

Humanistic Reading Instruction : Student Involvement through the Use of English Newspapers

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Abstract

This article reports on significant gains in the development of efficient reading skills, which closely relates to achievement motivation—one of the critical components of humanistic teaching. It discusses one study of liberal arts English classes in a university, based on humanistic principles, which experimented with the use of English newspapers as a motivator for reading in order to facilitate the formation of student interests.

There is little disagreement about the importance of student interests in reading. It is unfortunate, however, that many college students learn skills necessary to read but do not develop a permanent interest in reading. A major goal for reading courses should be to help students find lasting pleasure and satisfaction from reading.

To promote a lasting interest in reading by students, the author describes ten major steps that include: Rationale for the English Newspaper, Use of English Newspapers, Student Interests, Teaching Materials, Vocabulary Expansion, Classroom Interaction, Reading Periods, Teacher Attitudes and Behaviors, Study Skills, and Techniques in Evaluation. The author will focus on each of these steps, in the order given.

Rationale

The newspaper carries an enormous amount of current news and information from around the world. The newspaper, often called “the

living textbook”, is one of the most readily available and highly motivating resources. It has something to contribute to almost all areas of the curriculum. It contains information relevant to students of all ages and ability levels. It is especially useful in strengthening skills in reading (Degler 1987). The variety of topics a newspaper covers makes it possible to individualize learning assignments.

The appeal of a newspaper can motivate many students to read who do not respond to traditional instructional materials. It gets them started reading about subjects in which they are interested. Even so called ‘nonreaders’ and low achievers sometimes turn out to be readers when they find material that interests them.

It is important that students understand the vital role the newspaper’s play in our international society. Since informed participation is essential to the survival of a free world, teachers should help students become intelligent readers of newspapers by teaching them how to interpret newspaper content critically.

During the 1950s in the United States, many educational specialists proposed promoting the use of the newspaper in the classroom to build the reading skills and habits of young people. Many educators started using this medium to promote learning and develop basic skills in various subject areas. Additionally, some instructors in language arts, social studies, science, and scores of other subjects tried to integrate the study of the newspaper into their courses.

The American Newspaper Publishers Association Foundation (ANPA) was established and in cooperation with Visual Education Consultants (VEC) has served nationally as a focus for using the newspaper in the classroom. It acts as a coordinating agency for Newspaper in Education (NIE) programs, and advises individual schools and programs.

In Japan, under the influence of NIE programs developed in the United States, and originally established as a small study session of the Japan Newspaper Association in 1985, the NIE committee decided to deploy a nationwide pilot project in February of 1994. It has approved 65 junior and senior high schools across the country as essential models for developing NIE programs.

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The NIE program of Japan has been developed on a shared basis with that of the United States. To realize its objectives, the program aims are to :

Make educators aware of the potential the newspaper has for the curriculum.

Provide educators with new ideas and activities to enrich the learning experiences of young people regarding reading and writing.

Help students develop skills of critical reading by teaching competence in newspaper reading.

Foster student's personal growth through the use of the newspaper to provide information, entertainment, and skills necessary for our free international society.

In recent years, successful college teachers (primarily those in the English language, economics, science, politics, and ecology) have been aware that the newspaper is an attractive instructional device for lessons.

There are some classrooms where the newspaper is the basic text. More often, however, it is used as a supplementary resource. There also remain literally thousands of college teachers who are not aware of the newspaper's potential to educate and motivate students in many curriculum areas.

It is particularly for those college English teachers that this article has been written. In using the English newspaper in their classrooms, hopefully, they will benefit by some new ideas and practical suggestions based upon research findings and the experience of successful newspaper activities used in humanistic teaching outline in this article.

Students who lack adequate basic skills of reading for college-level work and need remedial assistance have been a challenge for higher education teachers for years. According to the author's research finding, in his university for the past five years large numbers of students have

been admitted who lack adequate preparation for college-level work. They have not been provided with adequate support systems such as developmental or remedial programs, basic skills programs, or reading improvement courses that would help remove their deficiencies.

A large percentage of students are often in need of remedial reading instruction. For example, in 1991 the author found that 25% of his freshman classes needed remediation in reading. He also found that 37% of his sophomore classes were deficient in reading skill.

Enrollment of such students has clearly increased in recent years. In 1993 more than 32% of his freshman classes, who needed some degree of remedial assistance in reading, were found to be much more likely to stay as uninvited guests in his class than ones who were in need the previous year. It is likely to continue to increase in 1995 and after. Part of this increase many result from greater recruitment of underprepared students.

Thus many students came to college with poor reading skills. They came in reluctantly, hoping at the least that they wouldn't be bored. Very few expect, or even hope, to be enlightened. To them, reading is something that they take for a minimum number of semesters in order to fill a graduation requirement. Their goal ordinarily is to simply accumulate a certain number of passing credits in reading, not to demonstrate proficiency in it.

Their problem is simply that none of them are in the author's class by choice but are required to take the reading courses. Many reading courses are organized in a traditional classroom structure. Students are assigned to classes that meet on a regular basis each week. These classes are designed to cover the material in which the students' tests have indicated that they are deficient and fail. In such a traditional classroom setting the teacher generally presents material through whole-class lectures. Much class time is spent reading and reciting some sentences or a few paragraphs, checking the accuracy of translation, and explaining grammatical constructions. Often a common textbook or workbook, which generally doesn't meet the students' needs, is used by all of the students. However, it sometimes is supplemented by other textbooks, workbooks, and audiovisual materials that can be used by the teacher without individualized attention to the students. No study-skills

instruction takes place with the textbooks that students are using in their traditional classes.

Class size is large, fifty students on average. Experience indicates that a reasonable size for English classes is fifteen students and that a class with more than twenty students is unmanageable for individualizing instruction, developing the reading interests of individual students, and encouraging positive attitudes toward reading. In such a learning condition, many students have failed and have developed negative attitudes toward reading.

An important outcome of reading instruction is to cultivate students who can and do read. Utilizing the material acceptable to the students—the English newspaper—with contents which reflect the students' academic majors and needs, is a good measure to use in class. The author is attempting to develop or extend the reading interest of his students and provide a medium that will be highly interesting for them.

Use of English Newspapers

In his humanistic teaching the author gave priority to the following four components in order to develop the reading interests of students and to encourage positive attitudes toward reading :

1. Provide 'lively' class interchange according to the use of the fresh resources, newly acquired ideas and responses solicited from the students themselves.
2. Utilize the content of all practice devised from student-offered material, both cognitive (facts, ideas, thoughts) and affective (interests, needs, feelings, values).
3. Establish close relationships among class members and the author. Individuals are encouraged to engage in affective sharing.
4. Encourage awareness of what is interesting and motivating to themselves and to others by matching each instructional situation with their preferred style of learning as frequently as possible.

Particular emphases were placed upon student needs, interest and student responses. The newspaper meets the author's goal to fulfill students' needs, interests, and response as the primary focus of teaching. The degree to which any of these components is present in the author's lessons depends on his preparation, teacher-student goals, the students' willingness to be self-enhancing during English development.

It is essential that teachers consider how students feel about reading and what students like to read. Although there are no guaranteed strategies that will promote positive attitudes in reading, it is important to consider the effects of a student's positive self-concept, positive teacher attitudes toward reading and toward the student, and instructional strategies that utilize students' interests and meet their instructional needs. In this respect, author's findings in reading classes in the previous year, have shown excellent results through instruction in using English newspapers. Nearly 83% of the 185 students in his four reading classes were very interested in reading the English newspaper, felt motivated to read more, and felt better about themselves for having developed some degree of expertise in an area (particularly in economics) when they saw that their interests were valued and that they could work in their interest area while using the newspaper. Positive changes in student attitudes toward reading occurred during a three-month period in which the English newspaper was introduced in his classrooms. The author confirmed that skillful and reflective use of the newspaper could stimulate a positive attitude and thus interest in reading and improve reading skills while promoting positive self-concepts.

According to Mathewson (1976), the acceptance or rejection of materials read influenced attitudes toward further reading. Without a positive attitude, interest would be lacking. Thus the author placed particular emphasis upon students choices as to their needs and preferences (interests), meeting the requirement of the affective objective, so that the English newspapers were likely to be ideal for voluntary and recreational reading by students.

Furthermore, Galyean (1979) suggested that the key to humanistic instruction is that teachers should fulfill the goal of student interest as the primary focus of teaching.

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The author's experience revealed that whether or not the student was familiar with the English newspaper was irrelevant and that most students could learn to read, and read to learn, better with an English newspaper than with traditional printed materials or other materials.

Student Interests

Since they started reading the English newspaper, the students have become increasingly concerned with their future and have wanted the real information the newspaper provides about career, available jobs, housing, automobiles, family life, food preparation, nutrition, budgets, health, safety, and peace.

Most students are beginning to wonder what kind of world they will live in for the rest of their lives. They are concerned with what economic findings will affect their daily patterns of life and what is happening in government and in foreign relations. They are concerned with their future responsibility as citizens. These students, who gradually move into the adult society, are at the same time, concerned with their typical problems and interests of adolescence : appearance, making friends, dating, wearing their latest fashions, discussing the latest hit records, films, and sports events with their peers. The newspaper can provide a living curriculum that serves all of these special needs and interests of students.

Investigations conducted by the author in 1993 and 1994 illustrate interest areas with regard to newspaper articles that were read in students' freshman and sophomore year. These findings show the major topics in the articles which most interested the students in the author's classes. (See Appendix A)

The items mentioned in Appendix A reflect the student's interests, needs, wants, and concerns, and then were shared with others and the author. This contributed in promoting or extending the reading interests, learning skills of reading, critical thinking, and live exchanges of communication among the students.

Teaching Materials

College students often make greater progress in reading when they read about things that interest them. Humanistic teaching makes provision for the integration and utilization of student interests as often as possible in order to enhance the students' own self-concept and self-confidence in their ability to read (Weinstein and Marlo 1972). The ideas that follow are for the most part of this nature.

The students were provided choices among reading materials that would accomplish the author's or students' objectives. There were some materials that might motivate many students to read who previously did not respond to traditional instructional materials. Other materials appeared to prove very stimulating in the extension of interests and in class discussions. The followings are illustrative of their choice: newspapers, weekly (monthly) magazines, paperbacks, TV (video) script, comic books, songs, scenarios, dramas, and workbooks for qualifying exams.

Among the above materials, their top choice was a newspaper. Summarizing the results, more than 85% of the freshman reported as follows:

1. The newspaper is a readily accessible and economical resource for becoming familiar with current world events.
2. The newspaper provides a wide range of topics and information that interest the students.
3. The newspaper is up-to-date material which offers a living learning experience.
4. The newspaper contributes to more learning skills of both critical and recreational reading than traditional textbooks do.
5. The newspaper offers the student an opportunity to successfully read and act on the events throughout the day although, unfortunately, most students have never been enhanced by conventional textbooks which

teachers have selected.

Vocabulary Expansion

Research lends strong support for increasing the size of one's vocabulary by reading newspapers. Most college entrance tests, qualifying tests, and other achievement tests are largely vocabulary tests. Students who wish to do well on these tests do well to increase their vocabulary. The students who want to understand and appreciate the world's literature, newspapers, films, and pamphlets will need a large vocabulary.

A student's vocabulary grows with reading. Yet to read well, a student must often already have a large vocabulary. Reading and vocabulary are interconnected ; They are self-providing. Students who have an interest in reading frequently have a large vocabulary which is constantly growing. The vocabulary of those who do little reading remains stagnant.

To help students increase their vocabulary does not mean simply assigning a number of words in each class to look up in the dictionary.

Looking up a word in the dictionary and writing down its meaning does not mean that the students really understand the word.

In his humanistic teaching, therefore, the author used some other methods, besides reading and dictionary study, to help the students learn new words. Some suggestions which have been used by the author follow :

1. Introduce new words in each article. Start to discuss concepts related to new words, and connotative meanings with emotional characteristics attached to them.
2. Project news items onto the overhead projector (OHP), underlining words that the students are not likely to know. Then ask them to make an intelligent guess about the meaning of the word based on the context in which it is used. If they cannot figure out the meaning from context, then let the students use the dictionary.

3. Let the students find occasions to use the word in their everyday conversations and in other contexts. For example, if the word is 'prognostic', make a comment that a student's perceptive remarks in a class discussion were "A dark cloud is prognostic of rain." Through repetition in a variety of contexts, words will become the students own.
4. Many words in the English language are derived from the same root. For example, the word 'philanthropy' has the same root as philharmonic, philosophy, and philology. Philos is Greek for 'Love'. By pointing out to students that whole families of words are derived from different roots, they can usually get some idea of the meaning of a new word if they see that it has a similar root. Some students have useful books that give good examples and exercises for words with Latin and Greek roots.
5. Spend time teaching the specialized vocabulary of topics about world events. Any topic has its own terminology, which the students must learn in order to grasp basic concepts and interpret newspaper content critically. This is particularly true in such subjects as science, medical science, politics, engineering, and economics. Before teaching a lesson, put the new words on the board or the chart and have the students pronounce the words, repeat them, recite their meanings.
6. Have the students compare topics in English newspapers with those of Japanese ones, and underlie English equivalents for the Japanese words in those topics, reinforce them with your own examples or illustrations, ask them to do the same, and review the new words frequently until the students have made them their own.
7. Before moving on to a new article, give multiple-choice

quizzes and question-answer dialogues on new words related to a new article, and occasionally review the new words to keep them in the students' active vocabulary.

8. Have the students listen to and compare articles on each page in English newspapers with the same article covered on TV news and reports which have been pre-recorded. The students frequently have difficulty picking up the word. To give them practice, ask them to write the words they have identified in the sentences read in the tape.
9. Use realistic case studies as often as possible which are relevant to students' lives and involve them emotionally. For example, the students who are very interested in gun problems and its victims should locate the articles on such topics in the Japanese newspapers, underscore specific words and phrases in them, try to translate them into English looking up in a Japanese-English dictionary, and compile a list of words. This activity is helpful to call students' attention to the specific style of expressions in the newspaper articles after the students compare their own translation with the English articles actually read for their later classes.

Classroom Interaction

The key to humanistic teaching is an exchange of lively situations emerging from the interest perspective of each student. In such a class, all class dynamics serve to fulfill the goal of student interest.

Successful humanistic teachers can incorporate classroom discussion into their teaching in order to encourage the live exchanges among the students, enable them to develop their own feelings, ideas, and positive attitudes, and engage in sharing them. This technique, with its potential to nourish interpersonal relations with each other and build critical

thinking skills, works particularly well with newspapers, with constitute a reservoir of information and knowledge to discuss.

In the author's humanistic class, Japanese language was entirely designated to carry the live interaction within the class because the students could not demonstrate proficiency in using English at a useful level even after seven and eight years of study. While this may indeed be regarded as an unacceptable view of English learning, it was still a sort of reading-related and English promoting activity. Often most students who were not previously concerned with progress and who did not enjoy trying to learn to read English newspapers came to experience pleasure and satisfaction from reading English newspapers through discussions.

Reading interests are often promoted through voluntary participation in class discussion and discussion groups. Discussion gives the students an opportunity to share a wide range of topics in ways that may spark an interest in another student who has not been curious about the topic previously. Peer recommendations and the teacher's coparticipation in the class dialogue are often powerful forces in developing interests.

In recent years, classroom interaction has become the subject of much interest and study. Research on this teaching method has shown it to be an excellent device in stimulating a desire to learn. Studies have demonstrated that successful classroom climates, in which students participate in discussions, are related to student achievement. The author has realized that it is important to respect students' feelings and ideas and encourage their responses to have classrooms that promote learning, discussions and student involvement.

The author has recognized that positive changes in student attitude toward reading occurred when a variety of topics within English newspapers were introduced in classroom discussions and that discussions are very important when working with the newspaper.

Some social problems are presented which are typical of those discussed in class. The problems which were discussed are of various types and arise from student interests, concerns, and curiosities toward topics that confront them either directly or indirectly. The principal areas from which the problems arise are classified in Appendix B.

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For promoting classroom discussions, teacher's questioning techniques are essential. If the purpose of questioning is improve students' thinking, better questions are needed, questions that will force students to think, to make inference, to make judgment (Hunt 1967). Such questions required more time to prepare and more time for students to respond to them. By giving students time to think about questions and even time to discuss them with a neighbor before opening up discussion, students will be able to give thoughtful responses. In classroom discussion it is important for teachers to give students more time if they want them to think.

For the discussion in the humanistic classes, motivation and interest-arousing questions called attention to pictures, titles, headlines, subheadings, settings, and characters. The picture in an article actually used to whet curiosity by asking such questions as :

1. Have you ever seen anything like this before ?
2. Does this picture teach a lesson ?
What is it ? (or Why do you think so ?)
3. What do you think this story will be about ?
4. How does this picture make you feel ?
5. What do you see that is interesting in this picture ?
6. How are you influenced by this picture ?

Whether pictures, titles, headlines, or other devices are used, if questions can initiate in students a habitual spirit of wanting to read to find answers, reading will become self-motivating. During discussion the author allowed and encouraged the students to share their curiosities, interests, needs, and questions.

Reading Periods

The author believes that the English newspaper's greatest appeal for many college English teachers lies in its ability to improve reading skills, and that skillful and reflective use of the English newspapers can stimulate a desire to read.

There are two major goals of the author's humanistic reading classes ; development of critical reading and the ability of making

decisions about values which are important affective components of humanistic teaching. College students must be taught to read critically.

Critical reading skills are acknowledged as indispensable tools for the reading program and needed by each college student. The following are a few ways the author cultivated some of the critical reading skill. These teaching techniques basically depend on both what is called forty-minute sustained silent reading (SSR)- was suggested by Lyman C. Hunt, Jr. (1967), and thirty-minute discussion, which is essential because critical reading is a type of interactive reading.

During SSR, the students and often the author select a few articles, which are most likely to be interesting to them, and all read quietly for forty minutes. The intent of SSR is to make available uninterrupted reading time. With the entire class involved, it conveys the message that every student is a reader. However, because the students have never experienced being quite with little socialization in their previous traditional classes, some students are late to get to work on reading or do nothing during SSR but daydream.

The author, therefore, circulates among the students to see what they are doing and to help them if needed. Once the students have become familiar with the procedures and can work independently, the author used the period for enjoying his own reading activities. Setting aside forty minutes once a week for reading or reading-related activities provides for the variety, the free choice, and the flexibility required if the students are to become voluntary readers.

Such a critical reading period exposed the students to reading in many forms and gave them an opportunity to make choices. It is a positive approach toward activating interest in reading. The students were actively involved in learning through SSR.

In reading English newspapers, the objective was to find out the main ideas the author was trying to get across in each article, often in the first paragraph. An important area of critical reading skill is also that of dealing with author's opinions, viewpoints, and biases. Every student needs to develop this area of skill in order to reconcile the views of the author or the contents of the article with his/her own thinking. Editorials, syndicated political columns, critical essays, propaganda, and

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political cartoons are good sources to help students develop the skill. There seems to be a negative, or at least reactive, feeling about the author viewpoint and the article contents.

Another purpose of critical reading in the humanistic classes is the development of abilities to select, reject, and adapt information and ideas. The teacher needs to have students acquire competence in integrating the values of others with their own personal values, and relate to their own awareness of their own values. Reading newspapers reflects many value concerns. The students have a large number of values such as moral values, social values, religious values, political values, personal values, scientific values, human values, economic values, artistic values, and academic values. The students ignore, nationalize or accept, and change their own value system.

Interest or concern, which is one of important components of humanistic teaching, is judgment that influences the process.

A teacher must use many techniques and activities to strengthen a student's awareness and skill in making values decisions.

When the students' needs arose reading any newspaper articles, the author used his motivational strategies. Audio visual aids helped the students to read in a more active manner. Another was use of realistic case studies, which were relevant to students' interests, needs and lives and involved them emotionally. Still another was an easy-to-difficult sequence in reading tasks and practice exercises, allowing the students to gain confidence with easier and familiar topics which the students have seemed to read in Japanese, before going on to the more difficult. Thought-provoking questions and even sequential presentation of well-known documentaries allowed the students to engage in active learning. John Keller (1983) summarizes motivational strategies in four words : attention, reference, confidence, and satisfaction.

Teacher attitudes and Behaviors

Researchers have clearly indicated that the teacher plays a critical role in influencing student's attitudes toward reading. If students live associating reading only with repetition of skill, teach, and test, they will

never reach for reading material on their own initiative. If, on the other hand, students live in an environment that associates reading with pleasure and enjoyment as well as skill development, they are likely to become enthusiastic readers.

Students perceive the teacher's responses to the things they say, do, and feel in the classroom. From the author's experiences of teaching reading, the teacher who seldom enjoys reading often has more difficulty in producing enthusiastic readers than does a teacher who clearly enjoys it. The good reading teacher is knowledgeable about reading materials for the age and grade level of his students in order to be able to make recommendations in terms of their interests and achievement levels (Widdowson 1987).

In the humanistic classes, it is important for the teacher to forget the typical teacher role as an authoritarian, the role often seen in traditional classes in colleges, which is used to intimidate students into reading. It is also important to create a positive learning climate, one in which students feel comfortable about expressing their thoughts freely. In such a positive classroom climate, it is an attitude that respects students, as responsible adults. The curriculum includes activities that are relevant to the lives of students, with opportunities to work together with their teacher and work individually or cooperatively, in small groups, or as a total class. These activities are always organized based on interest and need areas, such as video and TV viewing, outdoor class, presentation, library activity, drama, and music. All these activities take place in an unpressured atmosphere and through interaction with other students and the teacher.

The following is a summary of attitudes and behaviors that were analyzed in the classroom to produce a positive attitude in the students :

1. Accept each student as a valued person
2. Demonstrate respect for each student and his/her efforts in attempting to become a better reader.
3. Help the students see a need for reading.
4. Become a co-learner, not a teacher or a know-it-all.
5. Consider the feelings of the students and give immediate attention to their needs and interests.

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6. Convince the students they need not be afraid that they are slow learners or poor readers.
7. Recommend and positively reinforce student participation with intriguing materials and intrinsic motivation.
8. Make use of outside expertise.
9. Believe that every student can achieve some measure of success with reading.
10. Make interesting materials available and provide a time for enjoying reading and show that reading is important.
11. Provide time for the sharing of materials, presentations, discussions and audio-visual aids, since enthusiasm is often transmitted from one student to the other students.
12. Provide opportunities to read voluntarily by providing a means to succeed at reading assignments during the student's instruction or independent basis.
13. Make the students' success known to others and find something about the student's reading that is deserving of praise.
14. Compare the student's progress against his own previous level of proficiency, not with that of others.
15. Project a positive and enthusiastic attitude about one's own teaching. The students generally feel better about themselves in a classroom in which the teacher feels good about himself.

Some of the above topics are closely related to teacher's evaluations in the later section.

Study-skills

Systematic instruction of study skill has never been structured to the students in the liberal arts English classes before.

During the first three months of the author's humanistic classes,

most students had very poor self-concepts and negative attitudes in reading and felt that the English classes were unfriendly, rather hostile environments. Many of these students had poor study skills and time management. They found themselves unable to cope with their class activities, assignments, even their peers and the author. Others had high levels of test anxiety, poor attendance, and performed poorly on class assignments and tests, even when they knew the contents.

Thus it was obvious that a number of students come to the university with poor study skills. Therefore, the author incorporated study skills instruction into his humanistic classes in order to develop skill for reading since reading and study skills are closely linked.

The following skills are those which his students felt were the most important and most needed :

1. Study methods (Reading improvement skills)
2. Use of library resources and reference materials
3. Effective note taking, outlining, and summarizing
4. Techniques to expand the vocabulary and its retention
5. Test-taking (Ways to study for examinations)
6. Problem solving, critical thinking skills, inferential comprehension
7. Time management
8. Ways to expand recreational and voluntary reading

These study skills were taught and practiced so the students could apply them. They were taught in conjunction with the students' own preferred learning style, not in isolation. This motivated the students to learn the skill because they could see its usefulness.

The author is convinced of, and committed to, the value of teaching those study skills ; and he believes his commitment needs to be extended to all teachers in all grade levels in universities.

Techniques in Evaluation

Ongoing evaluation of how efficiently the teacher is teaching and how effectively the student is learning is essential to any successful reading program. Through evaluation the teacher does not only determine the

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extent to which objectives have been met, but also identifies the need for better teaching and the extent of review and reinforcement. The student learns to analyze his own strengths and weaknesses, successes and failures, and improves his skills in the problem solving approach to all problems.

Student's self-evaluations : Self-evaluation should guide students in developing self-direction. Students need guidance to learn how to evaluate themselves. Checklists, charts, and development of task standards can provide this guidance. Students can, with the help of the teacher, prepare their own guidelines for improving study and work habits. The following illustrate what such guidelines were with regard to reading newspaper articles.

A. For comprehension

1. Recognize or recall the facts-when, where, who, what, how, why.
2. Value, judge, or compare ideas and contents- likes or dislikes, agree or disagree, same or different, related or opposed.
3. Express, discuss, or illustrate ideas.
4. Recognize the events leading to a happening (Cause and effect).
5. Recognize and apply rules of logic to solution of a problem.
6. Use original, creative thinking to solve a problem.
7. Make judgments based on clearly defined standards.
8. Use a number of facts to reach a conclusion.

B. For affective domain

1. Make positive comments about themselves.
2. Make maximum use of interests when selecting and reading the articles for reading improvement.
3. Check their frustration-level experiences.
4. Feel positive about themselves and enthusiastic about their reading.
5. Have the students participate in work with peer

voluntarily.

6. Have the students seek attention constantly.
7. Help encourage their peers with low motivation on reading.
8. Try to become used to working cooperatively.
9. Participate in the class willingly to make themselves more interested and comfortable with English newspapers.
10. Try to have the opportunity for self-directed activity with voluntary interest in English newspapers.
11. Make the students feel good about participating in the reading-related activities.
12. Have the students participate in silent reading with the obvious purpose to improve reading skills.

Teacher's evaluations: The author checked on his own behavior in teaching reading by asking such affective questions as the following: Did I

1. Make judgments about what students' interests will be?
2. Promote interests through selection of the articles and participation in actual reading?
3. Provide interesting articles and reading-related activities to make reluctant students much more enthusiastic?
4. Encourage the students to discuss their opinions and ideas?
5. Utilize peer recommendations in developing interests?
6. Give students choices in reading to extend interests?
7. Utilize high interest-controlled articles that would appeal to the students?
8. Utilize materials and articles acceptable to the students?

Mathewson (1976) suggested that the acceptance or

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rejection of materials read influenced attitude toward further reading. Without a positive attitude, interest would be lacking.

Did I

9. Establish a favorable working relationship with the students ?
10. Establish a friendly atmosphere free from interruptions ?
11. Try to be a good listener ?
12. Communicate with the students in terms they can understand ?
13. Respect the students and their information as confidential ?
14. Develop an awareness of the numerous opportunities for acquiring living background information from countless articles ?
15. Welcome the students as partners and for mutual concern in education ?

Conclusion

In 1993 the author conducted a survey to determine opinions of his 185 students in freshman and sophomore years about his humanistic teaching through English newspapers. The survey revealed that 86% of the students rated the beneficial points of his humanistic classes in the following order of importance :

1. Sharing common beliefs, values, and attitudes (humanistic process)
2. Developing, enhancing, and maintaining a positive level of awareness and self-concept (humanistic process)
3. Seizing opportunities to make reading purposeful (critical and voluntary reading)
4. Coming to take various issues as active participants in society from a global point of view (global education)

The students who expressed similar attitudes to those described above

were interviewed after participating in a survey. Comments from some of those interviews follow :

“Liberal arts English study has the reputation of being disenchanting and tedious, and is for us many sophomores a distasteful and painful task. Participating in his class, however, I was allowed and even encouraged to believe that the class would lead to develop and extend the reading interests. Actually I attempted to become a better reader and I seem to have become one.”

“My involvement in his class made me realize that English reading instruction by English newspapers provided incentives to learning and promoted voluntary and critical reading. I realized that when I was reading, I knew I was really enjoying reading.”

“I feel much more committed to the need for enriching my reading by incorporating many reading-related activities outside class. Because in the class I feel skeptical about the time allotment needed for the activities.”

“I realize how important a reading program is, to be successful, to foster the students who read, and who feel good about ourselves, and about our ability to use reading to satisfy some felt personal or informational need.”

“I became aware of the necessity for having decision-making experiences and having the opportunity for self-direction as well as more reading skills.”

“The English newspaper involves studying the English newspaper itself, and obtaining knowledge or skills in various areas. It serves as the essential components of the English curriculum. Vocabulary building, reading (critical, recreational, and voluntary), student-teacher interactions, writing activities, and literature are all more intimately connected with the English newspapers than with other teaching materials.”

With the result of the interest in reading instruction through an

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English newspaper and with a positive reaction to this, the author concludes that the flexibility and abilities of the English newspaper as an attractive instructional tool for college English teachers merit its serious consideration by all of them, and that use of the English newspaper will become more important as wider distribution of both global and human education program is made for university curriculum, with its emphasis on such areas as basic and survival skills necessary for the international society. To maximize the success of using this exciting resource, English instruction in the humanistic classes involving the English newspaper must be carefully constructed and developed to enhance, or maintain a positive level of 'reading', self-concept, and self-confidence and should capitalize on the students' interests and needs.

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Appendix A

(Student Interests Concerning English Newspaper Articles)

1. Sports ; Ball Games, Match and Race
 - All Japan golf tournament
 - All Japan judo tournament
 - Asian Games Hiroshima
 - Grand sumo tournament
 - J league soccer game
 - University baseball league

2. Economics : Foreign Trade, Budgets, Taxes, Finance, Prices, Currency, Stocks Labor, Wages
 - Bank rate
 - Budget deficit-reduction plan
 - Consumption tax
 - Corporate donations
 - CPI (Consumer Price Index)
 - Current account surplus
 - East Japan Railway Company shares
 - Equipment investment
 - Fiscal resources
 - Foreign investors
 - Global bond
 - GNP (Gross National Product)
 - International Trade Fair
 - Leisure industries
 - Multinationals
 - Recession
 - Regional economics
 - Retirement benefit
 - Security Company
 - Service industries
 - Shoppers from Vladivostok
 - Stock market
 - Subsidiary firms
 - Tokyo Foreign Exchange
 - Trade barriers
 - Trade surplus
 - Yen's appreciation

3. Health and Disease
 - AA (Alcoholics Anonymous)
 - Abortion
 - Aerobic exercise
 - AIDS (Acquired Immune Deficiency Syndrome)

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Alzheimer's disease
Cancer
Diet
Drugs
Emergency operation
Food poisoning
Genetic therapy
Health craze
HIV (Human Immuno-deficiency Virus)
Hybrid wheat
Influenza epidemic
Life expectancy
Liver transplant
Medicare
NHS (National Health Service)
Pesticide and disinfectant
Senior citizens
STD (Sexually transmitted Disease)
Surrogate motherhood
Test-tube baby
Typhoid fever
Welfare

4. Computers

Antiviral programs
CPU (Central Processing Unit)
Date bank
Floppy disc (BE) / disk (AE)
Microprocessor
PC hacker
Personal computer
VDU (Visual Display Unit)

5. Crime and Punishment

Capital punishment
Gun control
Juvenile delinquency
Traffic accidents

6. International Affairs and Foreign Relations

Apartheid
Civil Rights Act (Martin Luther King)
Communication Satellite
Coup d'etat
Desegregation (Integration)
Desertification

EC (European Community)
Ecosystem
Gang warfare
G-7 (Canada, England, France, Germany, Italy, Japan, the U. S. A.)
Infant Mortality
Judaism
Ku Klux Klan
Malcom X
Muslim
Natural resources
Overpopulation
Oxfam (Oxford Committee for Famine Relief)
PKO (Peace Keeping Operation)
Racism
Rate of illiteracy
Red Cross
Refugee camp
The Sahara Desert
The Third World
Uranium
UNICEF (United Nations International Children's Emergency Fund)

7. Society and Environment

Avalanche
Black-marketing of rice
Charity
Divorce rates
Dry summer
Earthquake
Electronic driving license
Equal job opportunities
Family planning
Fertilizer
Holiday makers
Industrial waste
Marine life
Nuclear plants
Old-age pension
Part-timer
Redundancy
Retirement
Sexual harassment
Toxic waste
Waste disposal
Water supply
Women's Lib

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8. Education and Schooling

- Career
- Curriculum
- Extra-curricular activities
- Higher education (Degrees-Master and Doctor)
- Home economics
- Syllabus
- Tuition
- Vocational guidance and training

9. Culture, Arts and Entertainment

- Amateur astronomers
- Ancient and latter-day painting-masterpieces
- Archeology (the Bronze Age, the Stone Age)
- Astronomy (comets, lunar eclipse, solar eclipse)
- The bolshoi Ballet Troupe
- Culture Property Protection
- Dinosaur blockbuster (Jurassic Park)
- The International Beauty Contest
- International Press Institute
- Opera
- The Super Kabuki Troupe
- The Takarazuka Girls' Opera
- Theoretical physics
- The Venice Film Festival
- Wood-block prints

10. Others

- Classified Ads
- Comic strips
- Editorials
- For Rent & Lease
- For Sale
- Job
- Language schools
- Letters to the editor
- Restaurant
- Travel
- TV schedules
- Weather maps

APPENDIX B

(Problem areas appearing in the discussions)

1. Problems of the individual
 - a. Peer relationships
 - b. Senior / junior relationships (particularly in extra-curricular activities)
 - c. Sex
 - d. Employment
 - e. Marriage
 - f. Part-time job
 - g. Grades
 - h. Aptitude
 - i. Automobiles
 - j. School and club competition
 - k. School failure (more than one subject)
2. Problems of national and international groups
 - a. World peace
 - b. International trade and economic relations
 - c. Political conflicts
 - d. International disputes
 - e. Social security
 - f. Population
 - g. Crimes
 - h. Environments
3. Problems of neighborhood and community group
 - a. Educational facilities
 - b. Housing (boarding) and living conditions
 - c. Business opportunities
 - d. Recreation and leisure time
 - e. Public nuisance
4. Problems of health and sanitation
 - a. Food (poor food, unbalanced food, inadequate dieting)
 - b. Medical attention/care for physical health and mental health
 - c. Illness and suffering
 - d. Lack of sanitation (sewage disposal, water supply, waste)