, Dianne Lapp, Rachel Salas, and Dianna Townsend. *Academic Literacy for English Learners: High-Quality Instruction Across Content Areas*. New York: Teachers College Press, 2009. Print.
- Brown, Steven, and Jodi Eisterhold. *Topics in Language and Culture for Teachers*. Michigan: University of Michigan Press, 2004. Print.
- Chamot, Anna, and J. Michael O'Malley. "Instructional Approaches and Teaching Procedures." *Kids Come in All Languages: Reading Instruction for ESL Students*. Eds. Karen Spangenberg-Urbschat and Robert Pritchard. Newark: International Reading Association, 1994. 82-107. Print.
- . *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*. New York: Longman, 1994. Print.
- Chandler, Carolyn Ebel. *Using Newspapers in the ESL Literacy Classroom*. *ERIC Digest*. ERIC Development Team. July. 1990. Web. 3 Dec 2011.

Coffey, Heather. *Critical Literacy*. LEARN NC. Web. 13 June 2012.<www.learnnc.org>

Correia, Rosane. "Encouraging Critical Reading in the EFL Classroom." *Teaching English Forum* (2006): 16-27. Print.

Cummins, Jim. *Language, Power and Pedagogy: Bilingual Children in the Crossfire*. New York: Columbian Printers Ltd, 2000. Print.

---. *Bilingualism and Special Education: Issues in Assessment and Pedagogy*. San Diego: College-Hill Press, 1984. Print.

Daly, Brendan. "Facilitating Discussions of Newspaper Articles in the ESL/EFL Classroom." *The Internet TESL Journal*. 10.7 (2004):1-5. Web. 7 Dec 2011.

Farrallelli, Mariana. "Using a Critical Literacy Approach in the EFL class." *Journal of NELTA* 14.1-2 (2009). Print.

Flynn, L.L. "Developing critical reading skills through cooperative problem solving." *The reading teacher* 42.9 (1989): 664-68. Print.

Garner, Ruth. *Metacognition and Reading Comprehension*. Norwood: Ablex Publishing Corporation, 1988. Print.

Gurr, Tony. "Emotional Literacy for Educators – the 12-step programme!" *Allthingslearning*. Web. 21 Jun 2012.

<<http://allthingslearning.files.wordpress.com/2012/03/21c-skills-crit-lit.png>>

Ha, Michael. "President Lacks Specific Steps to Promote Wider Use of English." Seoul. *The Koreatimes*. 24 Sep 2008. Web. 7 Dec 2011.

Halvorsen, Andy. "Incorporating Critical Thinking Skills Development into ESL/EFL Courses." *The Internet TESL Journal*. 11.3 (2005):1-6. Web. 8 May 2009.

Heath, Shirley Brice. "Literacy or Literate skills: Considerations for ESL/EFL learners."

- Collaborative Language Learning and Teaching*. Ed. David Nunan. New York: Cambridge University Press, 1992. 40-55. Print.
- Heath, Shirley Brice, and Leslie Mangiola. *Children of Promise: Literate Activity in Linguistically and Culturally Diverse Classrooms*. Washington DC: NEA Professional Library, National Education Association, 1991. Print.
- “Introduction to BICA/CALP.” 5 Nov 2012. PDF file.
- Karbach, Joan. *Using Toulmin’s Model of Argumentation*. n.d. Web. 25 July 2012.
- Kim, En-Joo. *A Study on Developing Four Skills Utilizing English Newspapers*. Diss. Andong Univeristy, 2009. Print.
- Kypnie99 [Langcongderue]. “The prospective and current situation of the foreign press (외국 언론사의 신문 활용 교육(NIE) 현황과 전망).” *Newspaper in Education(NIE)*. 12 Nov 2007. Web. 16 Nov 2011.
- Lee, Heffernan. *Critical Literacy and Writer’s Workshop: Bring Purpose and Passion to Student Writing*. Newark: International Reading Association, 2004. Print.
- Livingston, Jennifer A. *Metacognition: An Overview*. Graduate School of Education. Cognitive Psychology, 18 Feb. 2011. Web. 16 Jun 2012.
- Matanzo, Jane Brady, and Deborah L. Harris. “Encouraging Metacognitive Awareness in Preservice Literacy Courses.” *Advancing the World of Literacy: Moving into the 21st Century*. Eds. Dugan, Jo Ann R, Patricia E. Linder, Wayne M. Linek, and Elizabeth G. Sturtevant. Texas: College Reading Association, 1999. 201-225. Print.
- Mckenna, Michael. “How to improve Literacy Skills.” *The Daily Focus*. 1 Jun 2011. Web. 22 Jun 2012.
- Mclaughlin, Maureen and Glenn L. Devoogd. *Critical Literacy: Enhancing Students’*

- Comprehension of Text*. New York: Scholastic Inc, 2004. Print.
- Mikulecky, Beatrice S. *A Short Course in Teaching Reading: Practical Techniques for Building reading Power*. New York: Pearson Education, 2011. Print.
- “NIE in Korea.” *Korean Association of Newspapers*. n.p. Powerpoint. Web. 10 Dec. 2011.
- “NIE (Newspaper in Education).” 100. naver.com. n.p. Web. 9 Dec. 2011.
- <<http://ko.wikipedia.org/wiki/>>.
- Pardede, Parlindungan. *Developing Critical Reading in the EFL Classroom*. UKI: ELT'n Edu ~ A cyber ELT & Edu service from Universtias Kriste Indonesia. n.d. Web 7 July 2012.
- Park, YuJong. “Using News Articles to Build a Critical Literacy Classroom in an EFL setting.” *TESOL Journal* 2.1 (2011):24-51. Print.
- Read, Write, Think*. International Reading Association. National Council of Teachers of English (NCTE). Web. 3 Jun 2012.
- Reynolds, Meredith, and Scott Gilbert. “Terms in a Toulmin Argument.” Web. 8 Nov 2012.
- Richards, Jack C, and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. 3rd ed. London: Pearson Education, 2002. Print.
- Rottenberg, Annette T. *Elements of argument: A text and Reader*. New York: Bedford Books, 2000. Print.
- Sanderson, Paul. *Using Newspapers in the Classroom*. New York: Cambridge University Press, 1999. Print.
- Scarcella, Robin. “Academic English: A Conceptual Framework.” *The University of California Linguistic Minority Research Institute Technical Report 2003-1*. 1 Apr 2003. Web. 3 Oct 2012.
- Shannon, Patrick. *Text, lies, & videotape: stories about life, literacy, & learning*. Portsmouth:

- Heinemann, 1995. Print.
- Shaw, Darla. "Thoughtful Literacy: Using the Newspaper." Newspaper in Education Institute. n.d. Web. 7 Jun 2012.
- Summa, Julie. "Editorial Writing: a series of 5 lesson plans." Missouri Western State University. 15 Sep 2008. Web. 26 July 2012.
- Taglieber, Loni Kreis. *Critical Reading and Critical Thinking: The State of the Art*. Universidade Federal de Santa Catarina. Jan/Jun. 2003. Web. 21 Jun 2012.
- "Teaching Students Editorial Writing and Persuasive Reading: A Sample Unit of Lessons for Middle School Teachers." Middle School Editorial Persuasive Reading. *Jefferson County Public Schools Version 2.0*. Web. 1 Jun 2012.
- Tomitch, L. M. 2000. "Designing reading tasks to foster critical thinking." *Ilha do Desterro* 38(2000):83–90.
- Toulmin, Stephen. *The Uses of Argument*. Cambridge: Cambridge University Press, 1958. Print.
- "Using the Newspaper to Teach Curriculum Standards for the Social Studies." *National Council for the Social Studies*. Copyright: Newspaper in Education Institute, 2007-2008. Web. 5 Dec 2011.
- Valeontis, Kostas, and Elena Mantzari. *The Linguistic Dimension of Terminology: Principles and Methods of Term Formation*. Web. 18 June 2012. <http://translation.hau.gr/telamon/files/HAU-speechValeontisMantzari_EN.pdf>
- Weintraut, Alan. "Writing an Editorial." Web. 24 July 2012.
- Williams, Jennifer H. "E101: Written Rhetoric." Web. 7 Nov 2012.
- Wright, David. "Writer's Web: Analysis, argument." Web. 25 July 2012.
- Yang, Sung-jin. "Newspaper attempts to lead with iPhone, iPad apps." *Koreanherald*. 14 Aug

2011. Web. 22 Jun 2012.

Yoon, Sang-hwan. "Let the secondary students read newspapers. The world is now NIE Wave

(초중고생에게 신문을 읽게 하라, 세계는 지금 NIE 열풍)." *Maeil Business Newspaper*.

5 Apr 2009. Web. 9 Dec 2011.

<<http://news.mk.co.kr/newsReadPrint.php?year=2009&no=207810>>

Zwiers, Jeff. *Building Academic Language: Essential Practices for Content Classrooms, Grades*

5-12. San Francisco: Jossey-Bass, 2008. Print.

Appendix A

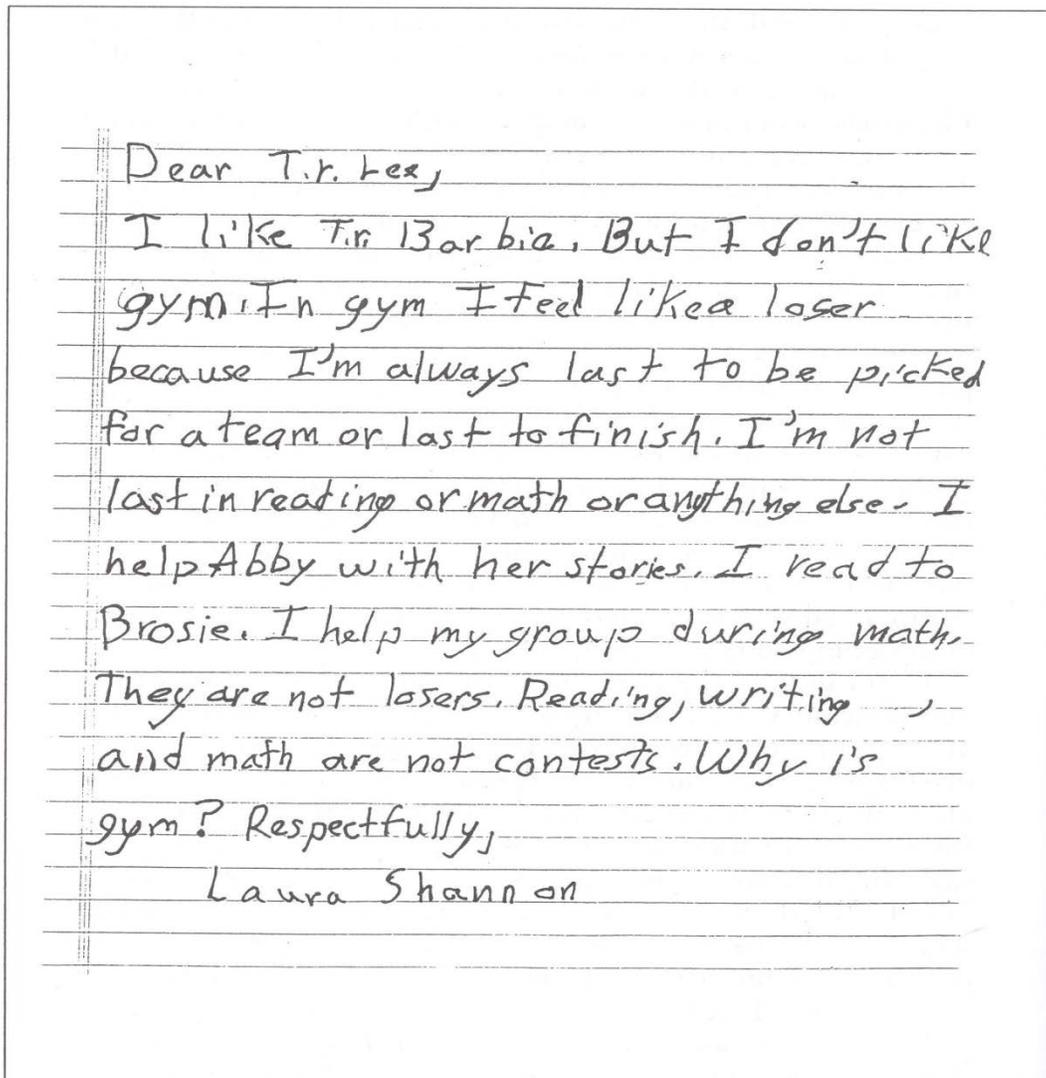
Laura's Letter

When the school decided to include fifth and sixth grades, they hired a part-time physical education teacher and charged her with bringing competition to the Friends School. Sports would be the only place where competition was sanctioned, even promoted. Students would experience “the thrill of victory and the agony of defeat” as Jim Mackay announced at the beginning of the *Wide World of Sports* when I was a kid. Gym class would be ego involved, while the rest of the school day would remain performance based.

Laura was a second grader when these decisions were made to expand the school and the curriculum. Sports were an immediate concern for her. She was last to be picked and often found ways to lose games for her team. She reminded me of myself when I was her age. My dad would say, “Pat, it’s not that you’re slow; it’s that you run too long in the same place.”(And it was not just my feet that were slow.) Competition was/is not a good motivator for Laura in physical education. She’s a loser in sports learning competitions. Although she can swim, jump rope, ride a bike, roller blade, catch and hit a ball, and do jujitsu (Bruce Lee’s martial arts) outside of school, she quickly developed a negative image of herself as an athlete in school, tried to avoid gym class, and complained loudly to anyone who would listen that she didn’t enjoy going to school on gym days.

Laura didn’t take long to uncover the paradox concerning competition within the Friends School. Why was it acceptable to compete –to win or lose–in gym class but not in the classroom? She voiced her feelings of inadequacy in gym class, noting that others were faster, more nimble, and more interested in sports than she was. “It’s not fair,” she would say, “because some people start out better at sports than others. They are picked first every

time, and their team always wins.” Laura thought about this issue for weeks before she decided to write a letter to the head of the school with her concerns.



Laura's letter asks Teacher Lee critical questions: Why are things the way they are in this school? Why is competition allowed in one area and not in others? How is it different to be a loser during gym class, than art or reading workshop? She challenges the quick-fix solution of limiting competition arbitrarily to one segment of the school day. She discusses the real consequences for winning and losing for herself during gym as well as for others

during other parts of the school day. In short, she implies that the competition policy is arbitrary, biased, and hurtful and asks the head of the school to think of new metaphors for physical education that will complement, not contradict, the metaphor operation during language arts, science, social studies, art, mathematics, music, and foreign language classes.

This letter demonstrates a change in Laura's definition of literacy from the time she started school. Clearly she still saw literacy as a means to express herself and to make social connections... Her letter demonstrated that she would use literacy to make herself vulnerable in order to learn more about herself ("I am not a loser regardless of what the learning competition results may be."), to link herself to others ("If there were competitions in reading, I would be a winner and other would feel like losers. But they wouldn't really be losers either."), and to act by writing the letter. Her use of literacy is well within the parameters of a critical perspective, facilitating Laura's participation in the civic life of her school.

(Shannon 80~3)

Appendix B

Persuasion Is All Around You

You might be surprised at how many people and businesses are trying to convince you to do things every day. You only have to watch commercials, read the paper, look at the ads in your magazines, or read the billboards as you're driving home to see that persuasion is all around you. After you read the "Laura's Letter," answer the following questions.

- 1. Where did you find Laura's persuasive example?

- 2. What is Laura trying to persuade her principal to do?

- 3. Do you think their argument is convincing? Why or why not?

- 4. Explain Laura's critical literacy in her letter.

("Read, Write, Think")

Appendix C-1

The Basics of Persuasive Writing

Claim: The main idea, thesis, opinion, belief that is your focus. A claim is an assertion that something is true. Not a statement of fact, but a conclusion, thesis, proposition, main point. A claim is a statement that you are asking the other person to accept. This includes information you are asking them to accept as true or actions you want them to accept and enact. Ask yourself, “What’s my point? What am I trying to prove? What do I want to convince my readers of?”

Support: The statements given to back up your claim. This can take many forms: facts, data, personal experience, expert opinion, quotations, and evidence from other texts or sources, emotional appeals. The more reliable and comprehensive your support, the more likely your audience is to accept your claim. You can use hard evidence or expert opinions. Ask yourself, “What information will convince my readers of my claim?”

Warrant: The logical relationship between claim and support known as a warrant. The beliefs, values, inferences, and experiences that you are assuming your audience has in common with you. If your audience does not share the assumptions you are making about your support, then your argument will not be effective. The warrant is the “logic” of your argument. It functions as a sort of bridge between your claim and your support. It answers the question 'Why does that data mean your claim is true?'

The weakest part of any argument is its weakest warrant. Remember that the warrant is the link between the data and the claim. If the warrant isn't valid, the argument collapses.

(Claim-Support-Warrant.doc-Dive-Into-Lnaugage-Arts)

Appendix C-2

Elements of Argumentation

1. Claims of fact

- Lumberjacking is an extremely dangerous occupation.
- The first year class at the university is getting smaller each year because of the rise in the number of community colleges in the area.

2. Claims of Value

- Democracy offers the greatest chance for people to realize their full potential.
- Standardized testing is an ineffective way of evaluating students knowledge of a subject matter.

3. Claims of policy

- Death penalty should be abolished because it does nothing to prevent murder.
- Congress should increase the minimum wage so that it reflects current rises in housing costs.

Claims/Support/Warrant

Claim: You shouldn't eat that mushroom.

Support: The mushroom is poisonous.

Warrant: That person's knowledge about mushrooms is reliable.

Claim: Most Americans need to exercise more.

Support: According to the latest government figures, most Americans are overweight.

Warrant: Exercise can enable weight loss.

Claim: You should use a hearing aid.

Support: Over 70% of all people over 65 years have a hearing difficulty.

Warrant: A hearing aid helps most people to hear better.

Claim: You should buy our tooth-whitening product.

Support: Studies show that teeth are 50% whiter after using the product for a specified time.

Warrant: People want whiter teeth.

(Claim-Support-Warrant.doc-Dive-Into-Language-Arts)

Appendix D

[EDITORIAL] Failing Grades

Once again Seoul ranked at the bottom of a nation-wide standardized test measuring elementary, middle and high school students' academic achievement.

Except for Gangnam, Mok-dong and Junggye - districts where parents spend a lot on private cram schools - Seoul's middle and high schools had the highest percentage of students who failed to meet the basic achievement level in Korean, English, mathematics, science and social studies. Sixth-grade students, third-year middle school students and first-year high school students participated in the testing.

Among sixth-graders in Seoul, 1.5 percent failed to meet the national standard while 9 percent of third-year middle school students and 9.3 percent of first-year high school students failed to meet the standard. Nationwide, 1.6 percent of sixth-graders did not meet the national standard while 7.2 percent of third-year middle school students and 5.9 percent of first year high-school students failed to meet the standard. The results will be analyzed by experts and a final report produced by September, according to the Ministry of Education, Science and Technology.

Looking at the results in Seoul, the gap between the performance by students in districts traditionally known for the residents' high-spending on cram schools and other districts is glaringly apparent. For example, 94.8 percent of Gangnam elementary school students performed above average in English, only 0.6 percent failing to meet the basic standard. On the other hand, 81.6 percent of Dongbu district elementary school students performed above average in English while 2.5 failed to meet the basic standard.

While there are many variables that influence a student's academic achievement, such as the parents' income and education level, it would not be too far-fetched to observe that private education - meaning cram schools - is picking up where public

education is failing.

The failings of public education have been noted for quite some time. Critics point out that in the effort to "equalize" education for all, schools have failed to challenge bright students and failed to assist poorly-performing students. Lackadaisical teachers have also been blamed for failing to motivate and teach students.

However, in discussing the failures of public education, the ongoing investigation into the allegations of widespread bribery at the Seoul Metropolitan Office of Education cannot be left out. Prosecutors have launched a full-scale investigation into suspected corruption at the Seoul Metropolitan Office of Education. The Board of Audit and Inspection earlier discovered that a senior official at the Seoul Metropolitan Office of Education had manipulated job evaluations to promote 26 officials, including 15 school principals and two senior supervisors.

This is just the latest scandal at the Seoul Metropolitan Office of Education. Last October, Seoul Metropolitan Office of Education Superintendent Gong Jeong-taek was forced to resign after the discovery of irregularities in campaign financing. Gong is once again under investigation in connection with the latest bribery allegation.

The allegations of widespread corruption and abuse of power at the Seoul Metropolitan Office of Education reveal an organization that is rotten to the core. What are our children to learn from these "educators?" What kind of education can such a dysfunctional education office offer? It is time for a complete revamp of the education office.

(Korea Herald, March 29, 2010)

Appendix E.

[Editorial] Our Unhappy Children

It is uncomfortable to ask our children whether they are happy. There is no way we can expect happiness from our children when they are being trained to compete with and defeat their friends almost as soon as they are out of the crib. Yet the Korea Pang Jung-hwan Foundation and Yonsei University Institute for Social Development Studies posed just this question to 6,410 young people. The results were as expected. Compared to the findings of surveys on children in 23 OECD member nations, their subjective happiness ratings put them at dead last by a substantial margin.

South Korea placed a full 34 points lower than the OECD average of 100, with a difference of more than 20 points from the next country up, Hungary. Given that this is the third straight year, it now seems that psychological anxieties and discontentment are becoming part of the constitution of this country's children. In particular, children felt these anxieties despite placing among the very top in objective indicators such as educational opportunity and attainment, material conditions, health, and safety. This can only be the outcome of lives spent being driven around like racehorses. It stems from a structure that is rigidly organized with competition.

In other countries, there has generally been a proportional relationship between educational indices examining things like academic achievement and subjective happiness indices measuring satisfaction with school and home life. In the case of South Korea's children, however, the relationship between the two has been precisely the inverse. This is almost certainly the result of their being driven to abandon things like human relationships and enter a murderous race for the best grades.

The results also tally with the findings of a study by the Korean Teachers' and

Education Workers' Union (KTU, *Jeon Gyo Jo*), which found that 80 percent of children's stress comes from attending afterschool academies and worries about grades. In addition, children selected money as the most important element in happiness the higher their grade level. And the children who selected money placed lower on happiness ratings. This means that as they get older, children are suffering from a severe sense of burden over grades, success, and money.

The problem is apparent. So, too, is the path toward a solution. The first step is to break away from the jungle-like competitiveness of education. The next is to reestablish the framework of education and life to promote family bonds and friendship and cooperation with friends. If the children who carry the future of South Korean society on their shoulders are unhappy, that society cannot be happy. There needs to be a profound awakening from adults.

(Hankyoreh May 5, 2011)

Appendix F.

Newspaper Article Sorting

Common Elements	Topics	Location	People	Problems	Solution	Future Vision
Article 1 <hr/>						
Article 2 <hr/>						
Common message coming from three articles						

("Thoughtful Literacy: Using the Newspaper." Newspaper in Education Institute)

Appendix G.

Persuasive Strategy & Definitions

Definition / Example
Claim
Support
Warrant
Claim
Support
Warrant
My Claim My Support My Warrant

Appendix H.

Newspaper Literacy Circles

Summarizer	
Discussion leader	
Open-ended questioner	
Vocabulary person	
Connector	
Futurist	
Miscellaneous	

(“Thoughtful Literacy: Using the Newspaper.” Newspaper in Education Institute)

Appendix I.

Newspaper Reciprocal Reading

TITLE OF THE ARTICLE :	
<u>1st</u> Summary	
Questions	
Clarifications	
Predictions	
<u>2nd</u> Summary	
Questions	
Clarifications	
Predictions	
<u>Last</u> Summary	
Questions	
Clarifications	
Predictions	
Reflection	

(“Thoughtful Literacy: Using the Newspaper.” Newspaper in Education Institute)

