

**THESES & DISSERTATIONS**

**NEWSPAPER-BASED FUNCTIONAL MATERIALS  
IN ENGLISH FOR FIRST YEAR EVENING STUDENTS  
OF CALOOCAN HIGH SCHOOL**

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**A Certificate Project**

**Presented to**

**The Faculty of the Graduate School  
Philippine Normal College**

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**In Partial Fulfillment  
of the Requirements for the Course  
Applied Linguistics 550  
(Special Project)**

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**by**

**Victoria C. Cabantao**

**March 1982**

**APPROVAL SHEET**

In partial fulfillment of the requirements for the Certificate Program in Language Teaching, this project titled **NEWSPAPER-BASED FUNCTIONAL MATERIALS IN ENGLISH FOR FIRST YEAR EVENING STUDENTS OF CALOOGAN HIGH SCHOOL** which has been prepared and submitted by **VICTORIA C. CABANTAG**, is hereby recommended for approval.

March 15, 1982  
Date

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Accepted in partial fulfillment of the requirements for the Graduate Certificate Program in Language Teaching.

March 15, 1982  
Date

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## ABSTRACT

This study was prepared on the premise that communicative skills can best be developed if there is a supportive speech community in which skills learned in school can be used outside the classroom.

To this end, the researcher tapped the potentials of one of the most practical, accessible, available materials - the newspapers. Her choice of materials was greatly influenced by the following factors:

1. There are no textbooks for the clientele, the first year evening students, composed of househelps, technicians, salespersons, vendors, janitors, and overaged group;
2. Newspapers offer rich and varied topics to read, to talk of, and to write about;
3. The need and value of instilling in students the habit of reading, which is basic in understanding, ultimately leads to communicating;
4. Newspapers are the cheapest, most up-to-date published reading material, and so, anybody can have access to them at any time and place;

5. topmost consideration should be given to the fact that majority of newspapers in the country are published in English, hence, they provide opportunities for the development of varied communication skills.

The materials are presented in the form of lesson plans. In this connection, they directly involve the teacher.

The lessons cover two grading periods, each corresponding to a unit. The units focus on two major communicative functions: asking and giving information, and expressing thought processes. Three subtopics typifying communicative intentions are provided for each major function. These are: 1) keeping abreast with government thrusts, 2) identifying one's interests, 3) discovering new facts, 4) analyzing opinions, 5) interpreting views and comments, and 6) wording out a cartoon.

A reading selection introduces all the lessons but one. This serves as the pivotal point in the development of the three language skills: reading, speaking, and writing. Structure lessons are provided to enhance the enrichment of these basic skills.

A lesson which involves the use of an editorial cartoon evokes creativity, free expression, and sense of humor in the students.

Since reading is an integral part of the lessons, five comprehension skills are focused: getting the main idea, classifying ideas, finding facts, establishing cause and effect, and reacting to the mood of the selection.

The lessons vary in content, motivation, and strategy due to a set of criteria followed in the choice of selections. The criteria include: 1) general appeal, 2) urgency, 3) morale booster, 4) clarity of language style and exposition, 5) interdisciplinary weaving, and 6) sense of humor.

Reinforcement activity in the form of another lesson or assignment is another feature of this study.