

A Case Study in the Application of Authentic Material Texts:

Findings after Using the New York Times Monday Weekly on the *United Daily News*

ETUDE DE CAS DE LA APPLICATION DES MATERIELS AUTHENTIQUES :

DÉCOUVERTE APRÈS L'UTILISATION DE NEW YORK TIME MONDAY WEEKLY CHEZ UNITED DAILY NEWS

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Abstract: It is easy to have access to satellite or cable TV programs in Taiwan, and thus ordinary learners have ample opportunities to immerse themselves in an English-rich environment if they want. However, military cadets do not have enough English input because their time is limited on campus. In this study, the writer strives to figure out the best way to increase their interest in the language and relate English instruction to their real world. She used the *New York Times Monday Weekly (NYTMW)* in the *United Daily News* as a supplementary reading material during the 2005-2006 school year, and tried to analyze the mixed results. She finds that retention is increased if the selected material is relevant to learners' lives.

Key words: *NYTMW*, *New York Times*, reading assessment, authentic material texts

Résumé: Il est facile d'accéder aux programmes de satellite ou de télévision par câble à Taiwan, et ainsi les apprenants disposent de nombreuses opportunités pour s'immerger dans un environnement anglais s'ils en ont envie. Cependant, les élèves des écoles militaires n'ont pas assez de contact avec l'anglais parce qu'ils passent leur temps au campus. Dans cette étude, l'auteur essaie de trouver le meilleur moyen de soulever leur intérêt et relier l'instruction anglaise à leur vie réelle. De plus, elle trouve que la rétention est augmentée si le matériel sélectionné concerne la vie des apprenants.

Mots-Clés: *NYTMW*, *New York Time*, évaluation de lecture, matériel authentique

INTRODUCTION AND RATIONALE

This project was designed for two different classes meeting once a week for 36 weeks, from September 2005 to May 2006. The process used two semesters in order to allow enough time for the result to be reliable. As Lumsden (1995) said students' interest or motivation is affected by how they approach their learning, the amount of time they will invest, the participation in class and their achievement from their efforts.

Many researchers point out that materials correlate with learner motivation and that authentic materials motivate learners. They claim that authentic materials

are more interesting, vivid and stimulating than artificial, non-authentic materials. However, contrary to the findings of these researchers, some studies have indicated a different view and maintained that authentic materials reduce learner motivation because they are difficult. In this study, *NYTMW* articles were used as authentic supplementary reading material to see what the effect would be. The research attempted to choose the right items to motivate the cadets in her classes. She chose the articles that she thought were of interest to them and suitable for their level of English ability.

Research has illustrated that reading comprehension is related to listening comprehension (Adams, 1990). This is understandable because reading and listening

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share many of the same basic cognitive processes. If a reader fails to recognize words accurately and automatically (that is, if he fails to develop fluency), reading comprehension will be severely disrupted (Perfetti, 1985). Indeed, word recognition has a strong relation to reading speed. If a reader encounters many unknown words in an article, complete comprehension is extremely difficult. That is why the news articles from the *NYTMW*, the authentic material, were only used as a supplement to the main textbook, *Interactions II- Integrated Skilled Edition for Intermediate*, which is specifically produced for ESL learners. Other materials used in the one year course included *Master GEPT* (General English Proficiency Test) *Vocabulary*, *ECL* (English Comprehension Level), and a questionnaire survey done at the end of second semester.

There is another issue that needed to be dealt with. Over the years, one of the greatest challenges for a language teacher has been to explain test results, both the information they provide and their limitations, to the school authorities. However, in the school year 2005-2006, the writer did not focus on explaining how well her students were doing with their language learning. Tests or quizzes were considered part of an ongoing learning and assessment procedure during the semester; there were no more important than other activities such as homework and classroom discussion. One of the disturbing things about tests is the extent to which many people accept the results uncritically, while others believe that all testing is undesirable. J. B. Heaton, has stressed the "importance of continuous assessment," saying,

"Many teachers and students think that exam and test scores can never be wrong. However, this is simply not the case. Every test score is surrounded by an area of uncertainty. For example, some students may not be in their best form when taking a test. Moreover, the questions in the test may favor certain students but not others.

Consequently, while a student's score on a good test will result in a fairly accurate assessment, there will always be a slight degree of uncertainty about it. We can usually be sure, of course, about the difference in performance between a student who has scored 60 percent and one who has scored only 40 percent. However, we cannot be as certain about the difference in performance between a student who has scored 49 percent and one who has scored 51 percent. If the pass-fail mark on the test happens to be 50 percent, it then becomes very easy to fail a student who may deserve to pass, or to pass a student who really should fail. As a result, crucial decisions affecting students may rest on extremely small or chance differences in test scores.

For this reason, it is always useful to take

into account a number of test scores or other factors whenever an important decision is made about a student's ability in English. These other factors may consist of an interview with the student or an examination of the student's work in class (e.g. homework assignments, exercises and project work)

Indeed, a test is only one of many assessment tools. The results of Heaton's studies have also indicated that "it is advisable to treat all test scores with caution. There is no such thing as a perfect test" (1990, 7-8). It is important that the decision to fail a student does not rest on simple test scores. In this study, the assessment on the students' learning of the authentic material emphasized classroom discussion and oral presentation rather than written tests.

METHOD

Forty junior college (two-year-college) students from Chung Cheng Institution of Technology (CCIT) participated in this research. The majority of these students had never used news articles as supplementary reading. For military cadets at CCIT, the *NYTMW* is easier to get than other reading material. It is cheaper than a textbook, a monthly magazine, the *China Post* or *Student Post*. Besides, for those cadets, it is more convenient to get the *NYTMW* than to go online or find a television program on campus, because those activities are not allowed most of time in their dormitory, especially on weekdays.

At the beginning of the fall semester, the writer made an introduction to the cadets about their course. They were to have six main tests in the semester, including listening comprehension, vocabulary and group reading. She also made a brief introduction to the three types of news articles and pointed out that typically the most important information of an article is in the body of the text. She emphasized that many researchers have shown that "reading proficiency depends on the reader's comprehension skill and the accuracy and speed of word recognition" (Snow, Burns, & Griffin, 1998). Then, she introduced them to the most common newspaper format. She explained that newspaper articles tend to be of three main types: news articles, opinion articles, and feature articles. The most important information is presented first, with information being less and less useful as the article progresses. News articles are designed to explain the key points, and then flesh out the details. In opinion articles, the most important information is contained in the introduction and the summary, with the middle part containing supporting arguments. Feature articles are written to provide entertainment or background on a subject.

The cadets spent three weeks trying to recognize the article types and to be familiar with the instructor's

teaching style. They learned to extract information from an article efficiently, but not quickly. During the first six weeks, the instructor spent about 20 minutes in each class to help the students to read a newspaper article by scanning the column and going over all the words quickly, instead of reading one word at a time. The cadets learned to process all the key words in each line. In addition, they tried not to stop to answer questions that arose as they read, but they might try to find the answer later on. Because they had only about twenty minutes in every class to focus on very few words which carried the meaning, they were taught to speed up to pass redundant or useless information in this part. The instructor supposed this method was one of the best way to get used to reading phrases instead of words; nevertheless, she noticed that her students could not noticeably increase their speed by reading this way.

The teacher also briefly introduced the author so the students could get to know whose opinion they were reading. She noted the layout and how the information was presented. Besides, she noted the table of contents and any special sections.

After six weeks, the teacher stopped introducing an article in each class. The students were divided into several groups to discuss what they had read outside the class. They were encouraged to briefly to introduce what they had read in each paragraph after discussing it.

In order to keep this reading going smoothly through the school year, the writer chose those articles with Chinese translation to make the task simpler and to increase readability. The materials selected for the two semesters included 68 different topics, which were uploaded to the courses website (<http://140.132.32.4>). And the instructor stuck to the schedule. To learn English with the help of Mandarin Chinese translations was necessary because it enabled the students to know what the whole news report said, especially after discussion.

As mentioned above, there is no such thing as a perfect test. In this study the writer just observed how well her students were doing with the materials in discussion. At the end of each semester each student was required to give an oral presentation on any topic that was derived from the reading texts. When the cadets finished their English course in May of 2006, a questionnaire was given to them. The questionnaire has been provided by other researchers. Its function is to find how well students evaluate their own efforts. The scale used consists of 15 items that intended to provide an assessment of how students felt about themselves as readers. Responses are made on a Likert scale with each statement on a 5-point scale (5 = Strongly Agree, 1 = Strongly Disagree).

In this study, data collection involved 3 stages: mid-term and final test, one oral presentation at the end of spring semester and one questionnaire at the end of the course. The internal reliability for the overall scale had an alpha coefficient of .89 (N=40). The collected

data were coded in the SPSS for Windows 10.0 including the analyses of mean scores, standard deviation and Pair-Sample T-Test to analyze the differences among results. Significant differences at the level of .05 were used in the effect between the two classes. The teacher found there is no significant difference between the two groups. Their scores in the second semester were not significantly higher than the first semester. Thus the result of the questionnaire survey were considered as arguable and needed to be further discussed.

FINDINGS AND DISCUSSION

It is difficult to get students to understand that the objective of reading a news report is for them to make their own guesses or share their ideas rather than to know the correct answer to a question. One reason is that they have very limited opportunities to use this reading skill outside the class. There are few occasions in real life for the cadets to use those words or phrases learned from the news articles. They can go out of the campus only on the weekend, from Saturday morning to Sunday evening. And, their weekend activities seldom involve the use of English. Through interviewing some of the cadets, the writer realized that they were being good students by not asking the teacher a lot of questions; they would rather ask a question or find the answer on the Internet. Most of them claimed they worked hard to understand the new words in the textbook or news reports to grasp a concept. However, the writer suspected that some of them might not have used their time appropriately and might not have worked so hard as they said. Indeed, students have to know what they need before they can step outside and use English to explore another way of looking at the world.

It is necessary to be concerned about the interaction between the students and the selected news text. Here the meaning does not exist in the news text alone, but also in the students' interaction with the text based on personal background knowledge. Just as Kim & Krashen (1997) has proposed, for one to have the ability to read fluently it is necessary to have "larger vocabularies, perform better on grammar tests, write and spell better".

The experience of the school year 2005-2006 indicated that in general it was possible to choose the news report as a supplementary material to match students' current reading level, but the cadets' personal background varied. The teacher believed that the cadets wouldn't require a word-by-word decoding reading process in the news report, because it was not the same form as their academic reading. She was sure they had the ability to comprehend what they read and to adapt to the more difficult reading text. However, in the fall semester some cadets became discouraged by the

difficulties in the news reports; they often found the reading material boring and difficult when they first read it without any translation and explanation. Roller and Fielding (1996) have suggested teachers should select books which are easy to read and should also make difficult book accessible to readers who are second language learners. In this study, when the teacher introduced a light news report (such as For People Who Live to 100, It All Begins at Birth, *NYTMW* November 7 2005) into the class discussion, and another news report about bird flu (New Fears May Boost Profits for Old Flu Drugs, *NYTMW* October 31, 2005), some cadets came alive, while others didn't show any interest. Obviously, in the selection of reading materials, there are other factors to be considered besides students' level of language ability.

Choosing the appropriate evaluation method was another difficulty in this research. Bachman (1990) states that "the two major uses of languages tests are 1) as sources of information for making decisions within the context of educational programs; and 2) as indicators of abilities or attributes that are of interest in research on language, language acquisition, and language teaching." Because the English course of the school is related to academic purposes, the teacher chose for practical reasons texts of intermediate and high intermediate levels as testing material for the midterm and final tests. However, the writer has found it is challenging and sometime frustrating to sustain the students' interest in study if the teacher is to work within a system which is still heavily grade-oriented and test-based. Thus, she found that, besides careful selection of reading material to meet the students' interest and ability, it is also important to adopt a clear and easy evaluation method to meet a small educational goal.

As mentioned earlier, reading and listening comprehension share some basic cognitive processes. An important part of comprehension in both cases is an understanding of word meaning and concept development. In their oral assessment, the students chose topics that were an application of news vocabulary in the *NYTMW*. As Cho & Krashen (1995) have said, voluntary reading programs contribute to oral competence. The students' oral presentation was a measure of determining their ability to apply news vocabulary in the news context. The focus of the oral test was to encourage positive feedback from the students so that they could use English in a practical way, since verbal is just one of many means of communication that people use. Some of the students use gestures, facial expressions, eye contact, touching, and physical distance to explain their topics. These expressions could also help motivate the students by having them feel that learning English is useful and relevant to their lives. This is a better way to assess students' learning achievement than a written test.

Initially most of the students could not get the idea expressed in an article, even after the instructor

introduced the title or subtitle. They could not read lightly and flexibly or know what they needed as when reading in Chinese. A few students in class discussions failed because of their inability to communicate their thoughts in English. To improve the situation, the writer presented language for guessing, hypothesizing, and expressing opinions such as, "It might be...", "Maybe it's because...", "I guess...", "I think/fell/believe/agree/disagree..." However, this helped only a little. The students could not get used to full use of English in the class, especially when cultural practices were involved, since communities also define norms. Within groups or different countries, roles, relationships, and other social factors influence who speaks, what they say, and how they say it.

After so many weekly practices, however, the writer detected the oral presentation had the greatest impact on these students, because through news articles, they talked about and shared their perspectives. When the cadets examined what those words, phrases, idioms and expressions meant, they discovered values, attitudes, and beliefs intrinsic to different topics and areas. In addition, their confidence was rising, as they noted that American English words, such as liberty, competition, teamwork, blues, lead to cultural perspectives, as do expressions like "are hooked to iPods," "a widespread belief," "stepping up its production capacity," "tradition of deceiving outsiders," and constructions like "intent/eager," and "indigenous groups/aboriginal" or statements like "We imagine something different, so it is different," "When you're awake you learn all the time, whether you know it or not". Furthermore, the writer found out how students' interests and goals were shifting. For example, each student chose a different topic for oral presentation (such as "Satisfaction Guaranteed, or Your Money Back," "To Err is Human," "A Gay Genius," "Four Letter Words").

The goal in the course was to let those cadets know how to apply the English skill they learned in class. For example, when the students were given 20 minutes to skim a short article in the *NYTMW* in order to find the core idea, the teacher tried to read several words, a phrase, or even a sentence at a time. All the cadets read seriously; they tried hard to figure out how to illustrate the specialized vocabulary used in occupations or professions as best they could. The instructor stated carpenters, politicians, farmers, and lawyers, and the cadets responded in Chinese. Even thing about computer technicians were discussed. They tried to find the special terms that describe the work they do and fit the interactions they have with others in this work.

However, one of the students claimed his group members did not want to read and discuss an article every other week. They were looking forward to the next 20 minutes of discussing the textbook, asking questions, giving answers, or discussing what happened on the weekend, because they were disappointed with their achievement on the mid-term evaluation. They expressed that the main reason they liked to do other

activities might be they lacked the experience of regularly reading news reports, especially in English. One of them confessed that he had not wanted to read the reports the teacher presented at first. But he tried to let her understand he had not given up on reading them; instead, he and his group wished to find something they thought easier. They wanted to choose two shorter news reports and divide them into several parts for discussion. Then, they made the decision by themselves to do continuous reading in this way for three more weeks. Two students from the group came separately to see the teacher, and said it was still somewhat difficult for them to study because there were too many unfamiliar words they had to check up in the dictionary. She agreed that most of the vocabulary was not found in their textbooks, even fewer of the new words appeared in a Chinese newspaper. Those students felt doubt not only with the English reading texts but also with other subjects. In fact, many students in these years constantly encounter a tremendous number of unknown words. Most of them have experienced frustration in reading due to limited reading vocabulary. It is not an easy task for them to develop sufficient vocabulary for maximum reading comprehension in English. This was one reason why the teacher didn't have any vocabulary quizzes for the cadets in the spring semester. It was obvious that their scores would be lower than before. Perhaps they could do better later. But, their anxiety needed to be taken into consideration; especially because they were cadets in their last year at CCIT.

On the other hand, some of the students were able to learn correct word and culture from their textbook or other reading materials. Most language teachers in Taiwan agree that such experience may broaden students' horizons so that they may see things in a global perspective and be motivated. One example happened in the class, when the students studied the topic "Business and Money" in their reading textbook — *Interactions II*. The cadets all pretended that they were an entrepreneurial team to design a product or service together. While other groups discussed having an ice cream stand at the beach, a member of another group took out his small piece of paper from his black satchel and declared:

I think there are lots of chances to make plenty of money, as ads in the internet. "...those little ads — 12 words, linked to topics that users are interested in — have turned Google into one of the biggest advertising vehicles the world has ever seen. This year, Google will sell \$6.1 billion in ads, nearly double what it sold last year,.. That is more advertising than is sold by any newspaper chain, magazine publisher or television network....That would place it fourth among American media companies in total ad sales after Viacom, the News Corporation and the Walt Disney Company, but ahead of giants including NBC Universal

and Time Warner. Google has already created what it says is one of the most sophisticated artificial intelligence systems ever built. In a fraction of a second, it can evaluate millions of variables about its users and advertiser, correlate them with its potential database of billions of ads and deliver the message to which each user is most likely to respond." (extracted from *NYTMW* Reading 16, November 7 2005, By Saul Hansell)

When this student made a presentation to his classmates, using the information from the group discussion the previous week, most of the classmates admired his wit, even though there was little of his own idea in his presentation. At that moment, the teacher felt that reading articles in the *NYTMW* help her students bring out their potential talent or capacity for learning English.

LIMITATION

The researcher spent a lot of time working on the *NYTMW*. It took a lot of time to type, compile and transcribe the news reports. It may be a good suggestion to form a team to decrease the workload. Because the articles from the *NYTMW* were randomly selected, the difficulty levels of different weekly news articles may have influenced student evaluation. Whether the difficulty levels of the selected authentic materials influences learners' English ability is worth further research. Furthermore, teacher assessments are subject to considerable variability in reliability with only one teacher to evaluate students' performance. It would be interesting to see more qualitative and quantitative data concerning this area of English teaching.

CONCLUSION

As the global village continues to expand, every teacher is encouraged to make some curriculum reform and design reading textbooks to include global contexts for his or her students. One option may be the use of selected news articles as authentic reading material. From the experience in the academic year 2005-2006, this writer found that selected news reports from *NYTMW* could be effectively used as material for group discussion and oral presentation, and engage the students in responding and learning by doing. For at least seven years, the process of continuous evaluation of English language teaching has been conducted at the Technological Institute of NDU because it can provide constructive and beneficial suggestions on English language teaching. In this study, as a teacher researcher, the writer felt that the *NYTMW* provided her with much feedback about her own teaching.

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Appendix I

Readings Selected from the *New York Times Monday Weekly* on the *United Daily News*

Item	Date	Title
1	September 26, 2005	These Artists Reshape Many Famous Faces (No Scalpel Required)
2	September 26, 2005	Japan and China Face a Sea of Troubles
3	October 3, 2005	Daring to Seek Silence, and Ideas, in the Wired World's Din
4	October 3, 2005	Kremlin Has Trouble Pumping Oil Like a Tycoon
5	October 10, 2005	A Tale of Gay Penguin Love and Betrayal Travels Around the World
6	October 10, 2005	In Venezuela, Locals Rule On the Radio
7	October 17, 2005	Babies Too Young to Walk or Talk, but Ready for Toilet Training
8	October 17, 2005	For Women in China New Option Is a Divorce
9	October 24, 2005	Learning How to Lead, or at Least How to Survive
10	October 24, 2005	Meet the <u>Ubersexual</u> , a Modern Version of the 'Real Man of Yesteryear'
11	October 31, 2005	New Fears May Boost Profits for Old Flu Drugs
12	October 31, 2005	Secret of Brain Scans Difficult to Decipher
13	November 7, 2005	For People Who Live to 100, It All Begins at Birth
14	November 7, 2005	Haiti, Bitterly Divided, Prepares for Elections
15	November 7, 2005	Old Ways of Life Melt Away As the Arctic Thaw Deepens
16	November 7, 2005	Google May Rule World of Advertising
17	November 14, 2005	Can Exercise Help Prevent Two Cancers?
18	November 18, 2005	Protest Song From Vietnam Era Lives On
19	November 21, 2005	In All Species, Find What Dreams Are Made Of
20	November 28, 2005	Scientists Worry the U.S. May Lose Spirit of Edison

To be continue

21	November 28, 2005	Eager to Strengthen Link With China, Brazil Accelerates Development
22	December 5, 2005	3, 2 and 1: It's Your Brain Undergoing Hypnosis
23	December 5, 2005	La Vita Is Dolce, but a Scooter Driver Needs Directions
24	December 12, 2005	Can Nuclear Power Become Just Another Business?
25	December 12, 2005	Stress and Cancer: No Proven Connection
26	December 19, 2005	U.S. Military Wages An Information War
27	December 19, 2005	Mapmakers and Mythmakers in Russia's Oil Field
28-1	December 26, 2005	Corn Everywhere, and Subsidies to Match
28-2	December 26, 2005	Journalists as Hollywood's Favorite Bad Guys
29	December 26, 2005	Japan Wants Its Villages, Just Not Quite So Many
30	January 2, 2006	Before You Buy a Ticket, Try Buying The DVD
31	January 2, 2006	An Egyptian Mystery In a Timeless Embrace
32	January 9, 2006	In Russia, Pollution Is Good for Business
33	January 9, 2006	Art Out of Anything: Rauschenberg in Retrospect
34	January 16, 2006	The Hidden Cost of Shark Fin Soup : Its Source Is Becoming Hard to Find
35	January 16, 2006	Medical Tests Added To the Spa Regime
36	January 16, 2006	Trains, and Markets for Them, Accelerate Around the World
37	January 23, 2006	Music Distributors Seek Life Beyond the Huge Hit Song
38	January 23, 2006	Why a Smart Film Won't Be 'Best' Film
39	January 23, 2006	An Enemy of the Enemy Can Turn Out to Be a Friend
40	February 6, 2006	Finding Geometry's Intuitions in the Jungle
41	February 6, 2006	Iran's Leader Finds Strength In Old Defiance
42	February 13, 2006	Asia's Pop Ambassador Seeks a New Stage
43	February 13, 2006	Even China's Billionaires Can't Always Buy Love
44	February 13, 2006	Even China's Billionaires Can't Always Buy Love
45	February 20, 2006	In Iranian Eyes, The Guilty Party Is Always British
46	February 20, 2006	The Final Frontier: Making a Profit From Space
47	February 27, 2006	The Racial Divide, In Black and White
48	February 27, 2006	A Face-lift or Wrinkle Reduction Might Be a Good Career Move
49	March 6, 2006	Discovering the Breadth Of Islam Through Its Art
50	March 6, 2006	A Mystery On Ice: We Slide, But Why?
51	March 13, 2006	From the Silk Road to the Superhighway, All Coins Lead to China
52	March 13, 2006	Rise in Price of Noodles Stirs a Furor
53	March 20, 2006	Illegal Immigrants Find Safe Harbor at Job
54	March 20, 2006	After an \$8,000 Garage Makeover, There's Even Room to Park the Car
55	March 27, 2006	Where the Stork Delivers Babies and Prime Parking
56	March 27, 2006	Dreams of Conquering Diseases While Working to Simply Control Them
57	April 3, 2006	A School of Magic Creates Hope Out of Thin Air
58	April 3, 2006	Al Jazeera Makes a Big Bet, in English
59	April 10, 2006	The Container That Changed the World
60	April 10, 2006	Want One of Those Cool Chinese Tattoos Better Call the Translator
61	April 17, 2006	Let's Use the Fancy Plates, the President Is Visiting
62	April 17, 2006	Competing When Rivals Disdain Profit
63	April 24, 2006	3 Deaths Show Disparity in Value of Life in China
64	April 24, 2006	Italy Likes to Relax. Is That So Wrong
65	May 1, 2006	For Books and Movies, A Prized New York Prop
66	May 1, 2006	Two Old Masters, One Conversation Full of Surprises
67	May 8, 2006	A Cajun Craftsman Preserves the Hallowed Ping of History
68	May 8, 2006	Read All About It In Your Electronic Paper

Appendix II Students' Topics for Oral Presentation

Item	Topics
1	Death Gratuity
2	The Ethics Issue
3	Put Your John Hancock on It
4	Famous Last Words
5	The Haves and the Have Nots
6	Gatecrasher or Party Crasher
7	Satisfaction Guaranteed, or Your Money Back
8	Road Rage
9	Behemoth and Leviathan

To be continue

Continued

10	The Great Communicator
11	Loose Lips Sink Ships
12	Separation of Church and State
13	Deep Throat & the Whistle Blower
14	Cut and Run
15	Fortune Cookie Hits the Jackpot
16	A Kiss-up, Kiss-down Kind of Guy
17	To Err is Human
18	Name Recognition
19	Survival of the Fittest
20	Body Language
21	The Jury is Still Out
22	A Gay Genius
23	Strange Bedfellows
24	Gay or Same Sex Marriage
25	Four-Letter Words
26	It's a Done Deal
27	Boldface Name
28	Tie the Knot
29	Drive A Hard Bargain
30	The Ivy Curtain
31	Cold Feet or Chicken Out
32	Period
33	Legacy Admission
34	A Pariah State
35	Pony Up and Party On
36	The Professional Line-Stander
37	Independence vs. Secession
38	Full Disclosure or Full Money
39	When the Clips Are Down
40	Spam and Spammer

Appendix III Students' Achievement Scores

Classes & Item	Fall mid-term	Fall final	Spring mid-term	Spring final	Oral
1	70.65	67	61.5	64.25	74.3
2	60.57	75.25	61.5	72.85	71.85

Appendix IV Questionnaire Results

Q1 I read material in the *New York Times* more than once if I don't understand it the first time.

Strongly Agree	Agree	Not Exactly	Disagree	Strongly Disagree	M.	SD
2.5%	5%	20%	62.5%	10%	3.72	.81

Q2 I try to pick out the most important points as I read.

Strongly Agree	Agree	Not Exactly	Disagree	Strongly Disagree	M.	SD
0%	2.5%	37%	45%	15%	3.72	.75

Q3 I survey new reading assignments.

Strongly Agree	Agree	Not Exactly	Disagree	Strongly Disagree	M.	SD
2.5%	17.5%	52.5%	25%	2.5%	3.07	.79

Q4 I recite facts to learn them.

Strongly Agree	Agree	Not Exactly	Disagree	Strongly Disagree	M.	SD
0%	27.5%	45%	25%	2.5%	3.02	.80

Q5 I review for a test more than one day before it is given.

Strongly Agree	Agree	Not Exactly	Disagree	Strongly Disagree	M.	SD
0%	25%	30%	27.5%	17.5%	3.37	1.05

Q6 I concentrate when I try to study.

Strongly Agree	Agree	Not Exactly	Disagree	Strongly Disagree	M.	SD
2.5%	2.5%	22.5%	55%	17.5%	3.82	.84

Q7 I get all of my homework done.

Strongly Agree	Agree	Not Exactly	Disagree	Strongly Disagree	M.	SD
0%	2.5%	25%	21%	8%	3.90	.74

Q8 I study with a friend.

Strongly Agree	Agree	Not Exactly	Disagree	Strongly Disagree	M.	SD
7.5%	40%	25%	20%	7.5%	2.8	1.09

Q9 I finish my test before the time is up.

Strongly Agree	Agree	Not Exactly	Disagree	Strongly Disagree	M.	SD
0%	5%	42.5%	35%	17.5%	3.65	.83

Q10 I try to "over learn" material before a test.

Strongly Agree	Agree	Not Exactly	Disagree	Strongly Disagree	M.	SD
2.5%	22.5%	47%	20%	7.5%	3.07	.91

Q11 I plan in my mind the answer to a news report question before starting to write.

Strongly Agree	Agree	Not Exactly	Disagree	Strongly Disagree	M.	SD
0%	17.5%	42.5%	27.5%	12.5%	3.35	.92

Q12 I pay attention in class.

Strongly Agree	Agree	Not Exactly	Disagree	Strongly Disagree	M.	SD
0%	7.5%	25%	60%	7.5%	3.67	.72

Q13 I take notes that help me when we have a test.

Strongly Agree	Agree	Not Exactly	Disagree	Strongly Disagree	M.	SD
0%	5%	40%	42.5%	12.5%	3.62	.77

Q14 I take the required materials to class.

Strongly Agree	Agree	Not Exactly	Disagree	Strongly Disagree	M.	SD
2.5%	2.5%	50%	32.5%	12.5%	3.5	.84

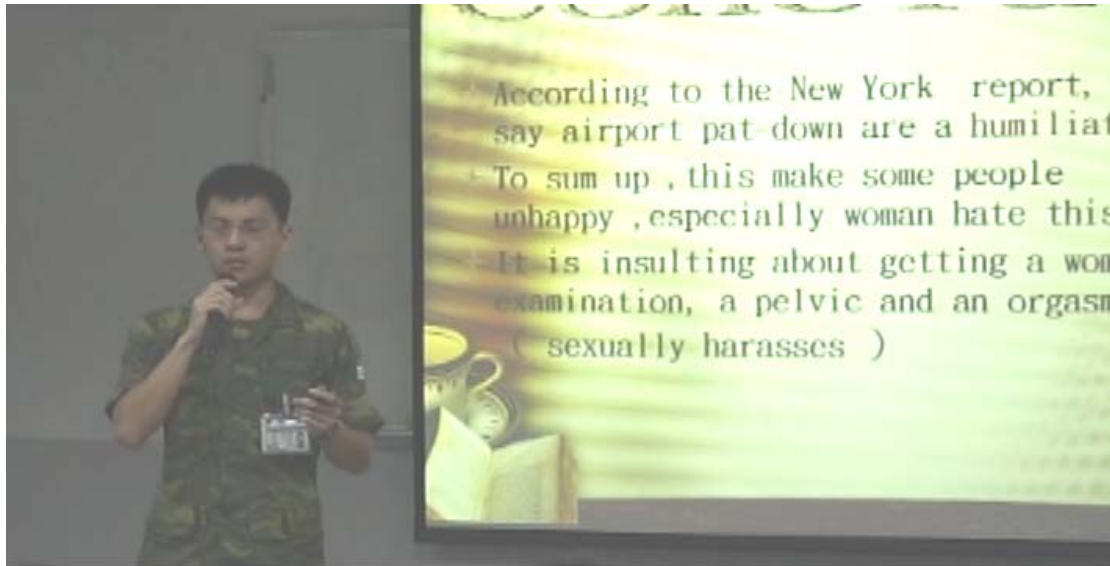
Q15 I really try to get good grades.

Strongly Agree	Agree	Not Exactly	Disagree	Strongly Disagree	M.	SD
0%	12.5%	7.5%	37.5%	42.5%	4.10	1.00

16 What's your suggestion to the news reading?

17 Have you got any benefit from this project?

Appendix V Students' Oral Presentation



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