بسم الله الرحمن الرحيم

SUDAN UNIVERSITY OF SCIENCE AND TECHNOLOGY

COLLEGE OF GRADUATE STUDENES

COLLEGE OF LANGUAGES

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Difficulties Encountered by EFL Sudanese M.A Students in Translating Journalistic Styles

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المشاكل التي تواجه طلاب الماجستير بالجامعات السودانية عند ترجمة الاساليب الصحفية
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(A thesis Submitted to the Graduate College for the Degree of Ph.D in Translation)

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الآيــــــة

بسم الله الرحمن الرحيم

In the name of Allah, the Beneficent, the Merciful.

(وَمَا تَوْفِيقِي إِلَّا بِاللَّهِ عَلَيْهِ تَوَكَّلْتُ وَإِلَيْهِ أُنِيبُ)

سورة هود الآية (88)

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(and with none but Allah is the direction of my affair to a right issue, on Him do I rely and to Him do I turn)

Hud (88)

Dedication

To my dear parents, my mother and the soul of my father who put me on the right way and my family.

Acknowledgements

Abstract

This study sets out to investigate the difficulties facing Sudanese university students in translating journalistic style. The study seeks to explore the language of the press which is generally known as highly collocational the thing which poses quite a number of hurdles for novice translators. The type of research methodology adopted in the present study is the descriptive analytical method. To collect the data, a questionnaire was designed and given to a number of English languages teachers who are teaching translation at undergraduate level. The test was administered and distributed to 50 M.A. Students to translation at the Sudan University of Science and Technology, College of language, the data were analyzed by using the statistical package of social science (SPSS). The findings of study revealed that the students have poor Knowledge in translation in general apart from translating journalistic styles. The Findings also showed that the nature of collocation as forming the press writing cause difficulty for EFL Students particularly those collocations that require good knowledge of cultural background because most of Students are not sufficiently aware of using English collocations. The findings revealed that the idiomatic nature of the journalistic styles is difficult to translate largely because the meaning cannot be inferred from the meaning of individual words. The study recommended that the teachers of English language of Sudanese University should take care of this important linguistic area by providing more practice.

المستخلص (Arabic)

تهدف هذه الدراسة إلى تقصي الصعوبات التي تواجه طلاب الجامعات السودانية في ترجمة الأسلوب الصحفي. تسعى الدراسة إلى استكشاف لغة الصحافة التي تُعرف عمومًا بأنها بالغة الاحترافية ، الأمر الذي يشكل عبئا كبيرًا من العقبات للمترجمين المبتدئين. نوع منهجية البحث المعتمدة في الدراسة الحالية هو المنهج الوصفي التحليلي. لجمع البيانات ، تم تصميم استبيان وتقديمه إلى عدد من مدرسي اللغة الإنجليزية الذين يقومون بتدريس الترجمة في المرحلة الجامعية. تم إجراء الاختبار وتوزيعه على 50 طالباً يدرسون بالماجستير تخصص اللغة الإنجليزية في جامعة السودان للعلوم والتكنولوجيا ، كلية اللغات ، وتم تحليل البيانات باستخدام الحزمة الإحصائية للعلوم الاجتماعية. كشفت نتائج الدراسة أن الطلاب لديهم معرفة ضعيفة في الترجمة بشكل عام بغض النظر عن ترجمة الأساليب الصحفية. أظهرت النتائج أيضًا أن طبيعة المتلازمات للكتابة الصحفية تسبب صعوبة لطلاب اللغة الإنجليزية كلغة أجنبية خاصة تلك المجموعات التي تتطلب معرفة جيدة بالخلفية الثقافية لأن معظم الطلاب ليس على دراية كافية باستخدام التعابير الاصطلاحية الإنجليزية. كشفت النتائج أن الطبيعة الاصطلاحية للأنماط الصحفية يصعب ترجمتها إلى حد كبير لأن المعنى لا يمكن استنتاجه من معنى الكلمات الفردية. وأوصت الدراسة بضرورة اهتمام معلمي اللغة الإنجليزية في الجامعة السودانية بهذا المجال اللغوي الهام من خلال   مزيد من الممارسة.

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CHAPTE ONE
INTRODUCTION

This introductory chapter will provide a description of the theoretical framework of the study with special focus on the statement of the problem, study questions, hypotheses, objectives and the methodology of the study.

1.1 Context of the study

Translation, as a painstaking process, calls for taking a wide-range of aspects into account in different languages, thusa common problem for a translator is to find corresponding expressions, or equivalents, in the target language (T.L). Nowadays,journalistic translationhasturned to be a part and parcel of many renowned newspapers, whetherlocally or globally, which can be the best means to convey news, thoughts, visions and events occurring around the globe in a simple waythatis accessible to all readers. Actually, there are a lot of difficulties involved in translating the journalistic register into Arabic, particularly of newspapers, such as using the exact lexical collocations to give the proper meaning.

Media translation, which has claimed the interest of many researchers, is afascinating linguistic phenomenon in language and in translation, because it reflects the linguistic, stylistic and cultural features of the journalistic texts in the newspapers. So, the interest in the translation of media in journalistic register, especially *newspapers,*emanates from their great importance in language. They play a vital role in the coherence of the structure in journalistic register of *newspapers* when rendering the meaning into Arabic. They are also the source of attraction and special

flavor, which makes the meaning more beautiful, more agreeable and more powerful.

The translation of media is an everlasting struggle for translators, because the translators ofjournalistic register *newspapers*need to acquire specific skills and knowledge in order to be able to produce well-formed and appropriate translations to match the proper nouns with the proper verbs, the proper verbs with the proper nouns, or the proper adjectives with the proper nouns.

Therefore, this study investigates *the Difficulties Encountered by Translation Students in Translating journalistic register in general into Arabic with Focus on Newspapers*, accordingly provide the appropriate solutions to surmount the hurdles.

Translation involves taking various aspects into consideration in different languages, and thus, a common problem for a translator is to find corresponding expressions in the target language (T.L). Nowadays, Journalistic publications hasturned to be a part and parcel of many renowned newspapers, whetherlocally or globally, and can be the best means to convey news, thoughts, visions and events occurring around the globe in a simple waythat is accessible to all readers. Actually, there are a lot of difficulties involved in translating the journalistic register into Arabic, particularly newspapers, such as using the exact lexical collocations to give the proper meaning.

One of the language areas which pose the greatest hurdle for journalistic translation is that of collocation. Collocations are a fascinating linguistic phenomenon in language and in translation, because it reflects the linguistic, stylistic and cultural features of the journalistic texts in the newspapers. So, the interest in the translation of lexical collocations in journalistic register, especially *newspapers*emanates from their great importance in language. They play a vital role in the coherence of the

structure in journalistic register of *newspapers*when rendering the meaning into Arabic. They are also the source of attraction and special flavor, which makes the meaning more beautiful, more agreeable and more powerful.

2. Statement of the Problem

As an old practitioner at different phases of education, namely at university level, the researcher has noticed that translation students face difficulties in translating English journalistic register, for being highly diversified and idiomatic in style. In the present study, the researcher sets about exploring the various ways of bringing about asolution to the issue in question. Journalistic register is fully packed with forms of language like collocations, which it is extremely difficult to find equivalents for in Arabic.   It seems that the main difficulties are: differences in the collocations patterning of the source and target languages, as well ascultural differences between English and Arabic. In addition, generalization, which means some English words collocate with one and the same word, but they are not necessarily so in Arabic, as well as the idiomatic expressions and variability of lexical collocations. These account for complexities of translating English lexical collocations in the journalistic register into Arabic, with the focus on newspapers.

Thus, this study is an attempt to reveal the difficulties that translation students encounter in translating English journalistic register in general. The researcher hopes to come with a vision that will help provide asolution.

3. Objectives

In the present study the researcher attempts to view the current problem through a well-defined set of objectives, taking inhis point of departure the exploration of the types of different English journalistic register

commonly used in newspapers forms of media, and how they pose aspecial difficulty when rendered into Arabic. The basic objective is to suggest appropriate ways of confronting this hurdle. Points have to be taken into account, suchas the following as regards the objectives:

1. Exploring the different types of journalistic registers

2. How they pose difficulties in translation

3. Ways of confronting the hurdles.

4. Significance of the Study

This study is significant in that it handles the different aspects of journalistic style hoping to come up with solutions that will help Sudanese students working in the realm of translation, as well as students of translation, not to mention university teachers who deliver lectures in media translation.   In addition to that, news translators can make use of this study as a guideline to overcome the difficulties they find when translating the lexical collocation in journalistic register into Arabic. It is expected that the study will provide an extensive analysis to discover the problems that the students of translation face in translating English idiomatic expressions, such as lexical collocation in journalistic register into Arabic, with the focus on newspapers, and consequently, to recommend solutions. It also attempts to help translators and students to master the methods, techniques, and activities required in translating English lexical collocations in journalistic register into Arabic,with focus on newspapers. As a final point, the study is also expected to make a valuable contribution to the field of applied linguistics, in general.

5. Questions

1. To what extent does journalistic style cause difficulty in the process of rendering from English into Arabic?

2.What are the appropriate strategies to overcome the difficulties of translating English idiomatic expressions and lexical collocations in newspapers into Arabic?

3. What other types of hurdles do students come across, besides idiomatic expressions and collocations in relation to journalistic register?

6. Hypotheses

1.Journalistic style causesadifficulty in the process of rendering from English into Arabic

2. There are other types of hurdles that students come across, in addition to idiomatic expressions and collocations, in relation to journalistic register.

3. There are appropriate strategies to overcome the difficulties of translating English idiomatic expressions and lexical collocations in newspapers into Arabic.

7.**Methodology of the Study**

The researcher has adopted the descriptive analytical method to carry out this study. As regards the tools for data collecting, a test of different texts from the most prominent English Sudanese newspapers has been directed to (30) MA students of translation from the College of Languages, Sudan University of Science and Technology. Those have been deliberately chosen in order to reveal the difficulties of translating the meaning of journalistic jargon, in general, into Arabic. The third tool used has been a questionnaire for (10) Sudanese translators working at different institutions and involved in media translation as part of their job. The tests and the questionnaire havebeen scientifically analyzed by SPSS, using percentages and mean to convey the statistical information.

CHAPTER TWO
LITERATURE REVIEW

This chapter reviews relevant literature on the issue in question, as well as other related topics, with some emphasis on the nature of press language and the possibility of incorporating it into classrooms. Important findings and arguments from opponents and proponents of an English-only teaching method are discussed. The chapter is divided into two parts, the first one is on the theoretical framework, whereas the other is on previous studies.

Part one: Theoretical framework

Part two: Previous related studies

2.1.1 Background

This present study seeks to explore the language of the press in English language in order to incorporate it as a tool of learning in classrooms. At Sudanese universities, postgraduate students of translation have a special difficulty in dealing with press language. Sanderson (1999) puts forth strong arguments in favor of using newspapers within the classroom. He asserts that using newspapers within the classroom encourages extensive reading by giving students the confidence, the motivation and the ability to continue their reading outside the classroom. Newspapers also keep students informed of what is happening in the world, thereby extending their knowledge and deepening their understanding. For this reason, they are of general educational value and importance to students.

Language and culture are inextricably linked, and the newspapers of a given target community reflect its culture through the language they contain. At one level, culture permeates language through references to

the people, places, institutions, customs and traditions of that community. Newspapers are therefore an invaluable source of cultural information, and the more widely students read, the greater their understanding of this socio-cultural meaning. Newspapers contain a wide variety of text types and language styles not easily found in conventional language-learning materials (e.g. general course books), and students need to become familiar with such language forms. Newspapers provide a natural source of the varieties of written English that become increasingly important to students and valuable for language study as they progress.

The enormous variety of subject-matter in newspapers means that any one newspaper will invariably contain something of value or concern to every reader. This makes them interesting and motivating reader interest among students. Newspapers report real-life events, and this arouses our natural curiosity about the world around us and our fellow human beings.

Reading newspapers inside the classroom can help students discover their own tastes and interests. This in turn can play an important role in the process of motivating them to read of their own accord outside the classroom, thereby extending their contact with English.

English newspapers are an invaluable source of authentic materials, and their use on the language is very much in keeping with current thinking and practice in teaching pedagogy. Indeed, for many students, the ability to read and understand English language newspapers for work purposes represents a very real and tangible goal to aim for. Using newspaper materials in the classroom will also be particularly helpful for those students who may go to live or work in that target language community.

The diversity of information in newspapers enables teachers of English for specific purposes, as well as teachers of general English, to choose current materials to suit the precise needs and interests of their students. This is especially important to teachers of specialist subjects in their search for suitable materials in the realm of English literature. Even a cursory glance through a newspaper for special interest sections and supplements will reveal a wealth of material for those involved in teaching Law, Business, Tourism, Political Science and numerous other subjects.

Newspapers can also be used effectively with a wide range of levels from elementary to advanced levels. Newspapers have a degree of open-endedness built into them; this means that they are particularly suitable for mixed-ability classes, and that the stronger students in the class will have little or no advantage.

2.1.2 History of Newspapers in Education

Newspapers enjoy such a long history as useful educational tools. Thompson (1975) is quoted as saying,

> *"Much has been said and written about the utility of newspapers, but one principal advantage which might be driven from these publications has been neglected. We mean that of reading them in schools and by children's families. Newspapers are cheap and plenty, the cheapest book that can be bought, and the more you buy the better for your children, because every part furnishes new and valuable information."*

Newspapers have only been around for a few hundred years. Before newspapers, people received the day's news by word of mouth. **Town**

criers walked through villages and announced local news, such as births, deaths and weddings.

In ancient Rome, news was posted throughout the city in written notes. These notes were called Acta Diurna, or "Daily Events." Acta Diurna announced social events and politics. In China, printed newspapers called paos reported court affairs.

Over time, several inventions made printing easier. One was developed in the 1450s by the German printer Johannes Gutenberg. He developed a press that used **movable type**, which made printing copies of a **manuscript** easier.

Pamphlets and newsletters began appearing in Europe around 1500. As **literacy** grew, people wanted more news. In the 1600s, Germany and Japan printed news on one side of a sheet of paper. These were called fly sheets. Since then, many advances had been made in the newspaper industry.

Today, most papers have an **edition** that can be read on the Internet. However, printed newspapers are still read by millions of people every day.

Newspapers are printed on a type of paper called newsprint. In the United States, standardized newspapers measure about 15 by 23 inches (38 by 58 cm). Tabloid newspapers are slightly smaller, measuring about 11 by 15 inches (28 by 38 cm).

There are several types of newspapers. Dailies are published every day. They cover world, national, state, and local news. They report on science, business, the environment, and the arts. In 1929, Richard S. Kimball published a book entitled 'Current Events Instruction' which was widely accepted by educators of the time because it contained suggestion for

incorporating current events in the classroom. Te ideas in this book which helped popularized it among teacher is a theme that was called 'Using Newspapers inside the Classrooms".

The importance of incorporating news items in the classroom stems out of the fact that introduces genuine original ideas and authentic language which can be very stimulating and interesting to a great majority of students.

Teaching in many impoverished countries tends to be of the 'chalk-and-talk' variety with high priority being placed on the acquisition of basic skills. Much use is made of the chalk board (Lockheed et al., 1991). Discussions with the teacher or among small groups of students, encouragement of risk taking, and questioning of the material being presented-important factors in the development of language and reading skills tend not to be encouraged. Sudan is such one underdeveloped country.

A possible explanation for Sudanese students' reluctance to read can be found in the way in which reading has been traditionally taught. Most teachers assume that they 'possess' their classes and adopt a teacher-centered mode of teaching, assuming the role of experts who have to perform all the time and forgetting that learner-involvement is the key to learning how to read. During the reading lessons, they take it upon themselves to read to and for the class, even when the pupils have the same text in their hands. What happens in these lessons is very unrewarding because apart from practicing their listening skills, the learners have been given no chance to learn how to read, or even a purpose to listen for.

A 1990-1991 International Association for the Evaluation of Education Achievement (IEA) study on literacy, in developed and developing

countries, revealed that teachers in developed countries gave much priority than teachers of developing countries to aims concerned with interest and enjoyment of reading, whereas teachers in the developing countries gave significantly more weight to skill development. The study findings further revealed that successful reading programs appear to flourish in a context where many books are available and teachers encourage children to read and enjoy them (Elley, 1996:51).

Additionally, teacher usage of non-text book resources, such as newspapers, for teaching is not very common. The teachers are usually tied to their content books as the only text books to use as teaching materials, resulting into a closed and rigid learning and teaching environment.

The aim of introducing newspapers into the classroom is to help the learners connect with their community, nation and the world. The newspaper is commonly referred to as a '*Living text-book*' because its information is always current and it is adaptable to all classes and curriculum areas. The implementers of the program believe that pupils are more likely to retain the knowledge gained through familiar real life examples in newspapers than through traditional textbook-centered learning.

2.1.3 Critical Media Instruction

Critical media literacy, as Kellner and Share (2007) would advocate it, builds on all the above approaches, analyzing media culture as products of social production and struggle, and teaching students to be critical of media representations and discourses, but also stressing the importance of

learning to use the media as modes of self-expression and social activism. They stress that media cannot substitute printed material and classroom teaching, and should be considered as a supplement to traditional materials, rather than a magic panacea for the failures of traditional education.

Critical media literacy expands the notion of literacy to include different forms of mass communication and popular culture, as well as deepens the potential of education to critically analyze relationships between media and audiences, information and power. It involves cultivating skills in analyzing media codes and conventions, abilities to interpret the multiple meanings and messages generated by media texts (Kellner and Share, 2007:4).

Critical media literacy thus constitutes a critique of mainstream approaches to literacy. This involves a multiperspectival critical inquiry of media culture and cultural industries that addresses issues of class, race, gender, sexuality, and power, as well as promotes the production of alternative counter hegemonic media. Media and Information Communication Technology (ICT) can be tools of empowerment when people, who are most often marginalized or misrepresented in the mainstream media, receive the opportunity to use these tools to tell their stories and express their concerns. For members of the dominant group, critical media literacy offers an opportunity to engage with the realities that the majority of the world are experiencing. The new technologies are powerful tools that can liberate or dominate, manipulate or enlighten, and it is imperative that educators teach students how to critically analyze and use these media (Kellner, 2004).

Proponents of the critical media literacy theory suggest that critical media literacy can reconstruct education for the contemporary era, expand the concept of literacy, and contribute to the radical democratization of education and society.

The critical media theorists argue that literacy comprises gaining competencies involved in effectively learning and using socially constructed forms of communication and representation. Because literacies are socially constructed in various institutional discourses and practices within educational and cultural sites, cultivating literacies involves attaining competencies in practices in contexts that are governed by rules and conventions. Literacies evolve and shift in response to social and cultural change and the interests of elites who control hegemonic institutions, as well as to the emergence of new technologies. These scholars argue that if education is to be relevant to contemporary life, engaged teachers must expand the concept of literacy and develop new curricula and pedagogies (Kellner and Share, 2007:5).

Critical media literacy therefore not only teaches students and pupils to learn from media, to resist media manipulation, and to use media materials in constructive ways, but it is also concerned with developing skills that will help create good citizens and that will make individuals more motivated and competent participants in social life.

Critical media literacy theory is most relevant to progressive and transformative education when taught through a democratic approach with critical pedagogy that follows closely the idea of progressive educators like John Dewey and Paulo Freire. Dewey championed education for democracy and placed emphasis on active learning, experimentation, and problem solving. Dewey's pragmatic approach connects reflection with action (1916/1997).

Using a problem-posing pedagogy, Brazillian educator, Freire (1976) calls for critical consciousness that involves perception of concrete situations and problems as well as action against oppression. The problem-posing alternative that Freire exercises requires dialogical communication between students and teachers where both are learning and teaching each other. This method necessitates praxis, critical reflection, together with action to transform society. For this reason, media education should ideally involve both analysis and alternative student media production.

For Paulo Freire (1976, 1978), true education begins with the questioning and testing of established knowledge, norms, values, ideas, and practices that define our reality and shape our consciousness to see whether they are necessarily true or otherwise in our own social, historical, and ideological reality. This he calls, *conscientisation*-in which the people are given the tools to perceive and name their world. These 'tools' are rightly, communication tools-language and literacy, and numerous forms of expression (e.g. newspapers, posters, dramas, films, photography).

Hence, to improvise from Freire, true media education does not lie primarily in the acquisition of language fluency, social skills, or the ability to collect and string together facts. Neither does it lie in our dexterity at twiddling knobs and manipulating hard-and softwares. Rather, education that conscientises creates a critical awareness of the structural boundaries set up by the dominant groups and classes to control our lives and the realization that radical transformation of our social reality is possible.

2.1.3 Translation and Print Media

Generally put, translation in the print media can be discussed from two principal viewpoints; to borrow Guerrero's terms, we speak of —**translated press**‖ and —**translation in the press**. The former consists of total or partial translation of foreign newspapers and magazines while the latter is concerned with those newspapers and magazines which create their own content along with a few articles taken over from foreign sources. Nonetheless, there is one issue surrounding translation in the press in general - sometimes it is not made clear enough that the text is in fact a translation (unless the source is mentioned or the translation is —advertised. Guerrero expresses the idea in the following way: —the presence of translation in the press is less evident and less visible, so much as hidden to a certain extent.

2.1.4 Journalistic Translation

(A) Features

Before discussing the actual features of JT, let us consider the broader picture. The first important point that could be raised is that the definition of translation should not be delineated as isolated from the environment or field in which a particular translation occurs as the principles governing such a field are aplenty; let alone their influence on the final form of the translation itself. Audio-visual translation, for instance, seems to be miles away from legal translation, and therefore, as Vuorinen contends, —the mythical translation proper is regarded as an operation responding first and foremost to the source text, irrespective of the functional qualities of the result (Vuorinen 170). He furthermore questions the existence of such a —pure translation‖ in the professional settings at all (ibid), stressing the fact that the narrow definition of translation —is in danger of being applicable only to very few, well-

selected cases, and of being unsuitable for a description of most actual facts (Delabastita qtd. in Vuorinen170). In journalistic translation, one must realize that the narrow notion of translation does not suffice to reflect upon the multitude of factors operating beyond a target text production, and that the perceived ―deviations‖ from the traditional notion of translation (summarizing, re-organization etc.) should be in this case seen as ―standards‖. After all, it is the nature of each journal (i.e. its editorial policy and readership in particular) that dictates the choices and decisions made by the journalist/translator.

Seen from this perspective, let us specify the major features and concerns that are central to journalistic translation and which influence as well as limit the primary objective of *transmitting information*: these are mainly the *limitations of time and space*, the strive to produce *readable texts*, media's general tendency towards *manipulation*, and their by-product – *textual modifications*.

(B) Limitation of Time and Space

Unavoidably, journalists/translators are often subject to considerable time and space constraints. As Bani points out, translations must be carried out within a short of time, which is in the case of dailies a matter of few hours, but she notes that deadlines are also tight for weekly and monthly publications (37). Nevertheless, working under time constraints does not have to be necessarily a bad thing as the factor of time pressure might elevate one's performance to better results. Let us take an illustrative look at the amount of time allotted for translating in the journals chosen for the analysis:

Hospodářské noviny, Respekt, and *Ekonom.* Of course, the shortest time interval between publishing the source text and the respective target

version has been detected in *Hospodářské noviny,* given its daily frequency of publishing. In almost half of the cases, there was 1-2 day interval before the translation came out, with the remaining half published after 5-8 days in average. However, in one case, the gap between publishing the source text and its translation amounted to almost 3 months. As *The Economist,* the source media for both *Respekt* and *Ekonom*, appears on newsstands every Thursday, there are usually 4 days for *Respekt* (coming out on Mondays) and 7 days for *Ekonom* (coming out on Thursdays) to bring their translations to a publishable stage. It is not a common practice neither in *Respekt* nor *Ekonom* to draw their articles on older issues.

As newspapers and magazines are also limited in terms of space, it is not uncommon that translations have to undergo several modifications, such as cutting lengthy paragraphs, omitting words and sentences, or summarizing.

(C) Readability

The commonly shared opinion among scholars posits that journalistic translation necessitates the immediate comprehension on the part of the reader. It is argued that newspapers and magazines are to be consumed very quickly and that the reader's attention should not be distracted by idiosyncrasies of any kind. For that reason, readability seems to be the favoured and vital concept lying behind the act of translating. However, as Bani observes, the issues of readability and speed often end up meaning simply textual and cultural domestication‖ (Venuti in Bani 37) and it is her view that the journalist-translator should make such choices that would guarantee both respect for other cultures, as well as the needs of the target readership (37). This opinion is in contrast with that of Bielsa's and Bassnett's who call for the absolute domestication (10) since the main objective of news translation is ―to bring the message in a

clear, concise and comprehensible way‖ (16). The meeting point of these two views, however, seems to lie in reflecting the needs of the target audience (quick comprehension in particular); Bani goes so far as to suggest that reading the press should neither require an effort from the reader nor deep thinking so as to make him/her feel at ease (42). These conclusions seem to be rather generalizing as they do not take into account the wide spectrum of newspapers and magazines (both on the part of the source and target culture) ranging from the less demanding to more specialized ones. Moreover, the journalistic writing often engages in using play on words, intertextuality, neologisms, and other eye and mind-catching tools that might require some effort on the reader's part but do not necessarily need to be removed or made more palatable, so as to, to borrow Bani's words, ―simplify the reader's task‖ (ibid).

2.1.5 English as a Lingua Franka

Certainly, Latin was a European lingua franca up to the 18th century. It propagated particular values, beliefs and life styles while expanding and maintaining Christianity. It also developed simplified forms in comparison with Classical Latin. Later, other languages acquired statuses of linguae Franca: in Europe, most importantly French, whereas in the 20th century Russian acquired the status in the USSR. Reasons why a particular language becomes a language of international communication are not primarily linguistic. The French language spread the ideas of the Enlightenment and rationalism, the Russian language—the ideology of communism. No doubt, English also propagates values, which are associated in some countries with democracy, progress and fair play, yet in other countries, with colonial policy, dominance and disregard to local values.

English has become a global language quite recently, i.e., after the Second World War. The historical reasons for such a development,

according to Crystal (2003), are political and economical. Recently, the development of English as a global language has been accelerated by a considerable increase in people's mobility and the creation of the Internet. It is a fact that English, as a second and foreign language, is spoken by about one-fourth of the world population (more than 1.5 billion people in the early 2000s) (Crystal 2003: 6).

Crystal (2003: 60) sums up his account of historical reasons why English has acquired the status of the most important international language, referring to Braj Kachru's division of the three world circles in which English is used in very different ways: firstly, in the inner circle, English is the primary language, that is the mother tongue of the majority of the people (the United Kingdom, Ireland, the United States, Anglophone Canada, Australia and New Zealand); secondly, in the outer circle, English has an official status in education and institutions, and is a lingua franca for speakers of different local languages (India, Pakistan, Nigeria and other former British colonies); and finally, in the expanding (expanded) circle, English has no official status but is recognized as the most important foreign language in education and is treated as a language of international communication and business (China, Japan, Russia, Ukraine and most of the European countries).

Research on ELF with reference to the use of English in Europe is relatively recent. Linguists who have been most active in this field are Jenkins (2007) and Seidlhofer (2006) in Europe and Berns (2009) in the United States. While the first two authors try to discover specific forms of ELF as compared with native British or American English, Berns claims that, as in architecture and design, language form follows function (2009: 196), in other words, that using English in Europe, in whatever form, first of all serves the international speakers' purposes.

This perspective is in line with the sociolinguistic interpretation of the impact of the varieties of English that have developed in consequence of the rapid spread of English and its use in practically all countries of the world. A new phenomenon called World Englishes has already emerged, and Crystal wonders if a further growth in this tendency will make the different Englishes mutually incomprehensible, or, which he seems to prophesize, different Englishes, including present native speaker variations, British English and American English, will be used at home for identity reasons, and World Standard Spoken English (WSSE) will be used internationally for communication (Crystal 2003: 185).

A similar position is taken by House (2003) with reference to Europe. In her view, ELF as the main European language for communication is not a threat to multilingual Europe, where national languages are used in a different role—as languages for national identification. The truth of this observation can be easily proved at any international meeting, where ELF is used by international speakers, as long as they are not in the company of their compatriots only. In such a company they immediately switch to their common national language—their language for identification.

An interesting development of the role of ELF in Europe can be observed between speakers of similar and thus mutually intelligible languages, such as e.g., Polish, Slovak and Ukrainian. Instead of using their mother tongues in mutual contacts, speakers of those languages switch to English. It seems that ELF serves the purpose of making their communication more neutral than using particular mother tongues, without granting anybody the benefit of native speaker superiority in contacts with non-native speakers. In contexts where everybody is a non-native speaker of English, the participants of communicative events may feel much more at ease.

With regard to the avoidance of national idiomaticity, Crystal (2003: 187) provides an anecdote describing US, UK and Australian delegates at an international conference, where they avoided using any of the lexical variations of English, e.g., instead of saying pavement (UK), sidewalk (US) or footpath (Australian), they said the safe walking route at the side of a road. What can be clearly seen in the anecdote is the native speaker's perspective. Those native delegates were at ease, playing with their own language. Such an approach is difficult to achieve by non-native ELF users, who in most cases do not possess adequate fluency to be able to juggle with words, and, in consequence, they attempt to emulate native norms. However, a more autonomous approach to English is necessary in order to express in it one's own meanings, which is the case in ELF.

The question arises then in what sense can ELF be appropriated by its nonnative speakers? In my understanding of the concept of ELF ownership, there are at least three possible answers:

1. Non-native speakers express in English what they wish to express although, admittedly, with a limited fluency in terms of the range and types of expressions. In other words, they are relatively fluent in Standard English. By the way, verbs that are used in order to say that somebody is fluent in a given language refer to ownership: to master a language, have good command of a language, similarly in Polish—opanowac´ je̜zyk [to master a language]. It should be born in mind that native speakers are not always fluent in their mother tongues, either.

2. Non-native speakers use ELF without having mastered Standard English. They do it because necessities arise, they participate in international meetings, correspond with international partners, visit places where they have to communicate with people in business matters. In all those situations non-native speakers and writers may feel awkward, but with practice, they realize that what mainly matters is the content of what

they say or write, their knowledge, expertise and professional skills, while English language proficiency is of secondary importance. They also notice that other non-native speakers have similar problems with using English.

3. Finally, in the third sense, owning ELF may mean experimenting with it, expanding it, translating from one's native language to English, using code switching, leaving one's native tongue expressions in texts written in English, using non-standard forms of address, etc. In this sense ELF users consciously oppose standard English forms wherever they feel they are inappropriate and do not express their meanings adequately.

2.1.3 Sociolinguistic and Sociocultural Approaches to ELF Learning and Use

Sociolinguistic and sociocultural approaches to L2 learning theory view second language learning as becoming members of a second language community and following its language use norms, rather than acquiring second language forms by individual learners (cf. Ni_zegorodcew 2009).

One of the pioneers of the sociocultural approach to cognition was Lev Vygotsky, a Russian psychologist, who wrote his main work "Thought and Language" (in Russian) in the Soviet Union in the 1930s, translated into English 30 years later (Vygotsky 1962), and who since then has exerted an enormous influence upon Western psychology, pedagogy and language learning theory. Vygotsky's work was innovative in emphasizing social cognition; that is, claiming that language development is accomplished in collaboration with others (parents, teachers, peers) in the zone proximal development (ZPD). According to Vygotsky's theory, children develop their language being supported by the speech of their interlocutors, who provide them with necessary props.

Vygotsky's theory laid foundation for Activity Theory, in which L2 learning is viewed as affordances for practice, rather than a repertoire of new forms to be acquired, as well as for contemporary sociocultural and sociolinguistic approaches to L2 learning and use. One of them, the Dialogic Model, encompasses two conceptions: situated learning and legitimate peripheral participation, proposed by Lave and Wenger (1991), referring to the types of participation in social practices.

The other approach draws on Bakhtin's metaphor of appropriation of second language utterances to express one's own meaning (Bakhtin 1981), and is closely connected with the social constructivist idea of mutual co-construction of meanings in dialogues (cf. Zuengler and Miller 2006).

Young (2009: 146) claims that, first of all, a newcomer to a community of practice learns local practices and communicative styles characteristic of the community. The newcomer is treated as a legitimated participant, first on the periphery of the community, then slowly ''moving though a series of increasingly expert participant statuses as the learner's knowledge and skills develop'' (Young 2009: 150). In the situated learning approach second language learning is viewed as a functional and regulatory process in attaining a new identity of a member of a community of practice of L2 users.

Let us analyze in what ways ELF users can attain their new identities of legitimated participants of the community of practice and what can indeed community of practice mean outside of the target language community. My contention is that, firstly, ELF users have common goals (e.g., participation in international projects or conferences), they take advantage of different levels of communication (oral, digital and written)

and try to make sense of ELF messages using their multilingual and multicultural knowledge resources. Thus, they find common ground with speakers of different native languages who use English at home and abroad in order to communicate with other non-native speakers. ELF users' identity is not connected with the place where they live but with the communities with which they associate. If those communities are multilingual and use English as a lingua franca, then ELF identity will be associated with international places where those communities meet rather than with one country, region or town.

In this regard ELF users draw on their own national cultures and English as a lingua franca encompasses diverse cultures and makes them available to one another. Even if ELF is grammatically limited, it may be enriched owing to the new meanings being assimilated into it by its non-native users. Intercultural communication may be facilitated through ELF, which in Europe is a more neutral language than, for instance, German or Russian, and the use of which in our part of the world does not carry negative connotations. As in the case of the aforementioned memorial inscriptions, using ELF in international communication in Europe may be considered ''a non-threatening medium of self-expression'' (Sifakis 2009: 233).

Summing up, ELF refers to non-native uses of English, allowing for certain deviations from the native norms, such as foreign accent, using more formal registers than native speakers usually do, using non-idiomatic language, using certain national idiosyncrasies and code-switching. I would like to repudiate understanding ELF in the sense of impoverished and limited communication in a Euro-English hybrid.

Recapitulating what has been said before, firstly, owning ELF may mean relative fluency in standard English, in Europe the standard model being

rather British than American English. Secondly, non-native speakers and writers can appropriate ELF when they are aware that what mainly matters in communication is their knowledge, expertise, skills, and target language proficiency (obviously to some extent) is of secondary importance. ELF in this sense may be equated with English for Specific Purposes used by non-native speakers and writers. Thirdly, owning ELF may mean experimenting with it, expanding it, translating from one's native language to English, using code-switching, leaving one's native tongue expressions in texts written in English and using non-standard forms of address. Literary works written by non-native speakers of English may belong to this category.

Owning ELF also refers to one's membership in a larger or smaller community of practice, in which ELF serves to describe one's own culture to representatives of other cultures. In this sense, ownership of ELF is linked with the other senses: experimenting with English, translating from L1 into English, code-switching to L1 and being an expert in a given field while trying to express one's meanings in English.

2.1.4 Willingness to Communicate

The personal variable called willingness to communicate (WTC) (McCroskey and Richmond 1990) indicates the way people vary in their talking behavior. As suggested by MacIntyre et al. (2003), willingness to communicate can be defined as ''the probability of initiating communication, specifically talking, when the opportunity arises'' (MacIntyre et al. 2003: 590). The frequency and amount of talk across different interactional contexts proves that a personal construct of WTC exists. The question is why some people communicate while some others do not under the same or virtually the same constraints. WTC is believed

(McCroskey and Richmond 1990) to be a trait-like predisposition and a situational variable. It is also relatively steady across various communication contexts and different types of the receivers.

The current conceptualization of WTC derives from the earlier work of Phillips (1965) on reticence, McCroskey (1970) on communication apprehension, Burgoon (1976) on unwillingness to communicate, Mortensen, Arntson, and Lustig (1977) on predispositions towards verbal behavior and McCroskey and Richmond (1982) on shyness. Burgoon (1976) describes the construct of ''unwillingness to communicate'' as a ''chronic tendency to avoid and/or devalue oral communication'' (Burgoon 1976: 62), which is related to other areas of research, such as communication apprehension, self-esteem and introversion. Mortensen et al. (1977) stress consistency in human behavior across different communication situations. In other words, individuals seem to possess certain predisposition which makes them talk, or not, in a given context with a person or people. The theory proposed by Mortensen et al. (1977) leads to the idea that people are predisposed to be either willing or unwilling to communicate across various communication contexts. The construct of willingness to communicate is also believed to evolve from the research on shyness, a term usually associated with communication apprehension or ''reduced communication behavior'' (McCroskey and Richmond 1982: 133). Research on shyness targets investigating predisposition towards verbal behaviors and some unwillingness to communicate tendencies. The general conclusion, from the research summarized above, is that the construct of willingness to communicate plays the major role in defining an individual's communication behavior. However, variables, such as communication apprehension and predisposition towards verbal behavior, cannot be neglected in the research on interpersonal communication.

2.1.5 Communication Apprehension

In the field of communication studies, communication apprehension (CA) seems to be a widely researched concept. According to McCroskey (1976: 39), it is ''an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons''. Communication apprehension is very often associated with the notion of reticence defined by Phillips as ''anxiety about participation in oral communication which outweighs projection of gain from the situation'' (Phillips 1965: 25). Communication apprehension is a state of anxiety held by many individuals. It is expected that a person with high communication apprehension will tend to avoid the majority of communication acts. People may either avoid the communication totally or reduce participation if the communication act cannot be avoided.

Communication apprehension can be regarded as a personal construct or a personal response to a given situational context (McCroskey 2008). It can be experienced in any context and it should be viewed either as a trait or a state concept. Trait communication apprehension is defined as a general fear or anxiety across different communication contexts (McCroskey 2008) while state CA is anxiety or fear experienced in one situation but not in the others (McCroskey 2008). No matter whether communication apprehension is treated as a trait or state orientation it should be ''conceptualized as an internalized, affectively experienced response of the person experiencing it'' (McCroskey and Richmond 1982: 159).

Since a lot of people suffer from communication apprehension, the construct has begun to receive attention. Oral CA is not a new name for

the term of stage fright. CA refers to a broad term of apprehension about the oral communication: from a single person to a large group of people. People involved in communication perceive a person through his/her communication behavior. The amount of participation in a communication activity has a major impact on the perception of one's leadership, credibility and attractiveness. It is believed that a person who exhibits the behavior typical for low apprehensive is more likely to be perceived positively by others. People who suffer from reticence are seen as less socially and task attractive. The question is whether the person is dysfunctional because s/he is apprehensive, s/he lacks communication competence or her/his self-perceived communication competence is very low.

2.1.6 Journalism and Translation

Certainly, both journalism and translation play an indispensable role in the Age of Information. Not only do they inform the reader, but they also facilitate the flow of information itself. In terms of ―how one field can benefit the other‖, there is a certain degree of reciprocity involved – in order to carry out a translation, one needs to search for information; and to achieve some information, one needs to translate as well. When it comes to the use of language, it seems important to realize what influence both activities have over their reader's; that is why journalists and translators are often ascribed an enormous manipulative power.

With a view to the close connection between journalism and translation suggests that the position of translation within journalism is very specific, and as Gambier remarks, ―a large field of investigation is opening up here. However, the interest for studying the role of translation within

journalism is according to Doorslaer relatively new and was probably triggered by the aforementioned Warwick project on ―Translation in Global News. Therefore, the purpose of the following sections is to explore the interaction between journalism and translation more thoroughly, trying to provide a more detailed look at what ―journalistic translation means.

The first and foremost issue to examine is the name and the scope of the field of journalistic translation (JT) itself. Since its emergence as the object of academic study, translation scholars as well as media experts have been rather inconsistent in their designation of the field as this type of translation is actually very broad in its scope. In terms of the channel, JT can take three different forms: print, online, and broadcast. The translated texts can also appear in different lengths – from the shortest item of news to the whole localised versions of different periodicals. Additionally, we have to bear in mind the wide range of topics the media cover – from science or economy to culture and lifestyle, and last but not least, there are also different genres to translate (news, analyses, editorials, feature articles, columns etc.).

Still, as it is mostly the term ―news translation‖ which has been adopted and used by many scholars as a proper designation of the activity as well as the field studying the practices of translation in print, online and broadcast media itself. The reason behind this might stem from the aforementioned ―Translation in Global News‖ project – initiated by University of Warwick in 2003 and completed six years later by publishing the *Translation in Global News* monograph by Bielsa and Bassnett – where the translation of news in news agencies had been of central interest. News translation has also received a great deal of

attention in the work of Darwish, probably the first author who seriously and consistently examined the role of translation in news production. News, in a journalistic sense of the word, is an objective piece of information reporting on current events, or as Darwish puts it, ―a timely account of a recent, interesting and significant event (Kreshner qtd. in Darwish 61). Seen from this perspective, ―news translation‖ is then a perfect name for a kind of translation facilitating the timely supply of factual pieces of writing to public. Nevertheless, journalism does not only offer news but also reserves a significant amount of space for commentaries, analyses, columns and other genres of opinion journalism whose aim is to report on events from a writer's point of view. The term ―news translation‖ therefore tells only half of the story. Some scholars that have contributed to the *Translation in Global News conference proceedings* stuck to the oft-used ―news translation‖ or simply ―news (translated news, translation of news etc.) even if they had had broader concepts in mind than that of news translation. To illustrate this point, Gambier speaks of ―translated newspapers/magazines (9) or ―translated press‖ (10), implying that there are certainly other genres available for translation than just ―news‖. Other scholars were somewhat resistant to use the term at all, opting for more general words like ―journalistic translation‖ in the case of Gutiérrez (31) and Bani (36), and ―press translation‖ in the case of Bani (35). In this thesis, the Guerrero's distinction as outlined in her *Traducción y periodismo* (translation and journalism) will be adopted, where the term ―la traducción periodística‖ (journalistic translation) is used as an umbrella term for the two following subfields: ―la traducción de noticias‖ (news translation) and ―la traducción en la sección de Opinión (translation in the opinion section).

2.1.3 Translation and News Agencies

As already stated, journalistic translation is a very diverse phenomenon that can occur in various channels and forms, and the final form of the translation itself is usually preceded by a complex and substantially different set of journalistic practices depending on the ―tastes‖ and ―needs‖ of a given media. Take, for instance, the complexity of news production in a newsroom, let alone the ever-growing number and ever-changing face of news websites on the Internet; therefore, it is beyond the scope of this thesis to cover all these forms thoroughly as the highest attention will be paid to the nature of JT in the press. The only exception will be made to global news agencies, whose top-of the- pyramid status in production and distribution of news can hardly be overlooked.

2.1.4 Translation and Foreign Language Teaching

This is closely connected with the old theory of teaching and learning Grammar Translation Method. Recently, a number of publications have given evidence of a movement to reassess the potential contribution of translation to foreign language teaching and learning after it was sweepingly dismissed, (Atkinson, 1987). Holmes (1987), asserts that priority should be given to extensive and rigorous research to assess the efficacy of translating as a technique of teaching and testing method in foreign language education.

Any discussion about the use of translation in foreign language teaching involves discussing the grammar-translation method. Hence, the researcher in this chapter attempts to give a brief background of the translation method, and a descriptive account of the grammar-translation method. It will also discuss why translation is important in ELT/ELL, what is objectionable about it, and how we can make better use of translation.

2.1.5 Grammar-Translation in EFL.

Stern (1983), states that no full and carefully documented history of the grammar-translation exists. He believes, (citing Escher, 1928 and Kelly, 1969), that there is evidence that the teaching of grammar and translation has occupied in language instruction through the ages. Richards (1986), says that five hundred years ago Latin was the dominant language of education, commerce, religion and government in the Western World. The study of classical Latin and an analysis of its grammar and rhetoric became the model for foreign language study from the seventeenth to the nineteenth century.

Dodson (1972), who calls the method the indirect method, sees that it has sprung from the study of logic during medieval times. According to him, the indirect-grammatical method was the only method available to teach language that was applied by the modern-language teacher in the nineteenth century to the teaching of French and German. During the second half of the nineteenth century, grammar-translation was receiving wider and wider acceptance. Plotz in Germany adopted Seidenstucher's French text-book for use in schools and grammar-translation and it became the principal method of teaching modern languages in schools. In the final decades of the nineteenth century, grammar-translation was challenged by the Natural Methodologies and later still by linguists who advocated instruction based on phonetic principles (Bowen, *et. al. ,* 1985). It was attacked as a "cold and lifeless" approach to language teaching (Stern, 1983). But, in spite of many attacks, grammar-translation is still widely employed today. Stern (1983: 454) mentions that "In the language programs in the universities in English-speaking countries, translation of texts from and into the foreign language has remained a standard procedure". He maintains that the cognitive code-learning theory has taken up again some of the features of the grammar-translation.

Gautam (1988: 34) says that "... even today when a hundred linguistically sound methods are being propagated, the grammar-translation method seems to have its relevance." Richards (1986) also notes that the grammar translation dominated European and foreign language teaching from 1940s to 1950s, and in a modified form it continues to be widely used in some parts of the world today. Dagut (1986), states that there surely is no denying that translation into and from the learners' first language is a strikingly persistent and prominent feature in all foreign language learning, and not least in English as a foreign language.

Grammar-translation, as described by Stern (1983), was considered by practitioners as a necessary preliminary to the study of literary works. It was also regarded as an educationally valid mental discipline in its own right. "Appeals of *Grammar*—Translation included the cognitive, *systemic* use of grammar rules as a basis of instruction [...]. The directness of translation and the utilization of students' native-language proficiency were also appealing features", (Bown, *et al . ,* 1985 : 20). Listening and speaking skills of the target language were not emphasized. Greater focus is placed on reading and writing.

Lists of bilingual vocabulary along with grammatical rules for memorization, and exercises of translating words, phrases, and separated sentences or short texts, from or into the foreign language are normal features of textbooks. Richards (1986), adds to these characteristics the principle of accuracy in which the student is expected to achieve high standards of translation.

Classes could be taught in the students' native language with little teaching skills or foreign language skill needed by the instructor.

Stern (1983: 455), specifies the theoretical assumptions of the grammar-translation as follows :

> *"The target language is primarily interpreted as a system of rules to be observed in texts and sentences and to be related to first language rules and meanings. Language learning is implicitly viewed as an intellectual activity involving rule learning, the memorization of rules and facts related to first language meanings by means of massive translation practice. The first language is maintained as the reference system in the acquisition of the second language. Basing itself on a faculty psychology, this method for learning modern languages was justified-like Latin and Greek had been - as a mental training".*

But Kripa Gautam (1988: 33-4), points out that there are three principles or assumptions on which this method is based. These are:

(i) Translation interprets the words and phrases of the target language in the best possible manner and ensures comprehension of the vocabulary items, collocations, and sentences.
(ii) The foreign language psychology is best assimilated in this process of interpretation.
(iii) The structures of foreign language are best learned when compared and contrasted with those of the mother tongue.

Grammar-translation was criticized for being a tedious method which required from the learner a rigorous effort for the sake of merely memorizing endless lists of vocabulary and grammar rules. The learner

had always to strive in order to translate sample or unnatural sentences which are unlikely to promote genuine language competence. Inefficiency of instruction, limitations of practice techniques and the dependency of the learner on his or her mother tongue result in limited proficiency of communication. This was more likely to create frustration for the learner while it made few demands on the teacher (see Richards, 1989 and Brown *et a.1.* . 1985). According to Catford (1965) the chief defect of grammar-translation method was that "it used bad grammar and bad translation".

2.1.6 Grammar-translation and Classrooms

Translation method has sometimes been *either* unquestioningly rejected or, at least, received less attention. Julian Edge (1986), makes the point that the thirty years war (still going on strongly in many countries) against grammar-translation as the basic method of language teaching seems to have made us see foreign language teaching and translation as unconnected. While Wilfram Wilss, (cited in Chellappan, 1991 : 61), admits that "Translation in ELT remains to be a pedagogically unclarified issue, a didactic grey zone, as it were. This is largely due to the fact that it cannot be really posited in modern foreign language pedagogy with its fine working hypothesis, the acquisition learning hypothesis, the natural order hypothesis, the Monitor hypothesis, the input hypothesis, and the Affective hypothesis (Krashen, 1982)". But according to Chellappan, Wilss shows how the translation fact can be exploited in a fourfold manner: (1) descriptively, (2) explanatively, (3) evaluatively, and (4) applicatively. Chellappan himself shows how translation can make the learner sensitive to the differences in the two systems and also help unconscious acquisition and deployment of language.

Atkinson (1987), assumes that the gap in methodological literature is responsible for the uneasiness which many teachers, experienced or inexperienced, feel about using or permitting the use of the students' native lainguage. One of the reasons Cited for this lack of attention is the association of translation with the bad reputation of the grammar-translation method. Another one is the recent influence of Krashen (1981) which sees that transfer has only^ minor role to play in acquiring L2. Besides, the truism that one can only learn English by speaking English.

Similarly, Duff (1989: 5), thinks that the main reason for ignoring translation is that it "had gradually become fossilized. It became less and less associated with the excitement of new discovery, more and more with the boredom of book learning. What should have been a vital and challenging discipline had degenerated in most schools into a pointless routine exercise, a chore, and a punishment." In his opinion, translation lost its ground because teachers feel that it is text-bound and not communicative, not suitable for classroom work and time-consuming, associated to literary and scientific text and not suited to the general need of the language learner. It requires the use of mother tongue, which is not desirable, and it is boring. He, however, argues that this is not the case and that translation can be introduced purposefully and imaginatively, and that it deserves its place among other approaches. His reasons are:

(i) Influence of the mother tongue which shapes our thinking and our use of the foreign language. Translation helps us to explore the potential of both languages- their strengths and weaknesses;

(ii) Naturalness of the translation, it is going on all the time, why not inside the classroom?

(iii) Translation is ideally suited for practicing to communicate back into the mother tongue as a professional need;

(iv) The reality of language, authenticity and relevancy of all language materials to translation. Translation helps to achieve the aim found in most course descriptions, i.e. "to increase the students' power and range of expression";

(v) The usefulness of translation. The chief merits that

translation has are:

- It invites speculation and discussion;
- It develops three qualities essential to all language learning; accuracy, clarity, and flexibility;
- It enables the teacher to select material to illustrate particular aspects of language and structures which suit the students' need; the frequent need for translators in our life makes translation a necessary activity for the students of language.

Atkinson (1986), describes a variety of applications of the learners' first language in the classroom with particular reference to the role which activities based on translation can play in fluency development. He mentions that translation techniques form a part of the preferred learning strategies of many learners in most places, the importance of which should not be underestimated.

Stern (1983) holds that the first language as a reference system is indeed very important for the second language learner, so it can play a certain part in language learning. Translation puts the learner into an active problem-solving situation. It also forms part of the "academic" learning strategy.

Widdowson (1979 : 101), argues that translation, when used in English for specific purpose "can be a very useful pedagogical device" *and* "may provide the most effective means of learning" which "ensures the

communicative relevance of the learner's language activities". Following Widdowson's approach, and Littlewood's framework (1981), Titford (1985), adds the component of what he calls "post-communicative activites". That is because he conceives of translation as being basically consolidatory and facilitative and hence an activity that is usefully engaged in after the basic L2 communicative skills have been taught. From his point of view, translation, in this case, has a high methodological face validity - the LI is a source of "supply", and reference with L2 or reference back to the L1 (back-translation) is the source of "control". But Tudor (1987), in his article "Using Translation in ESP" explains how he designed teaching activities based on LI for the purpose of improving the learners' ability to communicate in their area of professional specialization. He shows how precise setting of communicative goals obliged learners to acquire new L2 resources and to explore new areas of the expressive use of that language. This helped the students to develop L2 strategy usage, i.e. "risk-taking" rather than "risk-avoiding", (see also Titford, 1983, Hetai, 1989).

2.1.7 Newspaper in the English Language Classroom

There are a number of points to make about the use of newspapers in the English language classroom. Most center on the positive advantages, newspapers have over other resources, but some also remind us of the difficulties newspaper materials can pose.

(a) Availability

English language news papers are available world-wide on a daily-basis. Some originate from English speaking countries, others are locally produced. In fact, there is scarcely a country in the world that does have an English language newspaper. This source of topical material written in

authentic English is too useful and important to be from the English Language classroom.

(b) Variety

2.1.8 Language of Newspapers

Many undergraduate students are interested in reading English newspapers. Some of them try to read English newspapers, but they soon give up. One problem may be that the language in English newspapers is too difficult for them to read casually. However, another major reason is that students have not been taught how to read English newspapers. In our classes, we have had students read newspaper articles, and students have enjoyed reading them. We believe that if students are taught how English newspapers are organized, their characteristics, how headlines are written, some special terms used in English newspapers, etc., and students can probably read newspapers independently with only the help of a dictionary.

It is useful for students to learn how to read English newspapers. More than half of newspapers published in the world are printed in English. Almost all of the major cities in the world have at least one English newspaper. In addition, English newspapers provide good material for studying English. They carry a wide variety of information, and everyone should be able to find something of interest. Newspapers can be a good source of information about other cultures. They are easy to obtain, and they are inexpensive, considering the amount of information they include. It is believed that the textbook alone gives students enough practice in reading English newspapers. We strongly encourage students to read real English newspapers and apply what they have learned in this textbook.

Now, before we introduce our students to the following reading task , we may ask the following question as a pre reading task: before reading the

text look up the following words and phrases in the dictionary to make sure the meaning is clear to you:

Fragmentation, consumption, marketplace, backlash, groundwork, evolving, revenue, whim, literacy, proliferation, to emphasize, to utilize, to usher, genesis.

Now read the text:

A newspaper is a regularly published print product containing information vital to the function of the market it serves. The newspaper as we know it today is a product born of necessity, invention, the middle class, democracy, free enterprise, and professional standards.

Choose your historical marker to begin the history of newspapers. The first news sheet? The first newspaper? The first daily newspaper?

Pre-history "newspapers" were one-to-one in nature. The earliest variation on a newspaper was a daily sheet published in 59 BC in Rome called Acta Diurna (Daily Events), which Julius Caesar ordered posted throughout the city. The earliest known printed newspaper was in Beijing in 748.

In 1451, Johannes Gütenberg uses a press to print an old German poem, and two years later prints a 42-line Bible -- the significance being the mass production of print products, ushering in an era of newspapers, magazines, and books. By 1500, the genesis of a postal system can be seen in France, while book publishing becomes popular throughout Europe and the first paper mill can be found (England).

Zeitung (newspaper) is a news report published in Germany in 1502, while Trewe Encountre becomes the earliest known English-language news sheet in 1513. Germany's Avisa Relation oder Zeitung, in 1609, is the first regularly published newspaper in Europe. Forty-four years after the first newspaper in England, the Oxford Gazette is published, utilizing double columns for the first time; the Oxford/London Gazette is considered the first true newspaper. The first North American newspaper, Public Occurrences Both Foreign and Domestic, was published in 1690 in Boston.

The 1700s was a century in which market elements were created that encouraged the development of daily newspapers: rising literacy, the formation of nation-states, a developing postal system, the proliferation of urban centers, a rising literary and philosophical tradition emphasizing democratic involvement in government, and technologies that supported newspaper production. In short, it was a great news century. The first daily newspaper was The Daily Courant in London, 1702. In 1754, The Daily Advertiser in London uses the first four-column format. France's first daily newspaper appears in 1777, Journal de Paris, while the first United States daily was the Pennsylvania Packet in 1784.

The rise of the middle class transformed newspapers in the 1800s. A penny (US$0.01) buys a New York newspaper in 1833, opening up the first mass market for newspapers. In 1847, the telegraph is used as a business tool, transforming far-away stories. In 1873, an illustrated daily newspaper can be seen in New York. In 1878 the first full-page newspaper advertisements appear, and in 1880 the first photographs are seen in newspapers, using halftones.

With the basic technical groundwork for the modern newspaper in place by the late 19th century, the story of newspapers in the 20th century was

about professional development and adaptation to changing consumer and media markets. The story also involved an evolving business model that rode an ever-growing wave of mass-market advertising. Increased profitability and higher revenues attracted publicly owned corporations interested in buying newspapers from descendants of company founders, while simultaneously exposing newspapers to the whims of cash- and profit-hungry stock markets.

By 2000, newspapers were juggling priorities: fragmentation of news consumption, fragmentation of advertising investments, the advantages and disadvantages of being a mass medium, balancing the wants of the marketplace with the company's duty to provide the needs of the marketplace, a journalistic backlash against industry changes, the sheer physicality of ink-on-paper production and distribution versus digital distribution, increasing profit pressure surrounding the core print product, and extension of the company's core brand into other profit centers

After reading task 1: answer the questions based on the information you have just read.

1. What was the first regularly published newspaper in Europe?

2. In which newspaper were the double columns utilized for the first time?

Text 2. British Newspapers: Quality versus Popular

 Pre-reading task: before reading the text that follows - which will specifically explain to you the differences between **quality** and **popular** papers – try to give and account of what you already know about these two different kinds of newspapers. What are other names for quality and popular papers? What are the reasons for such names (can you say anything about the peculiarities of word usage, syntax or **headlines** both

in quality and popular papers)? Can you name some popular and quality newspapers in England, United States and Russia?

Most daily newspapers, national and regional, are sold per person and Great Britain than in most other developed countries. National papers have total circulation of about 14 million on weekdays and about 17 million on Sundays. There are about 130 daily and Sunday newspapers, 1300 weekly papers and some 7000 periodical publications.

British national papers 912 national dailies and 11 national Sundays) are distributed nationwide. National papers together sell more copies that 70 provincial papers combined.

The press is not subject to state control or censorship and is free to comment on matters of public interest, subject to the ordinary laws of the land including those of libel and contempt of court.

Much of the press is owned by large publishing groups, some of which have interests ranging over the whole field of publishing and the mass media in Great Britain and in other countries. Some have shares in British independent television and radio. There are. However, some safe guards against undue concentration of ownership in the means of mass communications.

The national dailies and distributed six days a week. They are usually classed as either "quality" or popular.

The Times, The Financial Times, The Guardian, The Daily Telegraph, The Independent, are known as quality papers or broadsheets.* So, quality papers aim at presenting the reader with a full and serious coverage of important home and foreign events. They examine the subject more deeply and give more information than the popular papers. All the quality papers use the large, full-scale broadsheet format, they

style is clear-cut and the language is straightforward, free from slang and sensation.

Apart from a classification of style and ways of presentation there is also the division between political attitudes. Although newspapers are not directly linked to political parties, there are strong connections. The majority of papers – even those which carry little serious news – are conservative in outlook. Of the six quality dailies *The Daily Telegraph* (founded in 1855) is strongly conservative. It is a broadsheet published on 28 pages with 5 per cent of the whole space given over to the pictures.

The Guardian (The Manchester Guardian until 1956) is a broadsheet with left of center political standpoint. It is liberal in outlook though it doesn't represent the official view of the Liberal Party. Note that Manchester Guardian was launched in 1821. The Guardian enjoys particular popularity amongst those readers who are connected with the arts. The paper's motto is "Facts are sacred, comment is free". This paper because of its very honest comment of news is very influential.

The Financial Times saw its appearance in 1888. At present it is no more simply the commercial specialist paper it used to be and has become a major quality paper.

The Times (1785) is the oldest of the existing papers. It has always been the paper of the "Establishment" and has a good reputation for reliable and serious comment on foreign and home affairs. The Times is a broadsheet with centre/right of centre political standpoint.

The popular daily papers are also called tabloids. A **tabloid** is both a paper size and a term for the style of the newspapers that — especially in the Kingdom — tend to use that format. Tabloid is the smaller of the two standard newspaper sizes; the larger newspapers are called broadsheets. The name seems to derive from a pharmaceutical trademark meaning *compressed tablet*, and has been applied to other small things. There are

two distinct uses of the term today. The more recent usage, actually deriving from the original usage, is to refer to weekly or semi-weekly alternative papers in tabloid format. Many of these are essentially straightforward newspapers, publishing in tabloid format. What principally distinguishes these from the dailies, in addition to their less-frequent publication, is the fact that they are usually free to the user, relying on ad revenue, as well as the fact that they tend to concentrate more on local entertainment scenes and issues. In its traditional sense, tabloids tend to emphasize sensational stories and are reportedly prone to create their news if they feel that the subjects cannot, or will not, sue for libel. In this respect, much of the content of the tabloid press could be said to fall into the category of junk food news. Such national tabloids as *The Sun, The Daily Mirror, The Daily Mail, The Daily Express, The Daily Star, Today* and others do not pay a great deal of attention to important world events and when they do, the facts are often distorted in an effort to make the news exciting and entertaining. Much space is devoted to crime, scandal and sex, while generally a small amount of information is on different topics. Sometimes opinions take more space than "hard news". Their front page news is presented in a sensational manner, with banner headlines. Popular papers use more pictures and cartoons. They deliberately employ slang and up to date expressions to give their reports more vitality. The vocabulary is forceful, abounding in words and phrases appealing to the readers' emotions.

The Daily Mail (right of centre political standpoint) devotes its space to commercial advertisements (ads), sports reports, features, home news, human interest stories, competitions and puzzles, notices, financial news, reviews, gossip, letters from the public, comic strips, opinion and comment, horoscopes, topical cartoons, parliamentary reports and weather forecasts.

After-reading task 3: ***try to find copies of English quality and popular papers (preferably dated the same day) and compare in what ways are similar events described. Pay special attention to headlines, size of pictures, captions. Having compared newspapers in general, choose 2 articles (one in each newspaper) giving an account of one and the same event. Read both articles making notes as to the vocabulary and style differences, length of the sentences and details mentioned.***

2.1.8 Reading Newspapers

News stories

One reason news stories are easier to understand than most other kinds of reading material (features, editorials, opinions, etc.) is that they almost always tell basically the same story. News stories are essentially "something happened" stories. There are a few variations, of course, but not that many. This list covers most of them:

- *Something happened.*

• *Something is happening.*

• *Something is going to/is expected to/might happen.*

• *Someone said something happened.*

• *Someone said something is happening.*

• *Someone said something is going to happen,* etc.

• *Someone said something should happen.*

• *Someone said something should not have happened*.

Look at some news stories in any English newspaper and try this idea out. You can usually tell what kind of a story it is just by reading the headline and the *lead* (first one or two paragraphs).

Not in chronological order: conclusion first, details later

News stories seldom describe events in the order in which they happened (chronological order). News writers know their readers have limited time and they want the latest or most significant developments (the news) first, so newspaper stories are usually written in an inverted-pyramid style. This means that the basic facts, the conclusion, the lead, etc., come first. As you move through the story, more and more details and background is provided. Thus, news stories are the direct opposite of fairy tales. Compare, for example, the opening of a typical children's story with the same story might be told in a newspaper.

TO A CHILD

Once upon a time

In a far away land, there lived a beautiful

But lonely princess

High in her hilltop castle…

An inverted pyramid style is different than much writing where you build to a conclusion, putting together details and background before explaining what the results are. This type of writing came about in newspapers for a variety of reasons. First, in the days of the telegraph, the whole story took a long time to transmit, and starting with the main information ("The battle was lost, 940 killed") was more important for getting on press immediately than the details ("Our soldiers crossed the bridge at dawn with fresh supplies…"). Secondly, it made it easier for the layout people to fit the story in the available space, since they could just cut off the end. Finally, it also made it much better for had differing amounts of time to read and was awaiting the main information. Thus, a big advantage with the news story is that you don't have to read very

much of it to find out what it is about and, consequently, you can decide very quickly if you want to read it.

In the example below the first paragraph, the lead, consisting only of 22 words presents the basic information. The goal is to be short, but not too short. Leads in a traditional new story are informational. The summery lead is widely used.

On radio and TV newscasts because it enables the broadcaster/anchorperson to give the facts concisely in the brief time allocated.

To develop the technique of writing summery of inverted pyramid leads, you can pretend that only 50 words have been allocated for the entire story. Those 50 words must summarize the vital points, since the reader will get no additional information.

This is the beginning of the very first piece of information posted by CNN on September 11, 2001, which may serve as an example.

Terror attacks hit U.S.

NEW YORK (CNN) – Terrorists struck the United States Tuesday morning in harrowing, widespread attacks that included at least three commercial jet crashes into significant buildings.

In the first attack, a plane hits a north tower of the World Trade Center in Manhattan shortly before 9 a.m., followed by another plane into the second tower about 20 minutes later. Both towers later collapse. […]

2.1.9 Newspaper Styles

The Style of the News Story. You get at least three chances to understand most news stories:

Most news stories have a very clear style. They give the main points at the top in the headline and the lead paragraph(s). The body of the story then adds details, statements and comments from people involved in the story, plus any background the writer feels is necessary. This means you get at least three chances to understand the main points of the story. We say "at least" because some stories have accompanying pictures and *captions* (text explaining the pictures) as well. Each of the three main parts of the news story (the headline, lead and body) has its own distinctive style and content.

II. Headlines

The purpose of a headline is to summarize the news content of an article in a few words. The headline should report the topic and perhaps the main fact, accurately. It should also present the information in an interesting way so that the reader is encouraged to read the article itself. The kinds of news that appeal to readers of one newspaper may differ widely from those of a competitor. But all headlines include one or more of the following elements that attract a reader's interest: newness or unusualness, personal relevance or consequences, and emotions.

Note that when you are reading a newspaper, you will find that much news in the headlines is repeated in the article. Thus you see them in a larger context in the article and can understand their meaning more easily than in a brief headline.

There are two types of headlines. Most news stories use sentence headlines although they may be shortened by omitting certain words, as you will see later. Many feature stories and some very short news stories use phrase headlines or titles that leave out the verb. Here are some examples of both:

Sometimes one headline is not enough to summarize the important information, so a second headline, in smaller letters, is added below the first. It's called *subhead line*

Sentence headlines	Police rescue 12 divers as launch sinks off Bali Pen manufacturers still see good future for luxury pens
Phrase headlines	Getting in touch with the spirits Heroism and cowardice at the "Top of the World" Reward for tracing suspect

The grammar of sentence headlines: almost all sentence headlines in the majority of newspapers use the present tense—despite the fact that they generally describe past events. The present tense gives the subject a sense of freshness and immediacy, making it more interesting to read. The news is only news, when it is fresh, immediate, and current. There are some exceptions, of course. Sometimes past events are reported in the past tense, as in this headline (**19hrs. after deadline, the war began**). Sometimes you may come across a future tense - as in this headline (**4 large corporations will reduce emissions that harm ozone layer**) is not usually used for future events. Instead, the present tense form *"is to + verb" ("are to + verb)* is used with the future meaning (**Liz Taylor, 8**th **husband [are] to be married this week**).

Present tense headlines are sometimes written in the passive voice (**Westchester Mayor is stabbed by angry voter**). It is important not to confuse the present tense passive voice in an elliptical headline -when an auxiliary verb is omitted (passive: **Mayor stabbed at midnight** = *Mayor is stabbed at night*/ active: **Mayor stabbed** *someone* **at night**).

There are several special verb phrases in headlines that show that the information is a report of what someone else, a *source*, told a journalist, rather than information that the reporter gathered alone. The source might or might not be named in the news article. American laws protect the identity of a secret source: a journalist cannot be forced to reveal his or her name. The three most common expressions that indicate the indirect reporting described above are: *is said to (***Westchester mayor *said* to be near death***)*, *is reported to (***Weschester mayor *is reported* to have Mafia connections***)*, and *reportedly (***Mayor's birthday party *reportedly* cost $25G***).*

Headlines pack a great deal of information into a limited space, so it is not surprising that headline writers use several methods to conserve space. One obvious example is to use abbreviations ("PM" for "Prime Minister", *etc.*). But they also use a special grammar, omitting articles ("a" and "the") and the verb "to be" wherever possible.

Cooperation agreement signed (***A*** *cooperation agreement* ***is*** *signed) Australian ex-judge sworn in to represent UK queen (****An*** *Australian ex-judge* ***is*** *sworn in to represent* ***the United Kingdom*** queen)*

Be sure to notice that the omission of the verb "to be" can make the headline appear to be in the past tense when it is actually present tense, passive voice.

Punctuation Marks in Headlines

The comma

• Takes place of *and* (***Income, spending up sharply***)

• Is used with its normal function of separating words in a list (***Massive, Mobile UN Force***…)

• Separating phrases (***19hrs. after deadline, the war began***)

The colon

• Is used after a word or phrase to explain it (***Washington prediction: slow growth, no recession***)

• Following a name, tells what a person said without quoting their exact words (***Junkie: I'll take test***)

Single quotation marks

• Tell what a person said, using their exact words. The whole headline (or subhead line) can be a quotation or just a few words. The speaker can be

named in the headline or not ('*The liberation of Kuwait has begun'* – *President Bush* or *Iraqi air force 'decimated'*

Are used instead of the name of a person who is not well-known or instead of a thing that has a difficult or technical name (*Just 2 years [jail term] for 'beauty queen' thief 'Suicide machine' takes first life*)

Serious journalism requires that the source of quotation be named at the beginning of the article.

After-reading task: answer the following questions:

1. What is the main purpose of a headline?

2. What way should the headline present the information?

3. Why do they often use a second sentence to headline a newspaper article?

4. Why are many words from the headline often repeated in the article?

5. What types of headlines are usually used in newspapers?

6. Why are verbs in headlines mainly used in a present tense?

7. Are past and future tenses possible?

8. What construction is very frequent to express futurity?

9. What special verb phrases are often used in newspaper headlines not to disclose the source of information?

10. Why do editors often resort to elliptical (some words have been omitted) sentences?

11. What elements are omitted as a rule?

12. What punctuation marks are usually used in headlines?

Headline Vocabulary

Another way to conserve space in headlines is to use short words instead of long ones. In the example below notice the various ways the headline writer can shorten the headline **"MP criticizes dishonest election plan"**.

An average newspaper uses about one hundred easily-learned short words in its news headlines. Here are a few of the most common.

Probe :investigate, investigation

Graft :Corruption

Bid :attempt, offer

Row :quarrel or disagreement

There are, of course, many more words of the same kind that you will get acquainted with in the exercises that follow. It will be useful if you make your own list of these words.

So, English used in the newspapers headlines (Headlines English) has its own peculiarities, some of the most commonly used features of Headlines English are:

- "be" verb omitted

• An article omitted

• A simple present tense verb that refers to a past event

• An –ing form of the verb

• "to" and a verb to refer to the future

• A past simple used for the passive voice

• Nominative constructions

• Abbreviations

• The name of a capital city used to refer to the government of that country

• Three short words often used in headlines

Allusions (for more on allusions see "Editorials"

After-reading exercises: as you have just learnt, certain words are very often used in newspaper headlines because they are short or sound dramatic. Some of these words are not common in ordinary language or are used in a different sense. Headlines also omit certain words and use colloquial expressions, abbreviations and different verb tenses,

e.g. **STAR TO WED** (A film star is going to get married)

For each of the following headlines find the sentence below which expresses it as it would appear in an ordinary news announcement.

'POLLS RIGGED' CHARGES

TWO SOUGHT AFTER BREAK-OUT DRAMA

CABINET RESHUFFLE URGED

SERVICE CHIEFS GAGGED: TWO QUIT

GEMS HAUL SEIZED IN SWOOP

(a) Allegations have been made that election results were falsified.

(b) Police raided a house and took possession of jewellery stolen in a recent robbery.

(c) Police are hunting two men who made a daring escape from prison by helicopter.

(d) Senior officers of the armed forces have been instructed not to talk to the media and, as a result, two of them have resigned.

(e) Strong appeals have been made to the Prime Minister to take changes in his ministers.

2. Match each of the following words from the headlines above with its meaning below.

CHIEF DRAMA RESHUFFLE GAG **GEMS** SEEK/SOUGHT

SWOOP POLL(S) QUIT RIG HAUL

(a) Jewels

(b) Goods stolen in robbery or taken by police or customs

(c) To falsify

(d) Director, high-ranking officer or official

(e) Raid, to raid

(f) To look for, ask for, want

(g) To silence, censor, censorship

(h) Exciting, dramatic event

(i) Election, voting, public opinion survey

(j) To rearrange, rearrangement (of senior jobs)

(k) To resign, to leave

3. Express each of the following headlines as it would appear in an ordinary news announcement.

(a) **EDITORS URGE END TO PRESS GAG**

(b) **INDIA SEEKS US AID**

(c) **GEM SMUGGLERS CAUGHT IN PORT SWOOP**

(d) **BANK RAID CASH HAUL FOUND: 3 CHARGED**

(e) **HEAD QUITS OVER 'RIGGED' EXAM RESULTS**

(f) **RAIL CHIEFS RESHUFFLED AFTER BIG LOSSES**
GOVT DEFEATED IN POLL DRAMA

4. For each of the following words, all frequently used in headlines, find the meaning in the list below. It will help you if you look to see how they are used in the headlines at the foot of the exercise. Then express each headline as it would appear in an ordinary news announcement.

MOVE CLASH WOO BID FOIL HALT
OUST QUIZ PLEA BAN BACK FLEE

(a) To prevent

(b) Strong request, call for help, appeal

(c) Attempt, to attempt

(d) Stop, to stop

(e)To prohibit, prohibition

(f) Fighting, argument, conflict, to argue, to fight

(g) Support, to support

(h) To force out of office, remove from high position

(i) To run way, escape

(j) To try to attract

(k) Action, step, to take action

- **DICTATOR OUSTED: PLEA FOR CALM**

• **NEW MOVES TO HALT BORDER CLASHES**

• **GOVT BACKS ARMS BAN TO WOO LEFT**

KIDNAP BID FOILED: 3 QUIZZED, 2 FLEE

5. Instructions as above.

SPLIT LEAK RIDDLE PROBE AXE LIFT

CURB BAFFLED STORM RAP CALL ENVOY

(a) Mystery

(b) To escape, escape (of secret information)

(c) Diplomat, ambassador

(d) close, dismiss, cancel, closure, dismissal

(e) Remove (restrictions, prohibitions)

(f) Criticize, reprimand

(g) At a loss to explain, mystified

(h) Restrict, restriction

(i) Divide, division

(j) Investigate, investigation

(k) To demand, to appeal, demand, appeal

(l) Angry argument

- **CABINET LEAK: CALL FOR PROBE**

• **EU SPLIT OVER LIFTING OF TRAVEL CURBS**

• **DEAD ENVOY RIDDLE: YARD BAFFLED**

• **PM RAPS BBC IN JOB AXE STORM**

6. Make Brief headlines from the following news stories.

• Eighteen people were killed when the army tried to overthrow the government.

- A leading diplomat has been mysteriously murdered.
• The Prime Minister is trying to win the support of the coal miners' trade unions.
•The director of British Petroleum has been forced to resign.
• A Member of Parliament was questioned by the police in an investigation into the use of illegal drugs.

7. Express the following headlines in ordinary English.

(a) **PEER DIES IN FLATS BLAZE DRAMA**

(b) `BLAST TOLL RISING: WITNESSES SOUGHT`

(c) **COMMON STORM OVER DEFENCE CUTS**

(d) **M-WAY DEATH CRASH: BRITON HELD**

8. Each of the news stories printed below should have a two-word headline – a word form group A followed by a word from group B. Study the news stories and then write the appropriate headline above each one as in the example.

e.g. RACIAL ACCORD

Black and white leaders in South Africa agreed a blueprint for power-sharing talks.

(a) Sheffild police are hunting the killer of Tina Mary Fletcher, 19, whose body was found at a flat near the city centre.

(b) Three Post-Impressionist paintings worth $100,000 by Adrion, Foubert and Marchand were stolen from an art gallery in the West End of London.

(c) Two cable cars at the French Alps ski resort of Les Orres fell 4oft, injuring 31 people, after the top of a pylon broke.

(d) Brittany Ferries cancelled services for St.Malo after strikes threats by French seamen.

A.	B.
FLAT Gallery **double ferries** SKIERS Murder Racial **hotel** FALLOUT	HIT probe BLAST LINGERS HURT TROUBLE killing ACCORD RAID

e) Radiation at more than twice the recommended safety limit still affects 288,000 sheep on 407 Welsh farms, more than five years after the Chernobyl disaster.

(f) A John Major lookalike, who tricked a nine-year-old Malvern girl of 32 pounds, was being sought by police.

(g) Detectives investigating the death of British seaman David Moon, 37, aboard ship of Brunei, fly to the Gulf today.

(h) At least three people were killed and 29 injured when an explosion believed to have been caused by gas tore through a hotel at Garmisch-Partenkirchen, a ski resort in the Bavarian Alps.

III. The news lead

Finding out what happened

The lead refers to the first (and occasionally the second) paragraph of a news story. In newspapers the lead is usually one information-packed sentence which expands on the story's main point as introduced in the headline. As we mentioned earlier, news stories are basically variations of "something happened". The lead will usually tell you what the "something happened" is. That information is generally found in the subject and the main verb of the lead sentence, so a little knowledge of the grammar of the lead can be very useful.

The grammar of the lead

We will focus on single-sentence leads because they are by far the most common. The majority of the leads are simple subject-verb-object sentences with the subject and the main verb appearing together at or near the beginning of the sentence. The problem for the reader usually begins when the subject and the main verb are either delayed or separated from each other. Notice how the following lead becomes more complicated as the writer adds information:

*a. Many **Russian students are learning** to read English newspapers.*
*b. Many **Russian students**, most of whom attend some of the country's best-known schools, **are learning** to read English newspapers.*
c. *In an innovative programme sponsored by the Post Publishing Public Company Limited, many **Russian students**, most of whom attend some of the country's best-known schools, **are learning** to read the English newspapers.*

To understand each of the above, you must be able to find the subject and main verb. The above examples illustrate three of the most common positions for these key elements. In the first, the subject and verb are together at the beginning of the sentence. In the second, the subject and verb are separated. In the third, the sentence opens with an introductory phrase, delaying the appearance of the subject and verb. In the majority of the newspapers introductory phrases are not common except when the story is an especially important one.

A Common Misunderstanding

One of the reasons people sometimes misunderstand the lead is that they find the wrong subject or, more commonly, the wrong main verb. This is especially true when the subject and verb is separated by a phrase or clause. Here is an amusing and true example: One day a student came to me. She was having trouble understanding the following sentence:

A woman said to be despondent over her husband's heavy drinking jumped into a canal Friday night with her three children.

To me the sentence was totally clear, so I asked her to translate it into Russian to find out how she understood it. Here is her translation:

A woman confessed that she and her three children pushed her husband into a canal Friday night because he was a heavy drinker.

How was that possible? Look at the first three words: *A woman said*. That was the source of her problem. She thought the main verb was "said" instead of "jumped". One reason she made this mistake was because the writer omitted *who was* from the sentence. The long form would have begun: "A woman who was said (by a witness) to be despondent..." This is a common technique in news writing so watch for it.

Adding the source

 One of the most common variations of the "something happened" story is the "someone said something happened" story. In this case the lead sentence will usually include the *source* (the person who gave the information). If the source is very well known and important, it will come at the beginning of the sentence:

The head of the US military, **General John Shalikashvil***, said Thursday that China, despite its military might, would fail if it tried to invade Taiwan.*

More often, however, the source will come at the end:

A Thai family, who were sent the wrong body when a relative died in Singapore, has ended a month-long standoff by agreeing to return the body in exchange for US$6,000 in damages, **the Thai Embassy** *said yesterday.*

Answering Your Questions:

The headline and lead usually raise more questions than they answer. You generally find out what happened and one or two prominent details, but if you are interested in the subject you will want to know much more, questions such as: when? where? why? how? what effects? what significance? That is the function of the body of the story.

Review Exercise: match these headlines with their lead paragraphs. Key words will help you (one headline has no lead)

1. Aid is rushed to Armenia: quake's toll is in thousands
2. Six men found alive 35 days after the earthquake in Armenia
3. Chinese rescue teams reach quake area
4. Moscow allows US airlift of supplies
5. Bad transportation hinders quake relief
6. China doubles estimate of quake homeless

(a) MOSCOW – Authorities rushed military surgeons and tons of medical supplies yesterday into Armenia, which was rocked by an earthquake that officials said had killed tens of thousands of people and virtually destroyed several cities.

(b) BEIJING – Army rescuers and medical teams finally reached stricken villages yesterday in a remote area near Burma where China's worst

earthquake in more than a decade killed at least 930 persons last weekend.

(c) BEIJING, Nov.10 - Chinese officials said today that at least 200.000 people had been left homeless from last Sunday's earthquake, doubling their previous estimate.

(d)MOSCOW – More than a month after an earthquake devastated Armenia, six men were rescued from under the rubble in the shattered town of Leninakan, authorities said yesterday.

(e) WASHINGTON – The Soviet Union yesterday agreed to allow the United States to fly medical and rescue supplies to Armenia, where tens of thousands of people were killed and even more injured or left homeless in a devastating earthquake on Wednesday.

IV. The News Body

The headline and the lead tell you the main ideas of the news story, but they do so in a very shortened form. They give you enough information, however, to allow you to make an important decision. They allow you to decide whether you want to read the story or to skip it and move on to another more interesting story. If you decide to continue reading, the body of the story is where you find detailed information. Basically, the body will give you three kinds of information: details, comments from people involved in the story, and background information to help you understand the story more deeply. The following short story has all of these elements.

2.1.10 Exploring Arab Newspapers

Arab newspapers are an excellent source for the kind of news to be incorporated into classrooms. Below are examples taken from newspapers that are daily published in a number of Arab countries:

Lebanese Resistance Destroys Position of Client Militants

المقاومة اللبنانية تدمر موقعاً للميليشيات العميلة

بيروت - مراسل سانا: شن رجال المقاومة الوطنية اللبنانية الليلة قبل الماضية وللمرة الثانية خلال يومين هجوماً على مواقع ميليشيا العميل انطوان لحد في الشومرية داخل الشريط الحدودي المحتل مستخدمين الاسلحة الرشاشة والقذائف الصاروخية.

واعلنت حركة امل في بيان لها امس ان احدى مجموعاتها اشتبكت مع عناصر الموقع المذكور وتمكنت من تدمير مركز المراقبة في الموقع الذي سقط جميع عناصره بين قتيل وجريح.

Antoine Lahad .... انطوان لحد

al-Shumariyah .... الشومرية

soldiers .... عناصر

اسئلة على النص

١) من اين هذا الخبر؟   ٢) مَن شنّ هجوماً على مواقع الميليشيا العميلة؟   ٣) متى شنّوا هذا الهجوم؟   ٤) هل كان الهجوم الوحيد خلال اليومين الاخيرين؟   ٥) اين حدث الهجوم؟   ٦) مَن قائد الميليشيا العَميلة؟   ٧) هل انطوان اسم عربي؟   ٨) اي نوع من الاسلحة استخدمها رجال المقاومة الوطنية اللبنانية؟   ٩) اي منظمة اخرى اشتبكت احدى مجموعاتها برجال انطوان لحد؟   ١٠) ماذا كانت نتيجة هذا الاشتباك؟

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Another good example is the news story taken from AlYayat which is published in London:

$6 Million from Saudi Arabia for the Intifadah

ستة ملايين دولار من السعودية الى الانتفاضة

جدة - رويتر: صرح مسؤولون في منظمة التحرير الفلسطينية امس ان المملكة العربية السعودية منحت المنظمة ستة ملايين دولار لشهر آب (اغسطس) الماضي لمساندة الانتفاضة في الاراضي المحتلة.

وكانت الرياض دفعت للمنظمة ٨٥٠ مليون دولار خلال الاعوام العشرة الماضية بموجب تعهدات دول عربية بمساعدة منظمة التحرير ودول المواجهة العربية مع اسرائيل. ومنذ كانون الثاني (يناير) الماضي اعطت السعودية منظمة التحرير ستة ملايين دولار كل شهر للمساعدة في تمويل الانتفاضة.

المنظمة .... the PLO ....

اسئلة على النص

١) من اين هذا الخبر؟ ٢) ما هي وكالة الانباء التي اصدرت الخبر؟ ٣) كم دولاراً استلمت منظمة التحرير الفلسطينية لشهر آب الماضي؟ ٤) من اي بلد استلمت هذه النقود؟ ٥) لاي غرض اعطت السعودية هذه النقود للمنظمة؟ ٦) مَن صرّح بهذه المعلومات؟ ٧) ومتى صرّحوا بالمعلومات؟ ٨) كم من النقود دفعت السعودية للمنظمة خلال الاعوام العشرة الماضية؟ ٩) وكم من النقود اعطت السعودية للمنظمة شهريا منذ كانون الثاني الماضي؟

هل تعرف

١) في ساحل اي بحر تقع جدة؟

Trivia Question: The city Jiddah, also spelled and pronounced "Jeddah," derives its name from the Arabic word "jaddah," meaning "grandmother" or "female ancestor," since local tradition in Arabia tells us that a famous female ancestor is buried in the vicinity of Jiddah. Do you know what famous woman this was?

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$6 Million from Saudi Arabia for the Intifadah

ستة ملايين دولار من السعودية الى الانتفاضة

جدة - رويتر: صرح مسؤولون في منظمة التحرير الفلسطينية امس ان المملكة العربية السعودية

منحت المنظمة ستة ملايين دولار لشهر آب (اغسطس) الماضي لمساندة الانتفاضة في الاراضي المحتلة.

وكانت الرياض دفعت للمنظمة ٨٥٠ مليون دولار خلال الاعوام العشرة الماضية بموجب تعهدات

دول عربية بمساعدة منظمة التحرير ودول المواجهة العربية مع اسرائيل. ومنذ كانون الثاني (يناير)

الماضي اعطت السعودية منظمة التحرير ستة ملايين دولار كل شهر للمساعدة في تمويل الانتفاضة.

المنظمة .... the PLO

اسئلة على النص

١) من اين هذا الخبر؟   ٢) ما هي وكالة الانباء التي اصدرت الخبر؟   ٣) كم دولاراً استلمت منظمة التحرير الفلسطينية لشهر آب الماضي؟   ٤) من اي بلد استلمت هذه النقود؟   ٥) لاي غرض اعطت السعودية هذه النقود للمنظمة؟   ٦) مَن صرّح بهذه المعلومات؟   ٧) ومتى صرّحوا بالمعلومات؟   ٨) كم من النقود دفعت السعودية للمنظمة خلال الاعوام العشرة الماضية؟   ٩) وكم من النقود اعطت السعودية للمنظمة شهرياً منذ كانون الثاني الماضي؟

هل تعرف

١) في ساحل اي بحر تقع جدة؟

Trivia Question: The city Jiddah, also spelled and pronounced "Jeddah," derives its name from the Arabic word "jaddah," meaning "grandmother" or "female ancestor," since local tradition in Arabia tells us that a famous female ancestor is buried in the vicinity of Jiddah. Do you know what famous woman this was?

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Part Two: Previous-related studies

Some sources have been consulted by the researcher concerning the subject of incorporating translation into classroom settings at the general Sudanese Library, University of Khartoum, University of Sudan, and University of Gezira. Thus, no previous studies are conducted on "Using Newspaper language to enhance students Communicative Competence," which investigates difficulties of translating English newspapers topics as an academic subject, have been found. Nevertheless, the following studies are to some extent related to this study:

The first study is a PhD thesis conducted by Mouner Al-Soroji (2012), Faculty of Education, University of Gezira, entitled "Impact of Machine Translation on Learners and Teachers. A Comparative Study with Special Focus on Press Translation". The main objective of the study is to see whether translation trainees are aware of the principles of editing and translating good news and journalistic items from English into Arabic and vice verse. The study finds out that a considerable number of translation learners, as well as professionals, are not aware of the basics of journalistic translation, the news and its components. Thus, the study recommends that improving the standard of translation students can be achieved through making extra exercises of translation (rather than given in the class-room). It also recommends that those who are interested in becoming professional newspaper translators should become aware of the features, rules and characteristics of editing journalistic items, as journalism, beyond doubt, plays a great role in our daily life.

Another M.A dissertation by Mona Al-Sayied (2007), Faculty of Education, University of Gezira, is entitled "English Collocations as
 a Problematic Area for the Students at Secondary Level". The main objective of the study was to measure the student's ability in producing English collocations formed according to the most common patterns. The

study finds out that learning English collocations is important, however, most of the students cannot produce these collocations using the most common patterns. It also finds that most of the student's collocational errors are due to the overgeneralization of the use of words. These errors can be reduced by noticing English collocations: most of the students do not notice the collocations. Thus, the study recommends that teachers should familiarize the students with the importance of noticing collocations and their Arabic equivalent. Furthermore, it recommends that students should have notebooks specifically for recording collocations.

In addition, an M.A dissertation by Shirzad Mansouri (2007) Garmsar Branch- Tehran, College of translation, Islamic Azad University entitled "Learning How to Translate Foreign News Discovering Strategies in Translation of Press Texts",. The main objective is to find out the strategies that were used by the translator team when translating foreign news in translation classes. Findings of the study can be summarized as follows: in the process of translating foreign newspapers, students are unable to omit word or words and add some explanations or a choosing the words that stimulate the readers' feelings or reactions. It also found that the students have low performance in choosing the appropriate strategy when translating English foreign newspapers into Persian. The main recommendations of this study, the instructors who teach journalism or other related fields can use this study to clarify differences between English and Persian news structures. Moreover, the instructors of translation can also use this study for their works, like to explain translation theories, or to suggest which translation strategy should be used for each kind of text. Moreover, the study is guideline to solve problems that occurred when translating because the strategies mentioned in this study are applicable to other similar cases. And may also be helpful for translators of any kind of text.

Another study concerned with the field of translation is an M.A research conducted by Balsam Mustafa (2010), Al-Mustansiriya University, Baghdad, Department of English. entitled "Collocation in English and Arabic:A Linguistic and Cultural Analysis". There are main objectives among which is to characterize the collocational patterns in English and Arabic and to study the process of translating collocation on two levels: the linguistic level and the cultural one. The linguistic level limits itself to the translation of English collocations into Arabic. The cultural level, on the other hand, highlights the relation between culture and collocation reflected in translation. Findings of the study can be summarized as follows: Although collocation is a universal phenomenon, its features, structure, patterns and meanings differ from one language to another. Furthermore, because of the discrepancies between the characteristics of collocation among languages, some SL collocational sets do not have equivalent translation sets in the TL .Therefore; they become problematic and difficult for the translator to translate. The study recommends that translators should choose the proper equivalent in the target language when translating collocations into Arabic. It also recommends that translators should use the appropriate strategy or technique in translating collocations into Arabic.

In addition to the above studies, a PhD dissertation is submitted by Shafika abdulkader Othman (2012) University of Aden College of Education / Saber entitled "Abstract Impact of the Lexical Problems upon Translating of the Economic Terminology",. Among the main objectives of the study is to find out the problem of translating the lexical items in the economic field with consideration of the role of economic culture in the source and target language. It also aims to identify the reasons of this problem to reach the stage of proposing remedies in form of recommendations. The main findings of this study show that: good

knowledge in source language and the economic culture are the most important factors in translation of the economic terminology. It also indicates that many strategies can be used while dealing with the economic terms as well as the terms which have no equivalence in Arabic language. Among the main recommendations of this study: the translator should enhance his ability and his cultural scopes in dealing with the economic terms through many ways as reading the topics in this field, getting involved in training programs or courses and so forth. Moreover, the translator should be familiarized with source and target language economic terms to be able to recognize the concept, which does not have equivalence in the target language to be able to deal with it appropriately. In addition, an M.A thesis was by Aya Kh. EL Mashharawi (2008) The Islamic University Deanery of Higher Education, Faculty of Education, Department of Curricula and Methodology, which is entitled Collocation Errors Made by English and Journalism Majors at the Islamic University of Gaza. the main objective of this study is to identify classify and analyze collocation errors make by English and journalism majors at the IUG. Among the main findings: The English language and journalism majors at the IUG made different types of collocation errors which manifest their lower and deficient competence in using collocations within English language and in dealing with such collocations across Arabic and English language. Such weak linguistic performance is attributed for various reasons. Moreover, dealing with collocations across Arabic and English language is a problematic spot and an error-generating area for both majors rather than using collocations within English. Based on the findings provided by the current study, the main recommendations are: both the English teachers and the students bear a part of responsibility of the incompetent collocational knowledge and usage. Furthermore, the teachers should prepare and design materials of

handouts, worksheets, and transparencies from various authentic resources like radio interviews, extracts from magazines, journals articles, TV programs, newspapers clips, advertisements, reports and others. These materials should be related to the students' interests and needs.

Finally, a PhD research conducted by Othman SajidJuma'a (2014) Faculty of Arts and Sciences, Department of English Language and Literature, Middle East University, Amman entitled Translating Idiomatic Expressions from English into Arabic. The main objective of the study is to outline the major challenges that M.A students encounter in translating idioms. As well as to find out the factors that cause such challenges. The main findings are: resorting to literal translation in some cases while translating idiomatic expressions, which is not a successful technique for most of theorists. Moreover, lack of general and cultural knowledge in the source language and the target language may affect the translation of idiomatic expressions. Thus, the study recommends that translators should know the differences between the two languages and cultures (English and Arabic) that enable them to become familiar with idiomatic expressions. Furthermore, translators who wish to be professional should be competent in both source and target cultures.

The similarities and the differences between the above mentioned studies and the present study can be summarized as follows:

Both the first study and the present study focus on the difficulties of translating journalistic register into Arabic, in particular press. The difference between them, is that the first concentrates on the impact of machine translation on learners, while present study focuses on difficulties of translating lexical collocations into Arabic mainly on Uk newspapers. The similarity between the second study and the present study is that both of them handle the topic of collocations. On the other hand, they are different in the area of handling the topic, the first one

focuses on learning collocations and how to use the different patterns of collocations in writing, whereas the present one focuses on difficulties of translating lexical collocations into Arabic, particularly UK newspapers. The third study is mainly clear, similar to the present study, in the areas of difficulties and the appropriate strategies of translating foreign newspapers in general. But the present study focuses, in particular, on the difficulties of translating newspapers lexical collocations into Arabic. The fourth study is similar to the present one in area of studying collocations in both linguistic and cultural levels, and comparing collocations in English and Arabic. However, the present study mainly tackles the difficulties of translating lexical collocations into Arabic. The fifth study is very similar to the present one in the area of investigating lexical collocations translation into Arabic, but the former study is on economic specialization, whereas the latter is on journalistic specialization. The final study is similar to the present one, because it deals with English collocations and errors of translating journalistic texts into Arabic. However, the present study focuses mainly on translating lexical collocations into Arabic, particularly from UK newspapers.

It is clear that form the above studies, the researcher adds to the above studies the area of the difficulties of translating lexical collocations into Arabic, with the main focus on UK newspapers.

The following chapter discusses the methodology of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This study primarily involves a survey, comprised of two sets of data collection techniques, which are a test and a questionnaire, for lecturers, concerning translation and language learning, in order to incorporate newspaper language into the classroom. Moreover, such survey is intended to discover, more deeply, the learners' relationships and perceptions of translation and strategy use of newspaper language and individual demographic variables, Interviews were a conducted with students as well. Sampling, as well as tools for collecting and analyzing data are described and discussed in detail.

3.1 Study Design

The researcher has adopted the descriptive and analytical approach. The cross sectional method (selecting a representation sample from the study population) is the most suitable study design for this study, because it helps in obtaining the overall picture of the difficulties encountering M.A students in translating English lexical items from newspapers into Arabic.

3.2 The Subjects of the Study

The population of this study was represented by M.A students from the Sudan University of Science and Technology, College of Languages, Department of English. The total sample was comprised of (100) students. The sample has been chosen for the current study, because they had just finished studying two courses of translation as parts of the university syllabus. They were, therefore, expected to be able to comprehend and translate the sentences of the test.

3.3 Tools of Data Collection

For the sake of collecting reliable data, the researcher has used two tools as methods of data collection. These tools are: a diagnostic test and a questionnaire. The test was intended for (100) M.A students from the Sudan University of Science and Technology, Department of English, College of Languages. The questionnaire was intended for (10) teachers/translators, Sudan University of Science and Technology. Department of English, College of Languages. It was also distributed to some translators who are also involved in teaching translation at the Friendship Hall and SUNA.

These tools have been constructed to ensure the maximum validity and reliability of the collected data. The following is a detailed account of the constructions of both tools.

3.3.1 The Tests' Design

The test is designed according to the criteria of a good test. The sentences are chosen carefully from different English newspapers, such as '*The Independent*', '*The Guardian*', '*The Daily Telegraph*', and '*The Times*' in order to detect the points of difficulties for M.A students in translating English lexical items in newspapers into Arabic, and hence for classroom practitioners in incorporating the texts into classrooms.

3.3.2 The Content of the Test

The diagnostic test consists of (30) appropriate sentences from different English newspapers *(See Appendix 1)*. The researcher has composed the test as follows:

- The first part includes sentences which were intended to investigate the difficulties that encounter M.A students when translating lexical newspapers into Arabic, such as equivalence, variability, flexibility, idiomatic expressions and culture.

- The second part sentences include the types of lexical items from different sections, world news in particular. They were designed to elicit the most difficult type of lexical items in translating English newspapers into Arabic.

3.3.3 Validity of the Test

- Validity is considered as an essential characteristic of a good test. Richard and *et al* (1999:93) define validity as, "a test is said to be valid when it measures what it is supposed to measure". Face validity has been checked by presenting the test to four associate professors at the Department of English, College of Language. All the associate professors agreed that the test is valid.

3.3.4 Reliability of the Two Tests

- Reliability is highly considered as one of the specific qualities that determines the overall usefulness of a test. It is defined by Brown, (1987:220) as, "a reliable test is a test that is consistent and dependable". To measure the reliability of the diagnostic test, it has been divided into odd and even numbers so as to get two marks for each student. A co-efficient has been calculated for the test using *Spearman Rank- Difference Method* to measure the test's reliability. The degree of reliability obtained for the test has been (88.2), which indicates considerable reliability.

3.3.5 Administration of the Diagnostic Test

- The researcher was helped by two lecturers in administering the test to (100) M.A students at the College of Languages) Department of English.

3.3.6 Questionnaire sample

The samples of this study included English language teachers and students at the University of Sudan, 100 Teachers to fill out the questionnaire, whereas the students took only the pre and post-tests.

Table (3-1) shows tutors' numbers and their distribution according to sex.

SEX	FREQUENCY	PERCENTAGE
Male	48	48.0%
Female	52	52.0%
Total	100	100%

Table (3-2) shows tutors' years of experience

Teaching experience	Frequency	Percentage
1-10 years	15	15.0%
5-15	25	25.0%
More than 20 years	60	60.0%
Total	100	100.0%

Tables (3-1&3-2) indicate that female respondents have been more than 50%, compared to 48% male respondents. More than 15% of the tutors had teaching experience of more than 10 years , 25% had teaching experience that ranged between 5-15 years, whereas the bulk falls in the third category of 60.% for those teaching more than twenty years. The Sudan University had basically been a technical institute that has, after the revolution in higher education, been turned into a full-fledged university. Consequently, this accounts for such a huge number of tutors in the third category.

3.3.7 Research experiment

There have actually been two groups in this study. The first one was the experimental group while the other one was the control group. They are all majoring in English and studied almost the same courses in English and Arabic, though some took French as their minors.

The students in the two groups were taught phonetics, phonology, literature, semantics, pragmatics and syntax. However, for the purpose of the experiment at the beginning of the second semester of their third year, I put more emphasis on structural and systematic comparison between Arabic and English in phonological, lexical, syntactical and contextual aspects, with a little practice as exercises, especially on cohesion, and then I spent some time evaluating and assessing their assignments.

After three and a half months, the semester came to an end as customary and I produced the test paper on the same level in terms of difficulty. The test went smoothly, because I did my best to organize it carefully and strictly; thereafter I graded the students' work fairly just like the last time. Upon comparing the first results of the test when the students have not been exposed to teaching of cohesion, grammar and translation, the results have been significantly amazing.

3.3.8 Questionnaire

The 15-item questionnaire, comprised of four components, has moderately touched on issues connected with discourse markers and uses, students' awareness of such issues, teachers' attitudes and training on handling the linking devices. The questionnaire also touched gently on the issue of the recurrence or frequency of the linking devices, vocabulary, writing and learning strategies in the syllabus.

3.3.9 Validity of the questionnaire

The questionnaire of this study, has been validated by a jury consisting of five assistant professors specialized in English language. They based their comments on the following criteria:

(i) The clarity of the items and instruction.

(ii) The simplicity of items, and how far they related to the subject.

(iii) The language used.

The jury made some remarks concerning some items and suggested modification for these items. Two items from TQ were omitted. The researcher responded to their suggestions, and made the required modifications.

3.4 Questionnaire

The teachers' questionnaire (TQ), comprised of 15 multiple statements,   has been divided into three parts (see appendix 3):

i)   Significance of including newspaper articles into the syllabus in English language learning

ii)   The syllabus at university, whether motivating or otherwise, that is having, as its components, subjects that appeal to the   the students' interests.

iii) Tutors' training and attitudes towards the issue in question.

Part one includes 5 statements surveying the significance of the discourse markers, with Likert 4 points scale (strongly agree,

agree, disagree and strongly disagree).

Part two also includes five statements surveying the tutors' attitude towards the syllabus, also with Likert 4 points scale.

Part three surveys different issues ranging from tutors' training to teaching at university level, using Likert 5 points scale.

The questionnaire papers were distributed to as many as a 100 tutors who spent a considerable time responding to the different items. The papers were distributed, and collected after two days for conducting the desired analysis and evaluation.

3.4.1 Reliability of the questionnaire

In statistics, reliability is the consistency of a set of measurements often used to describe a test. For the reliability of the questionnaires, the study used the split – half method, which is measure of consistency where a questionnaire is split in two and the score for each half of the questionnaire is compared with the other one. The questionnaires were distributed to **25** teachers of English at Sudanese universities. The coefficient correlation formula was used to calculate the correlation:

The analysis shows that there was strong positive correlation between the answers given to the items asked: = 084%

3.4.2 Procedures

The questionnaire was administered to teachers by hand, who were given up to 15 days to respond to the questions. Some were given to other teachers to distribute them. Two forms were returned unfilled, and some were lost.

Table No.(1) Academic status:

Valid	Frequency	Percent
Teacher	35	70.0%
Doctor	5	10.0%
Professor	10	20.0%
Total	50	100.0%

Table No. (2) Sex

Valid	Frequency	Percent
Male	33	66.0%
Female	17	34.0%
Total	50	100.0%

Table No. (4) Years of experience

Valid	Frequency	Percent
1-5 years	27	54.0%
5-10 years	8	16.0%
10-15 years	15	30.0%
Total	50	100.0%

3.5 Summary

This chapter has briefly demonstrated the types of tools used to collect data to inform the study. It also shows how the questionnaire and the tests have been designed and administered.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

This chapter presents the analysis of data obtained from experiment, pre-test, post test and teachers' questionnaire.

4.1 Analysis of the Experiment.

The analysis of the experiment will focus on answering vital questions on the use of newspaper language learning and its effects on classroom interaction and the effect on the overall standards of the students' interlanguage and knowledge of English. To answer these questions, we computed the mean, standard deviation, standard error and ranges for the pretest- and post-test scores of both experimental and control groups. T-test was computed to find out whether each group had made any progress as a direct result of instruction. The following three hypotheses will be verified or confirmed in view of the analysis of the diagnostic test, Discourse Completion Test (DCT) as well as the questionnaire for the tutors and students.

4.2 Test of the Study Hypotheses

To answer the study's questions and hence verify its hypotheses, the median will be computed for each question from the diagnostic test, Discourse Completion Test (DCT) as well as the questionnaire that shows the opinions of the study respondents about the problem in question, namely expanding classroom interaction to reinforce interlanguage and pragmatic or what is known as pragmalinguistic communicative competence. To accomplish this task five degrees for each answer "strongly agree", four degrees for each answer "agree", three degrees for each answer " neutral", two degrees with each answer "disagree", and one degree for each answer with "strongly disagree" will be given. This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. .

4.2 The Responses to the Questionnaire

The responses to the questionnaire of the 30 teachers have been tabulated and computed. The following is an analytical interpretation and

discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.3 Analysis of the Questionnaire:

The researcher   distributed the questionnaire on the determined study sample (30), and constructed the required tables for collected data. This step consists of transforming the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) into quantitative variables (1, 2, 3, 4, 5), respectively. Also, the graphical representations have been used for this purpose.

4.4 Statistical Reliability

Reliability refers to the reliability of any test in obtaining the same results if the same measurement is used more than one time under the same conditions. Reliability also means that when a certain test is applied to a number of individuals and the marks of every one are counted; and if the same test is applied once more to the same group and the same marks are obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

. Alpha-Cronbach coefficient:

On the other hand, validity also is a measure used to identify the validity degree among the respondents, according to their answers on a certain criterion. The validity is calculated by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact objective for which it has been designed. In this study, the validity calculated by using the following equation:

$$Validity = \sqrt{Re\,liability}$$

The reliability coefficient, used for the questionnaire measurement, has been calculated by using Alpha-Cronbach coefficient Equation as follows:

For calculating the validity and reliability of the questionnaire from the above equation, the researcher has distributed the questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; hence, the results are shown in the following table
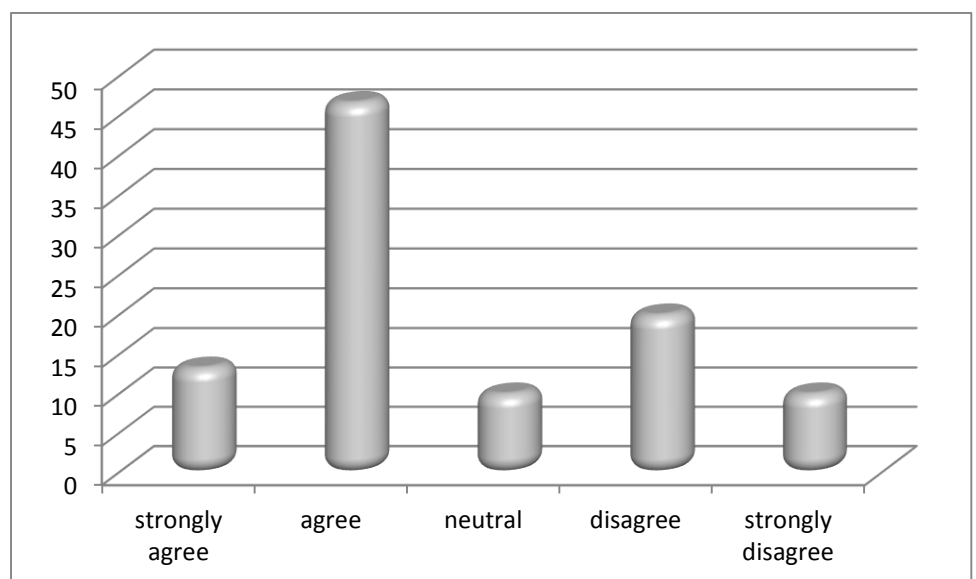
Reliability Statistics

Cronbach's Alpha	No. of Items
.80	25

Statement (1): *Incorporating newspaper language in English language classes can be much advantageous. However this process calls for translation on the part of the tutors, as well as the students.*

Table No (1)

Valid	Frequency	Percent%
strongly agree	3	13.3
Agree	14	46.7
Neutral	3	10
Disagree	7	20
strongly disagree	3	10
Total	30	100.0

It is clear from table No.1) and figure No (1) above that (3) persons, in the study's sample, i.e. (13.3%), strongly agree that "***Incorporating newspaper language in English language classes can be much advantageous***. *However this process calls for translation on the part of the tutors, as well as the students.*" There are (7) persons, i.e. (20.0%), who agree with that, whereas (14) persons, i.e. (46.7%) disagree and (3) persons, i.e. (10%) strongly disagree.

This result is an encouraging one, and falls in agreement with the first variable of the questionnaire. Sanderson (1999) puts forth strong arguments in favor of using newspapers within the classroom. He asserts that using newspapers within the classroom encourages extensive reading by giving students the confidence, the motivation and the ability to continue their reading outside the classroom. Newspapers also keep students informed of what is happening in the world, thereby extending their knowledge and deepening their understanding. For this reason, they are of general educational value and importance to students.

Language and culture are inextricably linked, and the newspapers of a given target community reflect its culture through the language they contain. At one level, culture permeates language through references to the people, places, institutions, customs and traditions of that community. Newspapers are therefore an invaluable source of cultural information, and the more widely students read, the greater their understanding of this socio-cultural meaning. Newspapers contain a wide variety of text types and language styles not easily found in conventional language-learning materials (e.g. general course books), and students need to become familiar with such language forms. Newspapers provide a natural source of the varieties of written English that become increasingly important to students and valuable for language study as they progress.

Therefore, introducing newspaper language into classroom setting can act as an effective gap bridging tool concerning the question of culture as the paper addresses a number of cultural issues. However this places an additional burden on teachers who should set about filtering the relevant parts of newspaper cultural discourse that comes in close agreement or harmony to the students' culture.

Statement (2) *Language is an expression of culture and individuality of the speakers; hence newspaper language is well placed to cater for that diversity though the question of culture renders this process of inclusion a bit problematic.*
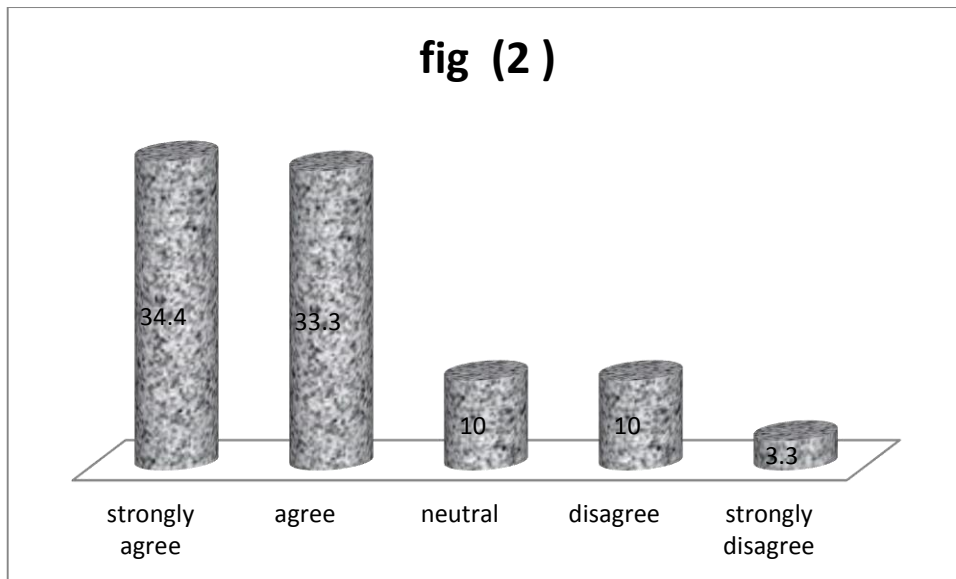
Table No (2)

The Frequency Distribution for the Respondents' Answers of Statement No.(2)

Valid	Frequency	Percent%
strongly agree	13	34.4
Agree	10	33.3
Neutral	3	10
Disagree	3	10
strongly disagree	1	3.3
Total	30	100.0

It is clear from the above table No.(2) and figure No (2) that there are (13) persons in the study's sample with percentage (34.4%) strongly agreed with that " *Language is an expression of culture and individuality of the speakers; hence newspaper language is well placed to cater for that diversity though the question of culture renders this process of inclusion a bit problematic."*

There are (10) persons with percentage (33.3%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (3) persons with percentage (10.0%) disagreed. and (1) persons with 3.3% are strongly disagreed.

fig (2)

The enormous variety of subject-matter in newspapers means that any one newspaper will invariably contain something of value or concern to every reader. This makes them interesting and motivating reader interest among students. Newspapers report real-life events, and this arouses our natural curiosity about the world around us and our fellow human beings. Reading newspapers inside the classroom can help students discover their own tastes and interests. This in turn can play an important role in the process of motivating them to read of their own accord outside the classroom, thereby extending their contact with English.

Statement (3) *Translating creative works (literary works), taken from daily English papers, can help widen the scope of knowledge of undergraduate students.*

Table (3): The frequency distribution of the respondents' answers to statement (3)

Valid	Frequency	Percent%
strongly agree	18	60
Agree	10	33.4
neutral	1	3.3
disagree	1	3.3
strongly disagree	0	0
Total	30	100.0

It is clear from the table (3) and figure (3) above that (18) persons, i.e. (60%), in the study's sample strongly agree with the statement:" ***Translating creative works (literary works) taken from daily English papers can help widen the scope of knowledge of undergraduate students.*** " There are (10) persons, i.e. (33.3%), who agree with that, (1) person, i.e. (3.3%), is not sure of that, (1) person, i.e. (3.3%), disagrees, whereas no person, i.e. (0%), strongly disagrees.
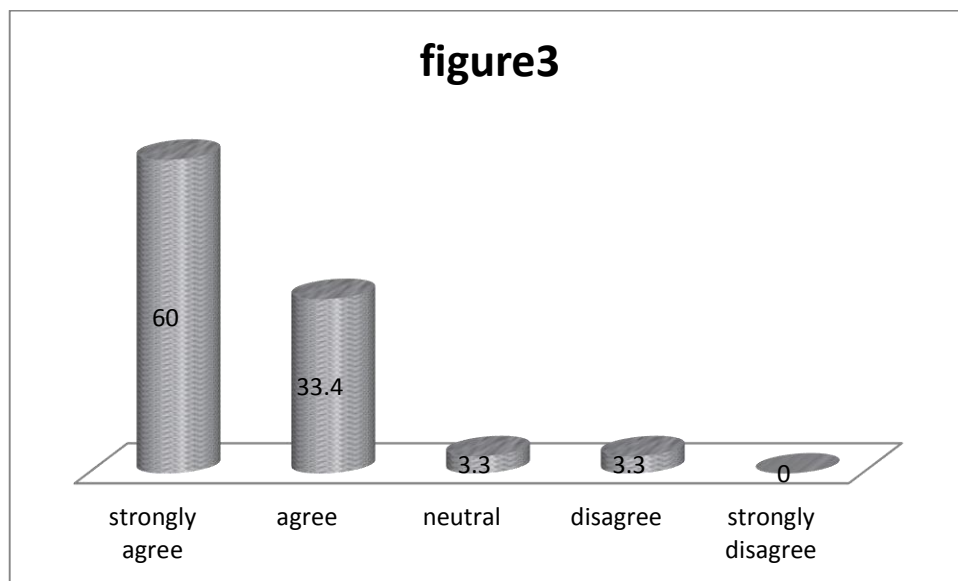
figure3

The diversity of information in newspapers enables teachers of English for specific purposes as well as teachers of general English, to choose current materials to suit the precise needs and interests of their students. This is especially important to teachers of specialist subjects in their search for suitable materials in the realm of English literature. Even a cursory glance through a newspaper and the special interest sections and supplements will reveal a wealth of material for those involved in teaching Law, Business, Tourism, Political Science and numerous other subjects.

Newspapers can also be used effectively with a wide range of levels from elementary to advanced levels. Newspapers have a degree of open-endedness built into them; this means that they are particularly suitable for mixed-ability classes, and that the stronger students in the class will have little or no advantage.

Statement (4): *All cultures at the same time dynamic and reluctant to undergo any change but through reading can be understood. Newspapers help a lot in that direction*.

Table No. (4)

The Frequency Distribution for the Respondents' Answers of Statement No. (4)

Valid	Frequency	Percent%
strongly agree	17	53.3
agree	11	36.7
neutral	2	6.7
disagree	1	3.3
strongly disagree	0	0
Total	30	100.0

It is clear from the above table No.(4) and figure No (4) that there are (17) persons in the study's sample with percentage (53.3%) strongly agreed with that " *All cultures at the same time dynamic and reluctant to undergo any change but through reading can be understood. Newspapers help a lot in that direction"* .There are (11) persons with percentage (36.7%) agreed with that, and (2) persons with percentage (6.7%)   were not sure   that, and (1) persons with percentage (3.3%) disagreed. and (0) persons with 0% are strongly disagreed.
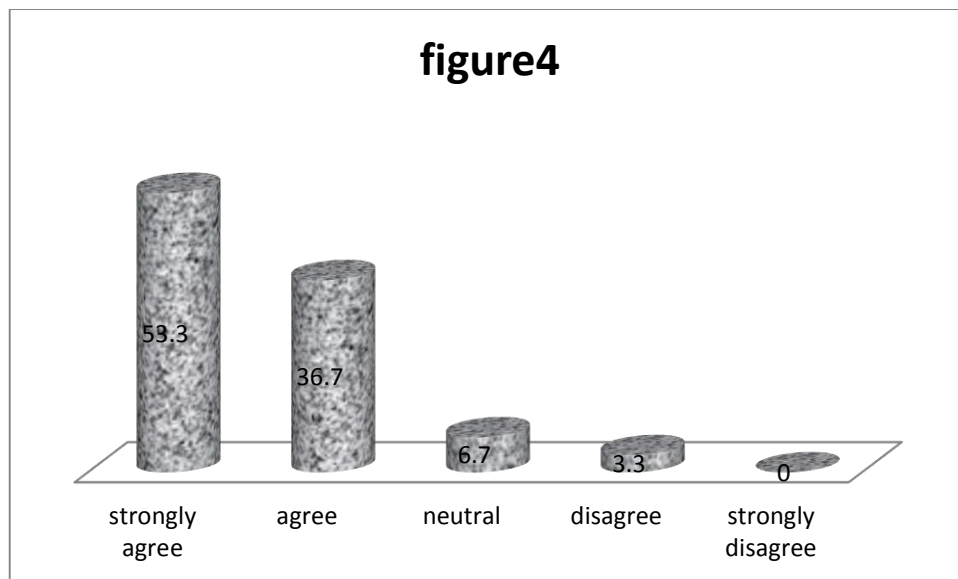
In this modern age, **newspapers** play a very important **role** in promoting trade, commerce, and business. Big corporates and industrial houses promote their products by running a lot of **newspaper** ads. The newspaper has been the most conventional and popular medium of conveying local, regional, national and international news to the readers. Newspaper serves us the latest happenings in different parts of the world through a network of correspondents and news agencies. The national dailies employ their correspondents and reporters in all the major cities of the world. Classified ads, important public announcements, and public notices are also the content and important material of newspapers. Sports, educational and campus news, dance performances, cultural activities and the fine arts are some of the essential features of all major newspapers.

Much has been said and written about the utility of newspapers, but one principal advantage which might be driven from these publications has been neglected. We mean that of reading them in schools and by children's families. Newspapers are cheap and plenty, the cheapest book that can be bought, and the more you buy the better for your children, because every part furnishes new and valuable information. Newspapers have only been around for a few hundred years. Before newspapers, people received the day's news by word of mouth. **Town criers** walked through villages and announced local news such as births, deaths, and weddings.
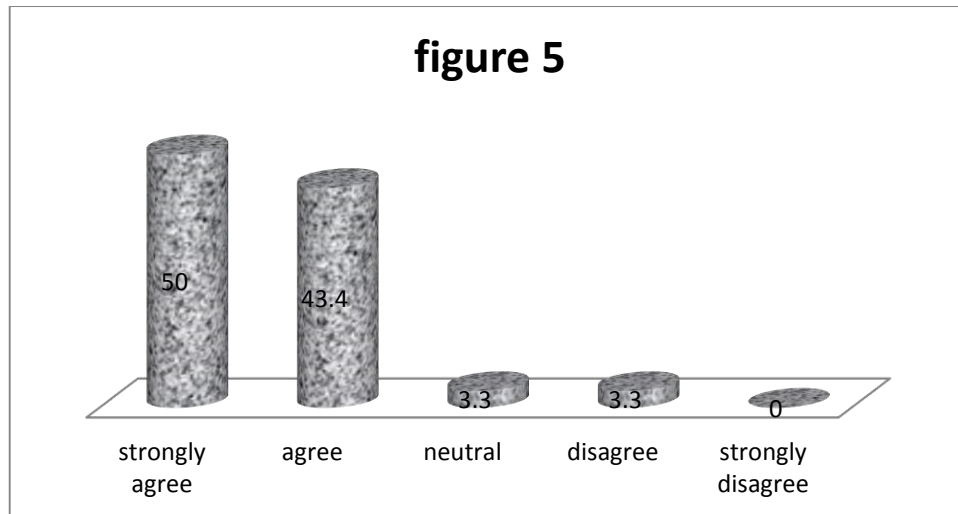
Statement (5): *The deeper context is embedded in its culture, the more difficult it is to work on. Topics taken from newspapers facilitate understanding that complex situation.*

Table No (5) The Frequency Distribution for the Respondents' Answers of Statement No. (5)

Valid	Frequency	Percent%
strongly agree	15	50
agree	13	43.4
neutral	1	3.3
disagree	1	3.3
strongly disagree	0	0
Total	30	100.0

It is clear from the above table No.(5) and figure No (5) that there are (15) persons in the study's sample with percentage (50.0%) strongly agreed with that " ***The deeper context is embedded in its culture, the more difficult it is to work on. Topics taken from newspapers facilitate understanding that complex situation.*** ". There are (13) persons with percentage (43.4%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (1) persons with percentage (3.3%) disagreed, and (0) persons with 0% are strongly disagreed.

Teaching in many impoverished countries tends to be of the 'chalk-and-talk' variety with high priority being placed on the acquisition of basic skills. Much use is made of the chalk board (Lockheed et al., 1991). Discussions with the teacher or among small groups of students, encouragement of risk taking, and questioning of the material being presented-important factors in the development of language and reading skills tend not to be encouraged. Sudan is such one underdeveloped country.

figure 5

A possible explanation for Sudanese students' reluctance to read can be found in the way in which reading has been traditionally taught. Most teachers assume that they 'possess' their classes and adopt a teacher-centered mode of teaching, assuming the role of experts who have to perform all the time and forgetting that learner-involvement is the key to learning how to read. During the reading lessons, they take it upon themselves to read to and for the class, even when the pupils have the

same text in their hands. What happens in these lessons is very unrewarding because apart from practicing their listening skills, the learners have been given no chance to learn how to read or even a purpose to listen for.

Statement (6) *Newspapers also keep students informed about what is happening in the world, thereby extending their knowledge and deepening their understanding.*

Table (5) Table No (6) The Frequency Distribution for the Respondents' Answers of statement No. (6)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	12	40.0	40.0	73.3
neutral	4	13.3	10.0	83.3
disagree	3	10.0	13.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

from the above table No.(6) and figure No (6) we can see that there are (10) persons in the study's sample with percentage (33.3%) strongly agreed with " *Newspapers also keep students informed about what is happening in the world, thereby extending their knowledge and deepening their understanding".* .There are (12) persons with percentage (40.0%) agreed with that, and (4) persons with percentage (10.0%) were not sure that, and (3) persons with percentage (13.3%) disagreed. and (1) persons with 3.3% are strongly disagreed.
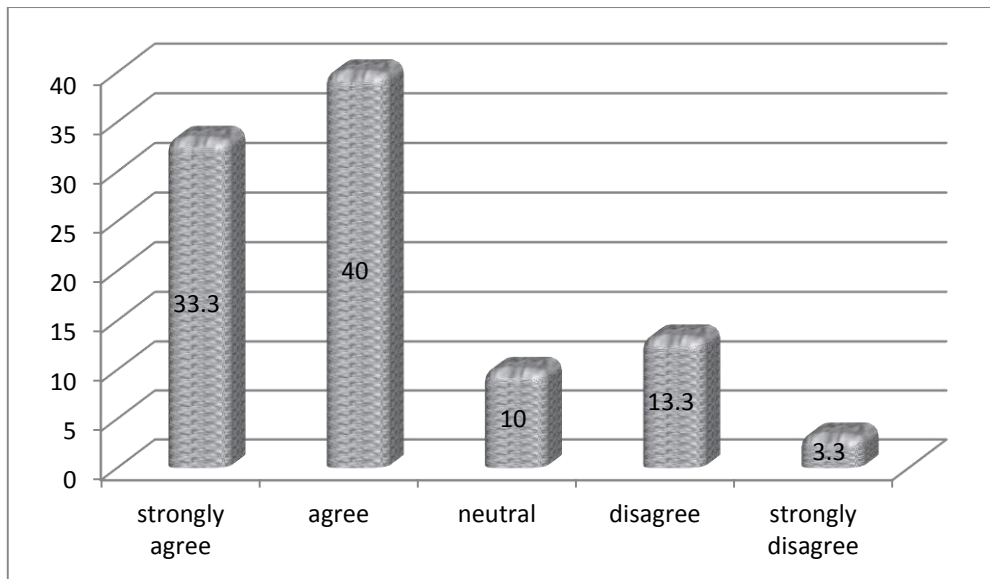
Newspapers are one of the tools of Print media and it helps in Communication to a large unknown heterogeneous mass. By heterogeneous mass, I mean to a large unknown audience and so feedback is delayed. Newspaper informs the society about the latest happenings in the city, state, country and world. Newspaper is cheap to buy and so it is affordable by all sections of the society. Newspaper influences, persuades and appeals the readers. Newspapers make the people aware of the latest trends. Newspaper contains a lot of advertisements so it helps the people get aware and acquainted with the products and services featuring in the ads.

Statement (7) *Newspapers are an invaluable source of cultural information, and the more widely students read, the greater their understanding widens of socio-cultural meaning.*

Table (7) Table No (7)The Frequency Distribution for the Respondents' Answers of statement No.(7)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	12	40.0	40.0	73.3
neutral	3	10.0	10.0	83.3
disagree	4	13.3	13.3	96.7
strongly disagree	1	3.3	3.3	100.0

from the above table No.(7) and figure No (7) we can see that there are (10) persons in the study's sample with percentage (33.3%) strongly agreed with " *Newspapers are an invaluable source of cultural information, and the more widely students read, the greater their understanding widens of socio-cultural meaning*.". There are (12) persons with percentage (40.0%) agreed with that, and persons with percentage (10.0%) were not sure that, and (4) persons with percentage (13.3%) disagreed. and (1) persons with 3.3% are strongly disagreed.
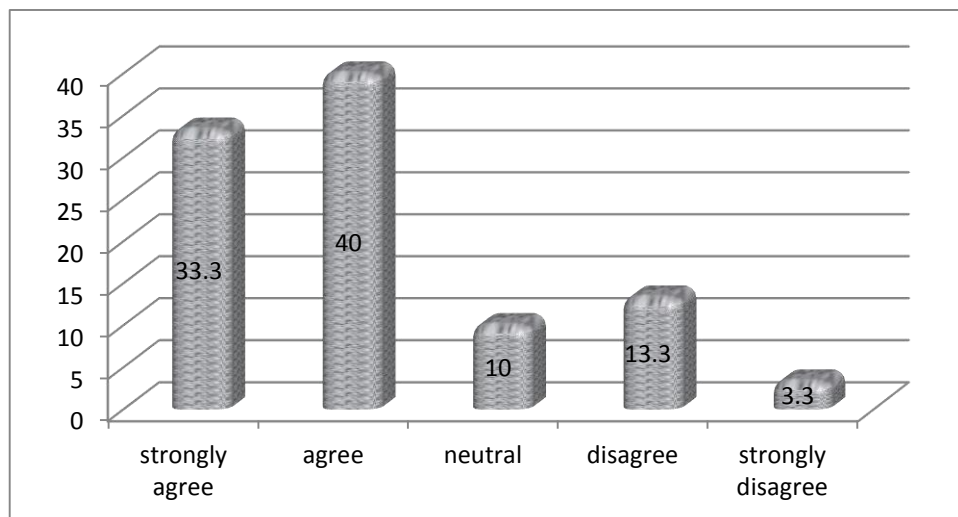
One of the objectives of a newspaper is to understand the popular feeling and give expression to it; another is to arouse among the people certain desirable sentiments; the third is to fearlessly expose popular defects Newspapers attempt to provide the facts and analysis that allows
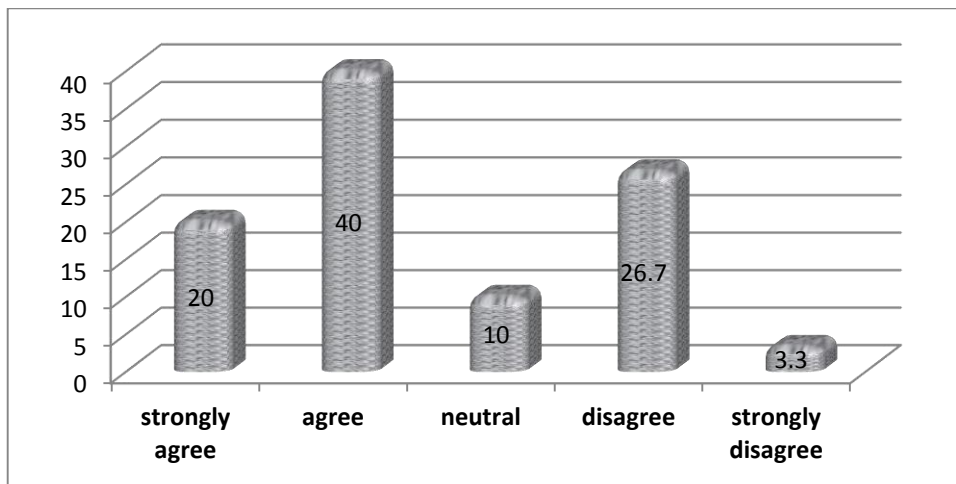
informed citizens to make effective and responsible decision in a complex, information-saturated society. The role of newspapers has evolved in response to the changing needs of their readers and is currently going through a softening of news in reaction to other media's coverage of lifestyle, entertainment and so on. The press in developing countries, therefore, serves a multiplicity of purposes. It is a medium of news, the source of information about world, national and local events and means of establishing mutual understanding. It is an instrument of education, contributing to the development of human resources and capital in promoting economic growth. It is a multiplier in the communication process, spreading widely and rapidly information which will aid national development (Summerland, 1981). Nash (1998) argues that competition for audience is driving trend toward trivial news, by chasing the passing whims of focus groups and surveys, most newspapers have shriveled coverage of major political, economic and social issues in favor of soft features, personality profiles, hoe to advice and focus on the process rather than the substance of governance .

Statement No. (8) *The enormous variety of subject-matter in newspapers means that any one newspaper will invariably contain something of value or concern to every reader.*

Table No. (8) Table No (8) The Frequency Distribution for the Respondents' Answers of statement No. (8)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	12	40.0	40.0	60.0
neutral	3	10.0	10.0	70.0
disagree	8	26.7	26.7	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Judging by the above table No.(8) and figure No (8) we can see that there are (6) persons in the study's sample with percentage (20.0%) strongly agreed with "In teaching listening comprehension it is essential for the teacher to be well-prepared. (*The enormous variety of subject-matter in newspapers means that any one newspaper will invariably contain something of value or concern to every reader.*). There are (12) persons with percentage (40.0%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (8) persons with percentage (26.7%) disagreed. and (1) persons with 3.3% are strongly disagreed.

Additionally, teacher usage of non-text book resources such as newspapers for teaching is not very common. The teachers are usually tied to their content books as the only text books to use as teaching materials resulting into a closed and rigid learning and teaching environment.

The aim of introducing newspapers into the classroom is to help the learners connect with their community, the nation and the world. The newspaper is commonly referred to as a '*Living text-book*' because its information is always current varied and it is adaptable to all classes and curriculum areas. The implementers of the program believe that pupils are more likely to retain the knowledge gained through familiar real life examples in newspapers than through traditional textbook-centered learning.

Statement No. (9) *Newspapers report real-life events, and this arouses our natural curiosity about the world around us and our fellow human beings.*

Table No (9) The Frequency Distribution for the Respondents' Answers of statement No. (9)

variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	8	26.7	26.7	60.0
neutral	3	10.0	10.0	70.0
disagree	8	26.7	26.7	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

From the above table No.(9) and figure No (9) we can see that there are (10) persons in the study's sample with percentage (33.3%) strongly agreed with " *Newspapers report real-life events, and this arouses our natural curiosity about the world around us and our fellow human beings.*". There are (8) persons with percentage (26.7%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (8) persons with percentage (26.7%) disagreed. and (1) persons with 3.3% are strongly disagreed.
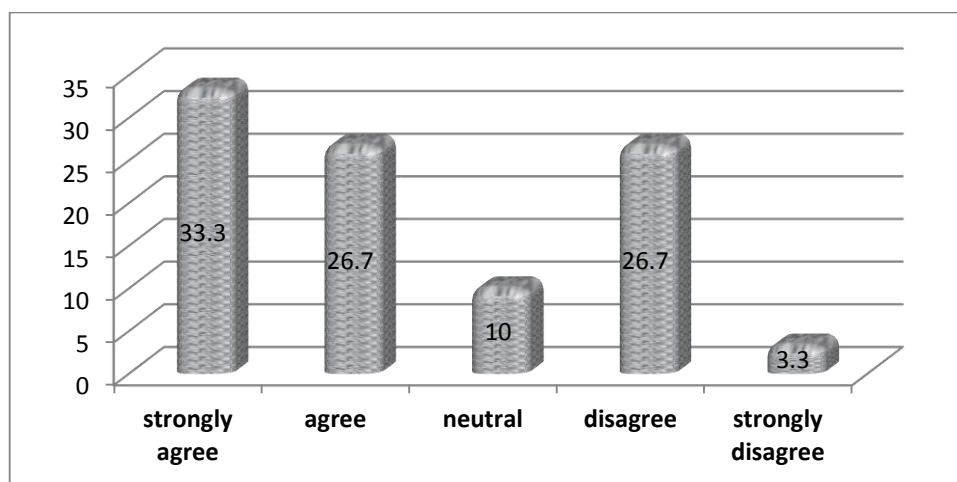
Newspapers are the main source of disseminating information. They play a key role as agenda-setters in modern society. The function of newspapers in publicizing issues by giving in-depth view on issues like women, environment, and poverty is very significant. Press as one of the pillars of democracy plays a constructive role in the national development. Speed, techniques and nature of news delivery have changed but the basic purpose of news and newspapers has remained constant and enduring. Revolution in technology, conglomeration and globalization have led to a paradigm shift in the nature of content and delivery of news. Because people depend on newspapers for their day-to-day information needs, newspapers should act to inform and educate people on social issues. The socially responsible press helps the citizens to be well informed on issues of immediate concern to them. Newspapers help in the emergence of public opinion and in building up of images through news reporting, expressing views, informing the public and thereby facilitating public discussion on issues of importance.

Statement No. (10) *Reading newspapers inside the classroom can help students discover their own tastes and interests.*

Table No (10) The Frequency Distribution for the Respondents' Answers of statement No. (10).

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	16	53.3	53.3	86.7
neutral	3	10.0	10.0	96.7
strongly disagree	1	3.4	3.3	100.0
Total	30	100.0	100.0	

Considering the above table No.(10) and figure No (10) we can see that there are (10) persons in the study's sample with percentage (33.3%) strongly agreed with *Reading newspapers inside the classroom can help students discover their own tastes and interests.* ..There are (16) persons

with percentage (5 3.3%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (0) persons with percentage (0.0%) disagreed. and (1) persons with 3.3% are strongly disagreed.
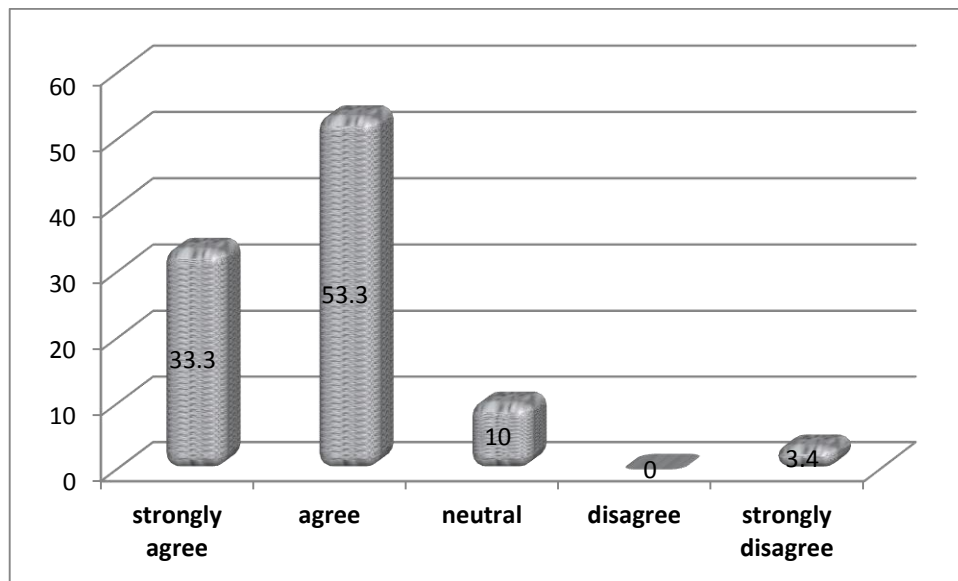
Newspapers were destined to play a crucial role in shaping ideas and sensibilities and that the press should undertake this responsibility with a sense of mission. Students are thus greatly affected by the huge material presented in the newspaper. He says that a newspaper was not an assembly-line-production or a factory made commodity. There cannot be an alternative to a well planned managerial strategy. The press should inform, provoke debate, and even entertain. But it should refrain from distorting facts or sensationalizing events to attract readership. Restraint is needed while reporting sensitive incidents. While, zealously guarding facts, a newspaper should have an imprint of ideas on the conscience of its readers. Such deeply-embedded ideas will inspire people to meet a crisis situation. Pointing out that language newspaper has greater and more variegated role to play, the responsibility of the media is commensurate with its larger role in the socio-political milieu of the country.

Some students are sure to be impressed by some of the reporters and try to follow in their footprints. They constitute their models that they copy as future journalists.

Statement No. (11) *English newspapers are an invaluable source of authentic materials, and their use on the language is very much in keeping with current thinking and practice in teaching pedagogy.*

Table No (11) The Frequency Distribution for the Respondents' Answers of statement No.(11)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	15	50.0	50.0	70.0
neutral	3	10.0	10.0	80.0
disagree	4	13.3	13.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

As viewed from the above table No.(11) and figure No (11) we can see that there are (6) persons in the study's sample with percentage (20.0%) strongly agreed with " *English newspapers are an invaluable source of authentic materials, and their use on the language is very much in keeping with current thinking and practice in teaching pedagogy.*.". There are (15) persons with percentage (50.0%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (4) persons with percentage (13.3%) disagreed. and (2) persons with 6.7% are strongly disagreed.
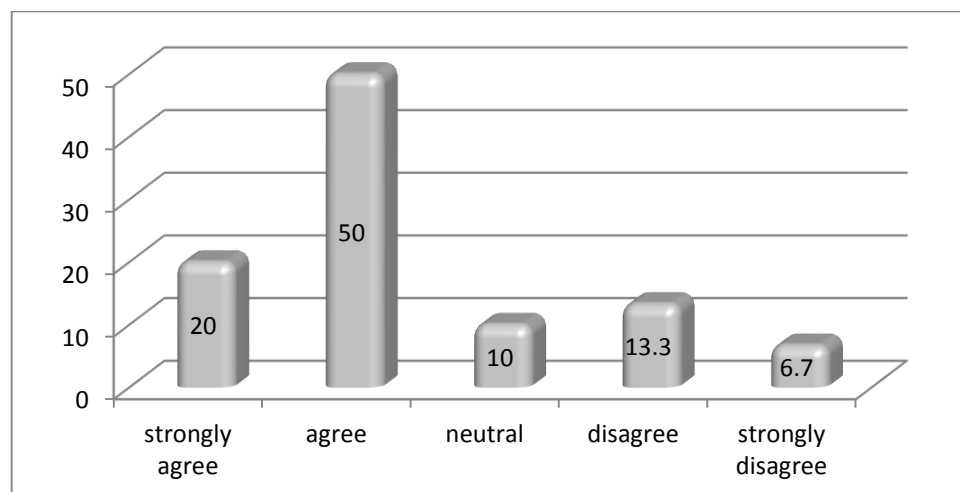
Newspapers or magazines are a must-have in every classroom, even beginner classrooms. There are a number of ways to use newspapers in the classroom, ranging from simple reading exercises to more complex writing and response assignments. Here are suggestions on how to use newspapers in class arranged by linguistic objective. As far as reading is concerned we can have straight forward reading: Have students read an article and discuss. Ask students to find articles from different nations on a global topic. Students should compare and contrast how different nations cover the news story.

Statement No. (*12*) *The diversity of information in newspapers enables teachers of English for specific purposes as well as teachers of general English, to choose current materials to suit the precise needs and interests of their students*.

Table No. (12) Table No (12) The Frequency Distribution for the Respondents' Answers of statement No.(12)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	8	26.7	26.7	26.7
agree	8	26.7	26.7	53.3
neutral	3	10.0	10.0	63.3
disagree	8	26.7	26.7	90.0
strongly disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

Judging by the above table No.(12) and figure No (12) we can see that there are (8) persons in the study's sample with percentage (26.7%) strongly agreed with " ***The diversity of information in newspapers enables teachers of English for specific purposes as well as teachers of general English, to choose current materials to suit the precise needs and interests of their students*** .". There are (8) persons with percentage (26.7%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (8) persons with percentage (26.7%) disagreed. and (3) persons with 10.0% are strongly disagreed.
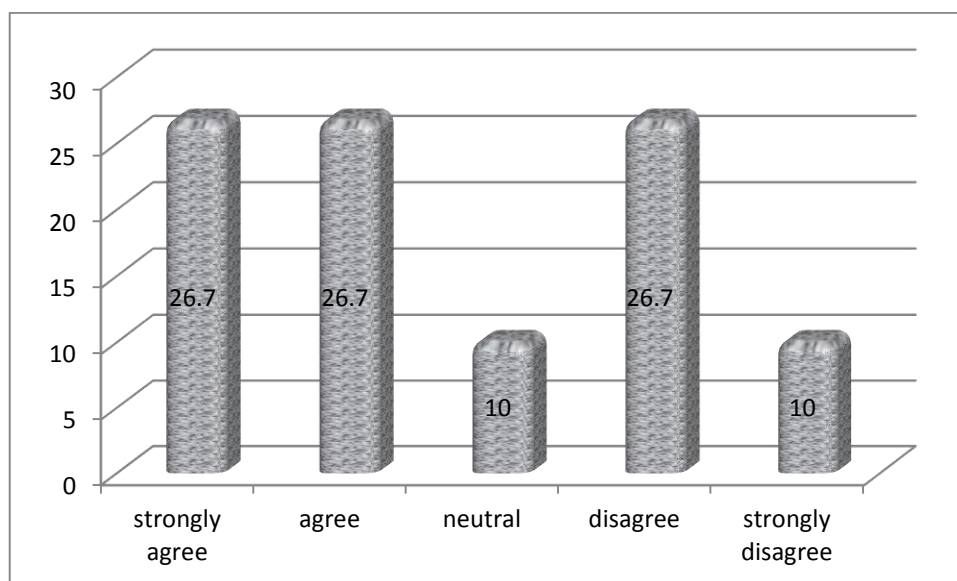
Ask any new ESL/EFL teacher (or, for that matter, a seasoned teacher) what comes to mind as an authentic reading activity for their learners and almost certainly one of the first things they will say is "using a newspaper". There has been much use and abuse of newspapers in the ELT profession. This article takes a fresh look at newspapers and suggests what to do, and what to perhaps AVOID doing. Why do so many teachers like using newspapers? Well, to start with, newspapers are much more current than coursebooks. There is also a lot of information in newspapers which make them an excellent springboard for lessons. Finally, there are lots of different kinds of texts in newspapers (narratives, stories, letters, advertisements, reports…

If you are going to use a newspaper, the task itself should be authentic wherever possible, not merely the material. One aim of reading newspapers should be to encourage their reading outside the classroom as

well. If you TEFLise a text too much, you run the risk of killing the enjoyment from it.

Statement No.(13) *Newspapers have a degree of open-endedness built into them; this means that they are particularly suitable for mixed-ability classes, and that the stronger students in the class will have little or no advantage.*

Table No (13) The Frequency Distribution for the Respondents' Answers of Statement No.(13)

Variables	Frequency	Percent%
strongly agree	3	13.3
agree	14	46.7
neutral	3	10
disagree	7	20
strongly disagree	3	10
Total	30	100.0

It is clear from the above table No.(13) and figure No (13) that there are (3) persons in the study's sample with percentage (13.3%) strongly agreed with that " *Newspapers have a degree of open-endedness built into them; this means that they are particularly suitable for mixed-ability classes, and that the stronger students in the class will have little or no advantage.*.". There are (7) persons with percentage (20.0%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (14) persons with percentage (46.7%) disagreed. and (3) persons with 10% are strongly disagreed.
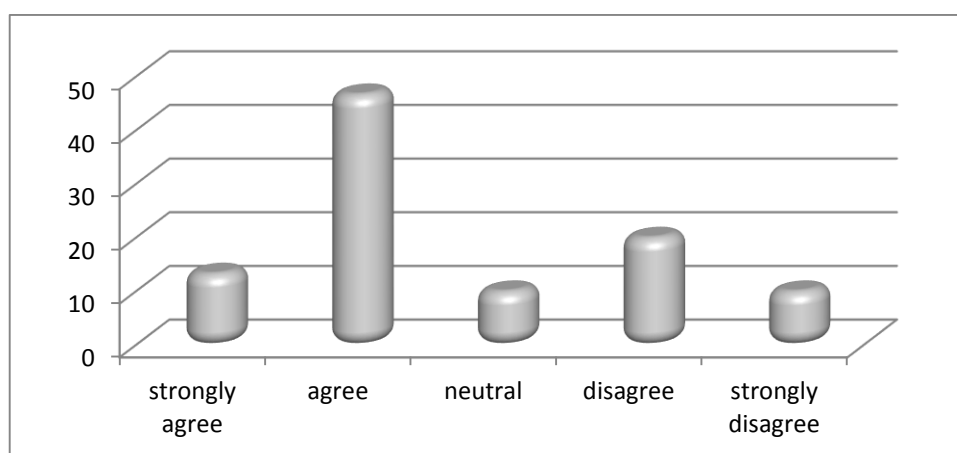
Use English language newspapers produced for the local community if you are teaching in a country where English is not an official language. Many large cities will have a newspaper in English. The topics within

these papers are likely to have more of an impact on the learners than topics that are specific to the British or American press. Allow learners to select an article that interests them, work on it and report back to other learners. Be clear on aims. Is it reading or speaking you want to practice? Or both? Get learners to read outside class as much as possible. Make your tasks as authentic as the material. Tasks like "underline all the verbs in the past" are of limited value and should be used sparingly. Think about what people do when they read newspapers in their own language. Help learners in mixed classes to become particularly better learners. Reading is a great way of acquiring language. If you can get your learners to regularly dip into English newspapers then their reading skills, writing skills and vocabulary will improve. Talk about reading and comprehension of English texts with your learners as well, and share strategies that they use when reading. How often do they use a dictionary for example? At the end of a course, do they feel they are reading faster or better?

Statement No.(14) *A possible explanation for Sudanese students' reluctance to read can be found in the way in which reading has been traditionally taught.*

Table No (14) The Frequency Distribution for the Respondents' Answers of Statement No.(14)

Valid	Frequency	Percent%
strongly agree	13	34.4
agree	10	33.3
neutral	3	10
disagree	3	10
strongly disagree	1	3.3
Total	30	100.0

It is clear from the above table No.(14) and figure No (14) that there are (13) persons in the study's sample with percentage (34.4%) strongly agreed with that " *A possible explanation for Sudanese students' reluctance to read can be found in the way in which reading has been traditionally taught.*

.". There are (10) persons with percentage (33.3%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (3) persons with percentage (10.0%) disagreed. and (1) persons with 3.3% are strongly disagreed.
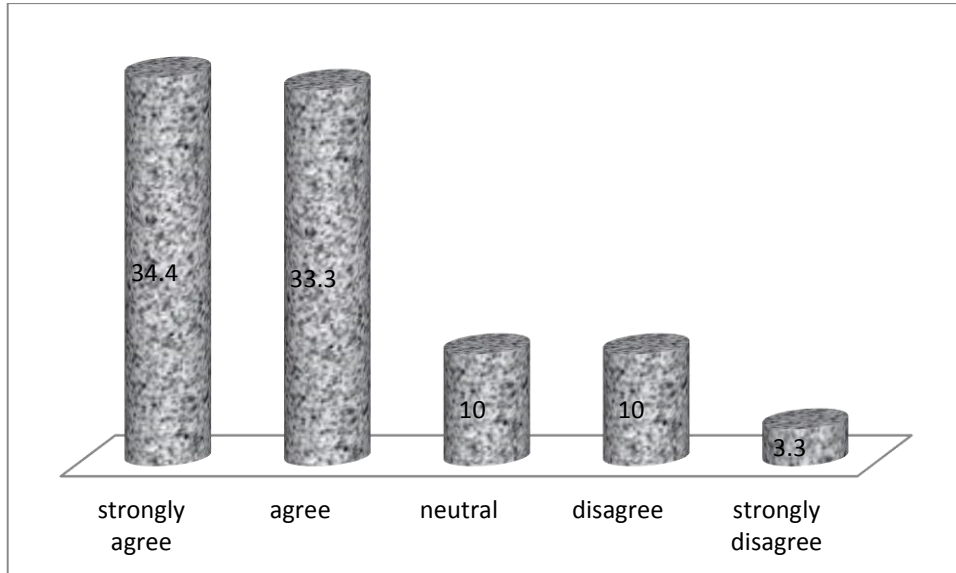
Direct learners to the letters to the editors page of the newspaper. Ask them to read some of the letters and discuss in pairs which ones they find most interesting/ controversial/ easy to understand. Feedback on this as a class. There is often one or more letters in the letter to the editor section that can spark discussion or a controversy.

Now ask learners to write their own letter to the editor. They can respond to one of the letters on the page, or they can write about a recent news item. They must write between 25 and 75 words. When they have finished, ask them to compare letters with a partner and try to peer correct any big mistakes. Circulate and monitor. Then post the letters to the editor around the class. If someone responded to an earlier letter then they should copy and cut out the original letter to which they are responding.

Statement No (15) *In reading lessons teachers do the most the job ,however, newspapers would allow more opportunities for students to read on their own.*

Table No (14) The Frequency Distribution for the Respondents' Answers of Statement No.(14)

Variables	Frequency	Percent%
strongly agree	3	13.3
agree	14	46.7
neutral	3	10
disagree	7	20
strongly disagree	3	10
Total	30	100.0

It is clear from the above table No.(13) and figure No (13) that there are (3) persons in the study's sample with percentage (13.3%) strongly agreed with that " *In reading lessons teachers do the most the job ,however, newspapers would allow more opportunities for students to read on their own.* ..". There are (7) persons with percentage (20.0%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (14) persons with percentage (46.7%) disagreed. and (3) persons with 10% are strongly disagreed.
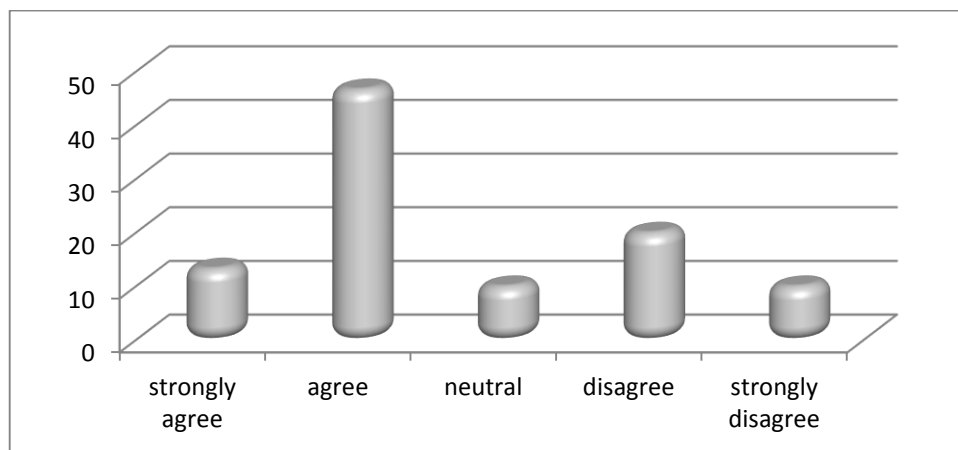
table (16) the mean and standard deviation and chi-square values   for theHypothesis (1) :

Nom.	Statement	mean	SD	Chi square	p-value
1	Incorporating newspaper language in English language classes can be much advantageous.	3.6	0.8	29	0.023
2	Language is an expression of culture and individuality of the speakers; hence newspaper language is well placed to cater for that diversity.	2.4	0.5	28	0.010
3	Translating creative works (literary works) taken from daily English papers can help widen the scope of knowledge of undergraduate students.	3.3	0.7	23	0.006
4	All cultures at the same time dynamic and reluctant to undergo any change but through reading can be understood. Newspapers help a lot in that direction.	2.5	3.8	15	0.046
5	The deeper context is embedded in its culture, the more difficult it is to work on. Topics taken from newspapers facilitate understanding that complex situation.	3.4	2.5	22	0.000
6	Newspapers also keep students informed about what is happening in the world, thereby extending their knowledge and deepening their understanding.	2.8	1.7	12	0.000
7	Newspapers are an invaluable source of cultural information, and the more widely students read, the greater their understanding widens of socio-cultural meaning.	2.9	4.8	34	0.000
8	means that any one newspaper will invariably contain something The enormous variety of subject-matter in newspapers of value or concern to every reader.	2.7	0.5	22	0.000
9	Newspapers report real-life events, and this arouses our natural curiosity about the world around us and our fellow human beings.	2.9	0.7	32	0.023
10	Reading newspapers inside the classroom can help students discover their own tastes and interests.	2.6	0.5	22	0.036
11	English newspapers are an invaluable source of authentic materials, and their	3.6	0.8	22	0.023

	use on the language is very much in keeping with current thinking and practice in teaching pedagogy.				
12	The diversity of information in newspapers enables teachers of English for specific purposes as well as teachers of general English, to choose current materials to suit the precise needs and interests of their students.	3.4	0.5	28	0.010
13	Newspapers have a degree of open-endedness built into them; this means that they are particularly suitable for mixed-ability classes, and that the stronger students in the class will have little or no advantage.	3.6	0.8	29	0.023
14	A possible explanation for Sudanese students' reluctance to read can be found in the way in which reading has been traditionally taught.	2.4	0.5	28	0.010
15	In reading lessons teachers do the most the job ,however, newspapers would allow more opportunities for students to read on their own.	3.3	0.7	23	0.006

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Incorporating newspaper language in English language classes can be much advantageous."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Language is an expression of culture and

individuality of the speakers; hence newspaper language is well placed to cater for that diversity..

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Translating creative works (literary works) taken from daily English papers can help widen the scope of knowledge of undergraduate students."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "All cultures at the same time dynamic and reluctant to undergo any change but through reading can be understood. Newspapers help a lot in that direction."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The deeper context is embedded in its culture, the more difficult it is to work on. Topics taken from newspapers facilitate understanding that complex situation." .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed

with the statement "Newspapers also keep students informed about what is happening in the world, thereby extending their knowledge and deepening their understanding." .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) question was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Newspapers are   an invaluable source of cultural information, and the more widely students read, the greater their understanding widens of   socio-cultural meaning.".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "means that any one newspaper will invariably contain something The enormous variety of subject-matter in newspapers of value or concern to every reader.. (to be aware of what can cause difficulties for the students and what might be the causes and be ready to overcome them).

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) question was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Newspapers report real-life events, and this arouses our natural curiosity about the world around us and our fellow human beings.".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Reading newspapers inside the classroom can help students discover their own tastes and interests".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement ".English newspapers are an invaluable source of authentic materials, and their use on the language is very much in keeping with current thinking and practice in teaching pedagogy."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The diversity of information in newspapers enables teachers of English for specific purposes as well as teachers of general English, to choose current materials to suit the precise needs and interests of their students.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Newspapers have a degree of open-endedness built into them; this means that they are particularly suitable for mixed-ability

classes, and that the stronger students in the class will have little or no advantage .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "A possible explanation for Sudanese students' reluctance to read can be found in the way in which reading has been traditionally taught"

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "In reading lessons teachers do the most the job ,however, newspapers would allow more opportunities for students to read on their own."

Hypothesis two: *There are other types of hurdles that students come across in addition to idiomatic expressions and collocations in relation to journalistic register.*

Statement No.(1)*I try to familiarize my students with the language of newspapers by following a fairly simple way of presenting the journalistic jargon.*

Table No (17) The Frequency Distribution for the Respondents' Answers of statement No.(1)

Variables	Frequency	Percent
Always	7	23.3
Often	16	53.3
Sometimes	1	3.3
Seldom	4	13.3
Never	2	6.7
Total	30	100.0

As noted from the above table (17) and figure (16) It is clear that there are **(7)** persons in the study's sample, i.e. (23.3%), have responded "**always**" to the statement, **".*I try to familiarize my students with the language of newspapers by following a fairly simple way of presenting the journalistic jargon.".** Sixteen persons', i.e. (53.3%), responses to the statement have been "often" ,
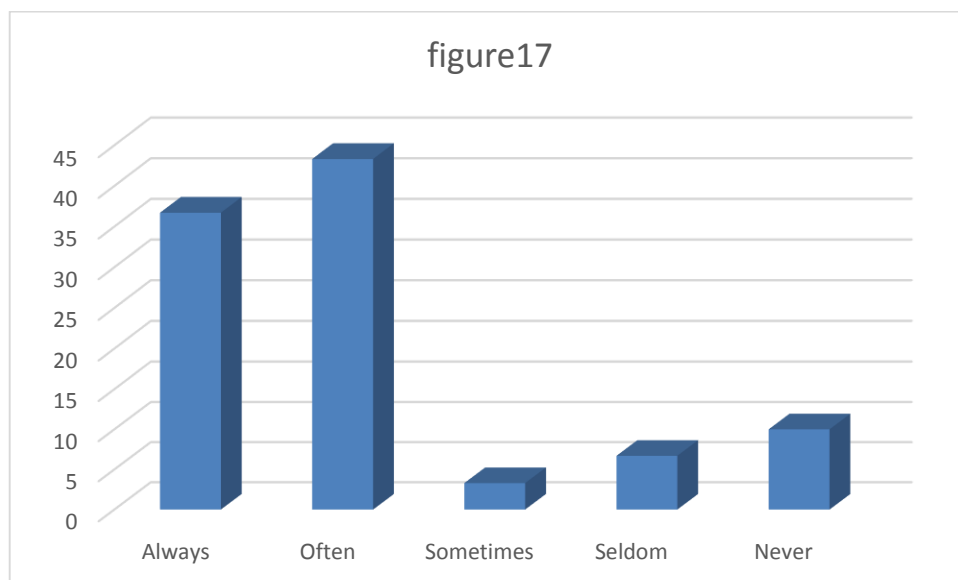

figure16
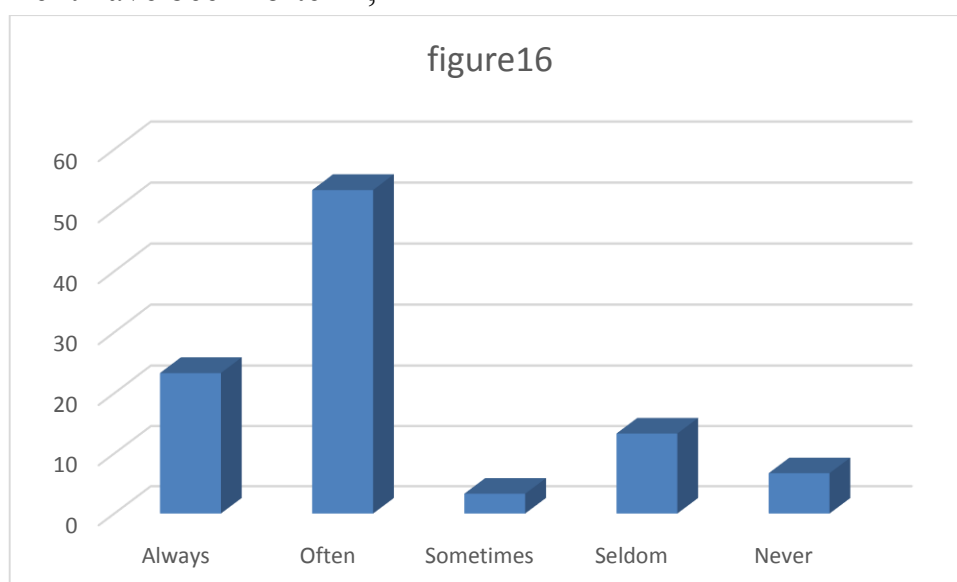
, **(1)** person's, i.e. (3.3%), response has been "**sometimes**" to the statement, **(4)** persons', i.e. (13.3%), responses have been "**seldom,**" whereas **(2)** persons', i.e. 6.7%, responses have been "**never.**"

Statement (2): *I design writing and vocabulary tasks that arouse students' interest and help them learn more about the different journalistic styles and even ways of journalistic writing*.

Table No (18): The Frequency distribution of the respondents' responses to statement (2)

Variables	Frequency	Percent
Always	11	36.7
Often	13	43.3
Sometimes	1	3.3
Seldom	2	6.7
Never	3	10.0
Total	30	100.0

Judging by the table (18) and figure (17) above, it is clear that **(11)** persons', in the study's sample, i.e. (36.7%), have responded "**always"** to **"** *I design writing and vocabulary tasks that arouse students' interest and help them learn more about the different journalistic styles and even ways of journalistic writing*.**"**


figure17

Thirteen persons', i.e. (43.3%), responses are "**often**", **(1)** person's, i.e. (3.3%), response has been "**sometimes**", **(2)** persons', i.e. (6.7 %), responses have been "**seldom**," whereas **(3)** persons', i.e. (10.0%), responses have been "**never.**"

Statement (3): *I pre-teach new vocabulary, grammatical items and provide my students with background knowledge, socio-cultural knowledge and linguistic knowledge before we start reading a newspaper text. All the aforementioned items are closely linked with the context of the text to be handled.*

Table No (19) The Frequency distribution of the respondents' responses to statement (3)

Valid	Frequency	Percent
Always	16	53.3
Often	8	26.7
Sometimes	2	6.7
Seldom	2	6.7
Never	2	6.7
Total	30	100.0

Considering the above table (18) and figure (17) It is clear that there are **(16)** persons in the study's sample with percentage (53.3%) answered **always** with **"** *I pre-teach new vocabulary, grammatical items and provide my students with background knowledge, socio-cultural knowledge and linguistic knowledge before we start reading a newspaper text. All the aforementioned items are closely linked with the context of the text to be handled…***".**
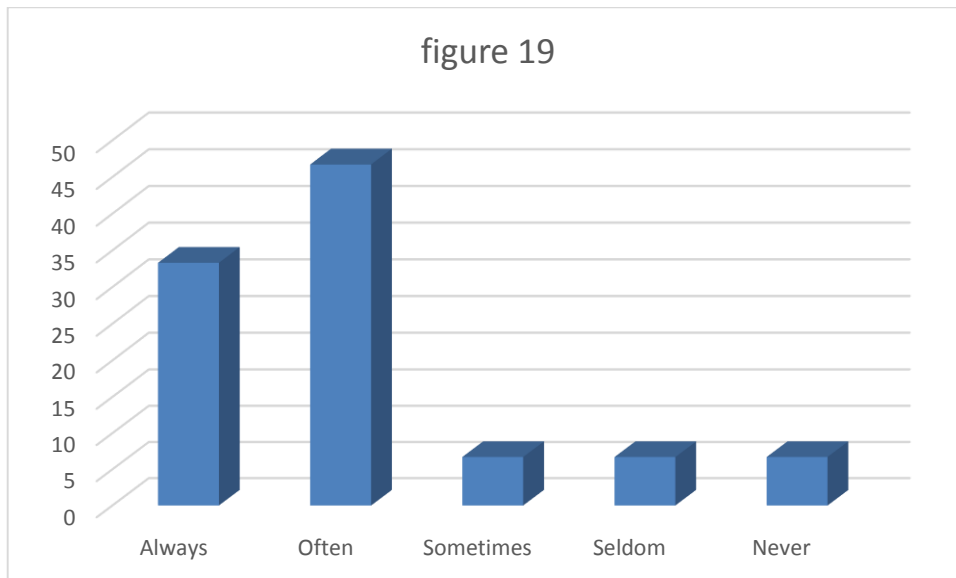
figure 17
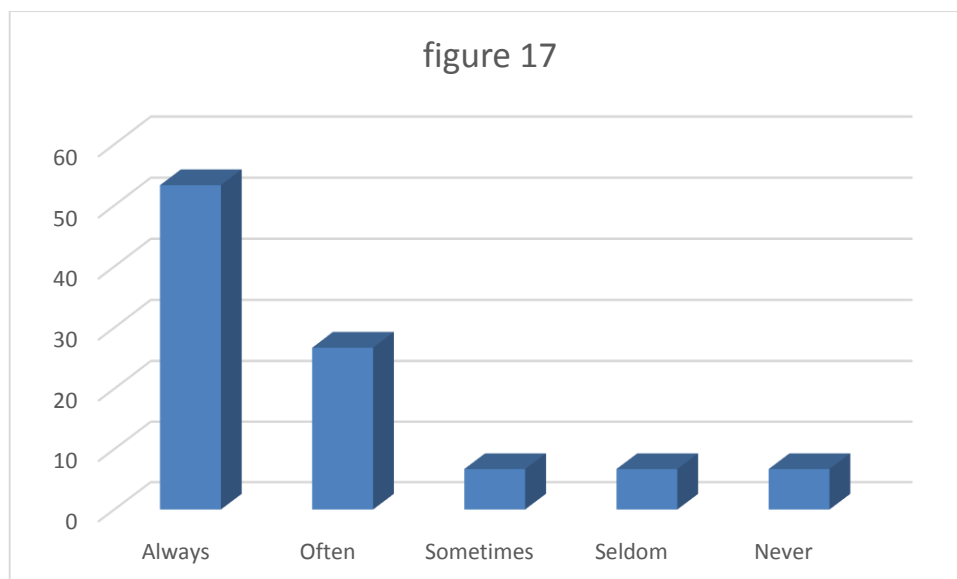
There are **(13)** persons with percentage (43.3%) answered **Often** with that, and **(8)** persons with percentage (26.7%) answered **Sometimes** with that, and **(2)** persons with percentage (6.7%) answered **Seldom.** And **(2)** persons with 6.7% answered **Never.**

Statement No.(4):*I use newspaper cut-outs of different sorts to teach reading comprehension. I prefer to draw on locally or nationally published papers because the cultural gap is narrow and thus help making understanding easy and the whole text accessible.*

Table No (19)The Frequency Distribution for the Respondents' Answers of statement No.(4)

Variables	Frequency	Percent
Always	11	36.7
Often	13	43.3
Sometimes	1	3.3
Seldom	2	6.7
Never	3	10.0
Total	30	100.0

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Judging by the above table (19) and figure (18) It is clear that there are **(11)** persons in the study's sample with percentage (36.7%) answered **always** with " *I use newspaper cut-outs of different sorts to teach reading comprehension. I prefer to draw on locally or nationally published papers because the cultural gap is narrow and thus help making understanding easy and the whole text accessible. .*".

figure 19

There are **(13)** persons with percentage (43.3%) answered **Often** with that, and **(1)** persons with percentage (3.3%) answered **Sometimes** with that, and **(2)** persons with percentage (6.7%) answered **Seldom.** And **(3)** persons with 10.0% answered **Never.**

Statement No.(5): *I help my students to read and try to grasp the main ideas depending on their background knowledge and context of situations rather than   understanding every single word or phrase.*

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**Table No (20)The Frequency Distribution for the Respondents'
Answers of statement No.(5)**

Valid	Frequency	Percent
Always	10	33.3
Often	14	46.7
Sometimes	2	6.7
Seldom	2	6.7
Never	2	6.7
Total	30	100.0

As noted from table (20) and figure (19) above, it is clear that the responses of **(10)** persons in the study's sample, i.e. (33.3%), have been "**always" to the statement, "** *I help my students to read and try to grasp the main ideas depending on their background knowledge and context of situations, rather than   understanding every single word or phrase*."
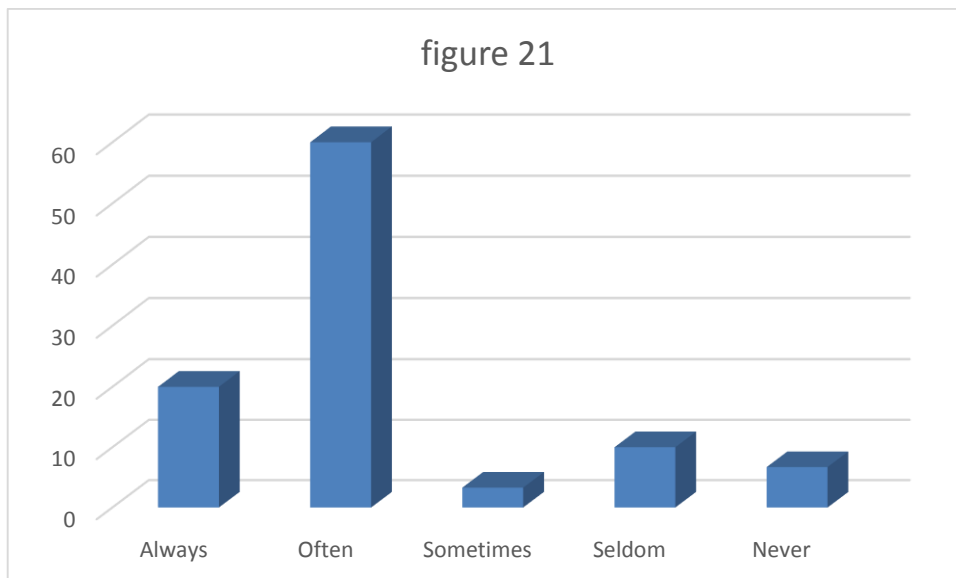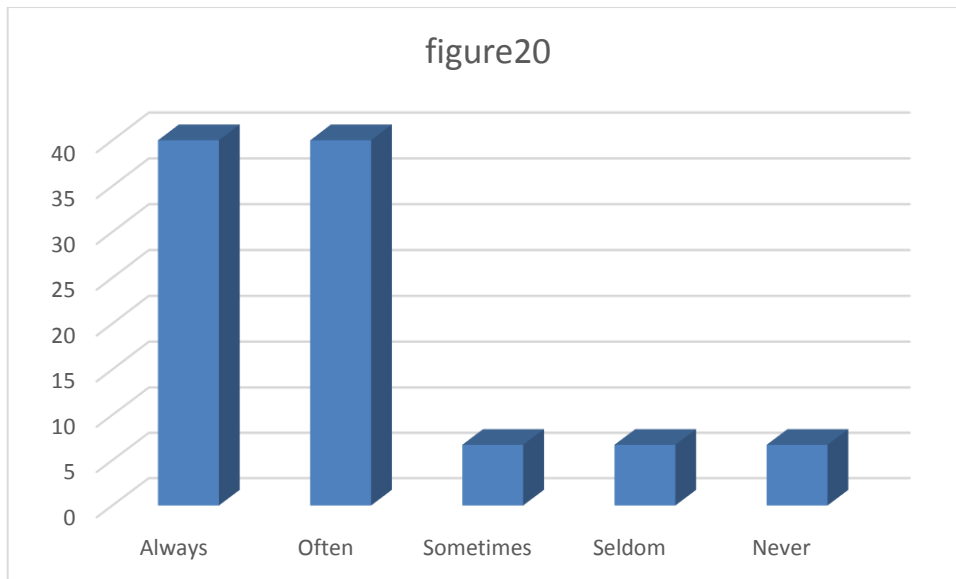

figure 19
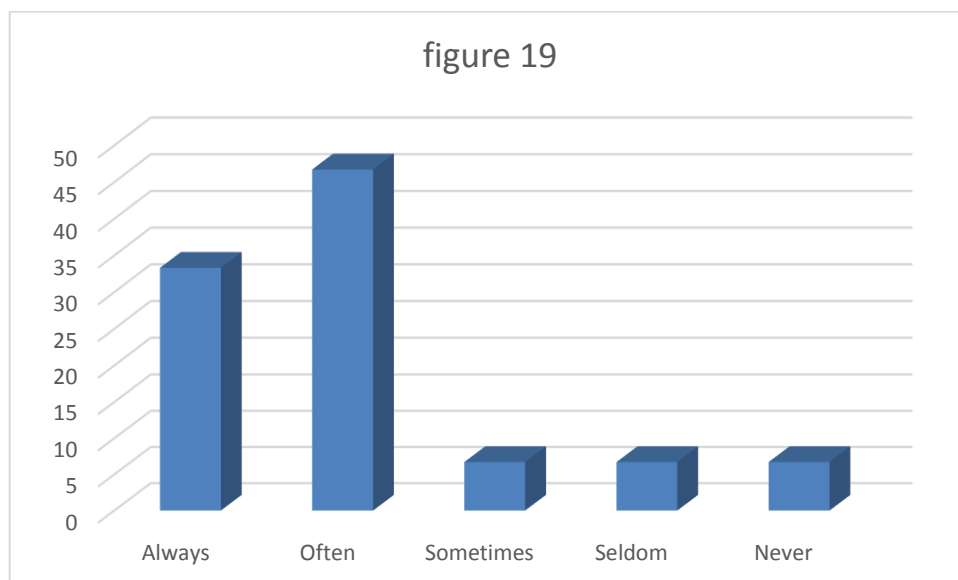
Fourteen persons', i.e. (46.7%), responses have been "**often"** to the statement, **(2)** persons', i.e. (6.7%), responses have been "**sometimes",** **(2)** persons', i.e. (6.7%), responses have been "**seldom,"** whereas **(2)** persons', i.e. (6.7%), responses have been **"never."**

Statement (6): *I teach journalistic jargon through carefully adapted texts to moderately small classes, where I can have good control over my students, hence make learning interesting and challenging through providing everyone with an opportunity to speak up their minds.*

Table No (21) The Frequency distribution for the respondents' responses to statement (6)

Valid	Frequency	Percent
Always	12	40.0
Often	12	40.0
Sometimes	2	6.7
Seldom	2	6.7
Never	2	6.7
Total	30	100.0

As regards the above table (21) and figure (20) It is clear that there are **(12)** persons in the study's sample with percentage (40.0%) answered **always** with **"** *I teach journalistic jargon through carefully adapted texts to moderately small classes where I can have good control over my students and hence makes learning interesting and challenging through providing everyone with an opportunity to speak up their minds.. .***".**

figure20

figure 21

Twelve persons', i.e. (40.0%), responses have been "**often"** to that statement, **(2)** persons', i.e. (6.7%), responses have been "**sometimes"** to that, **(2)** persons', i.e. (6.7%), responses have been "**seldom,"** whereas **(2)** persons', i.e. (6.7%), responses have been "**never."**

Statement (7): *I design reading and writing tasks, through a careful process of simplification of the newspaper authentic material, in a way that attracts our students to get readily involved with their tasks quite gleefully.*

Table No (22) The Frequency distribution of the respondents' responses to statement (7).

		Frequency	Percent
Valid	Always	6	20.0
	Often	18	60.0
	Sometimes	1	3.3
	Seldom	3	10
	Never	2	6.7
	Total	30	100.0

Judging by table (22) and figure (21) above, it is clear that, in the study's sample, **(6)** persons', i.e. (20.0%), responses have been "**always**" to the statement,**" *I design reading and writing tasks, through careful process of simplification of the newspaper authentic material, in a way that attracts our students to get readily involved with their tasks quite gleefully."***

figure 21
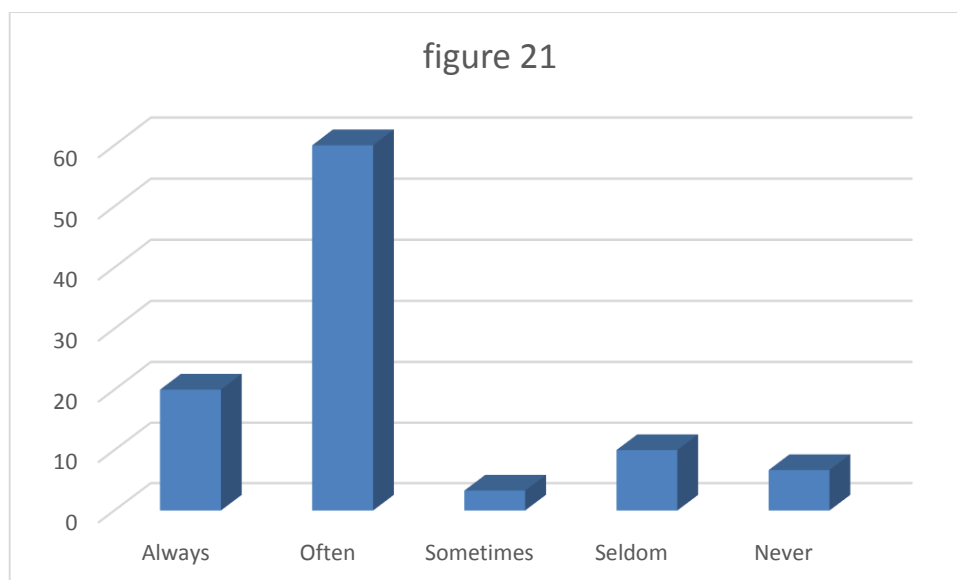
 Eighteen persons', i.e. (60.0%), responses have been "**often**" to that, **(1)** person's, i.e. (3.3%), response has been "**sometimes**" to that, **(3)** persons' i.e.   (10.0%), responses have been "**seldom,**" whereas **(2)** persons', i.e. (6.7%), responses have been "**never.**"

Statement (8): *I try to raise my students' awareness of the purpose of reading and writing tasks from journalistic texts, and encourage them to interact using the language of the texts or, at least, some words from such texts.*

Table No (23) The Frequency distribution of the respondents' responses to statement 8

Valid	Frequency	Percent
Always	7	23.3
Often	18	60.0
Sometimes	1	3.3
Seldom	2	6.7
Never	2	6.7
Always	30	100.0

in the study's

Judging by table (23) and figure (22) above, it is clear that, in the study's sample, **(7)** persons', i.e. (23.3%), responses have been "**always" to '' *I try to raise my students' awareness of the purpose of reading and writing tasks from a journalistic texts, and encourage them to interact using the language of the texts or, at least, some words from such texts.*
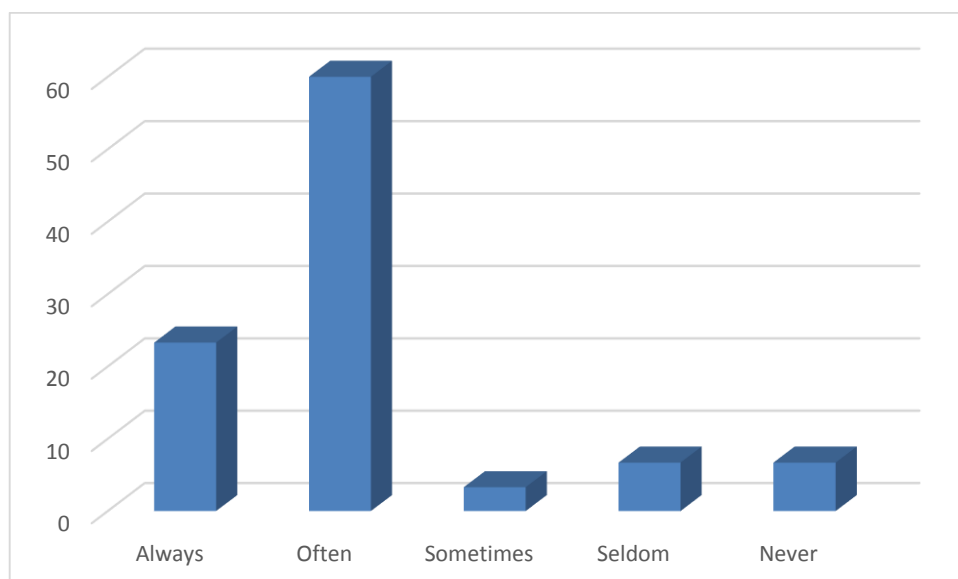
Eighteen persons', i.e. (60.0%), responses have been "**often"** to that, **(1)** person's, i.e. (3.3%), has been "**sometimes"** to that, **(2)** persons', i.e. (6.7%), responses have been "**seldom,"** whereas **(2)** persons', i.e. 6.7%, have been, "**never."**

Statement No.(9): *Prediction and inference are two of the major strategies that I excessively draw upon in order to help my students go about their new text. This is of course intended to help them become independent readers*.

Table No (24) The Frequency Distribution for the Respondents' Answers of statement No. (9)

valid	Frequency	Percent
Always	6	20.0
Often	11	36.7
Sometimes	3	10.0
Seldom	8	26.7
Never	2	6.7
Total	30	100.0

From the above table (24) and figure (23) It is clear that there are **(6)** persons in the study's sample with percentage (20.0%) answered **always** with **"** *Prediction and inference are two of the major strategies that I excessively draw upon in order to help my students go about their new text. This is of course intended to help them become independent readers.. .*".

figure 23
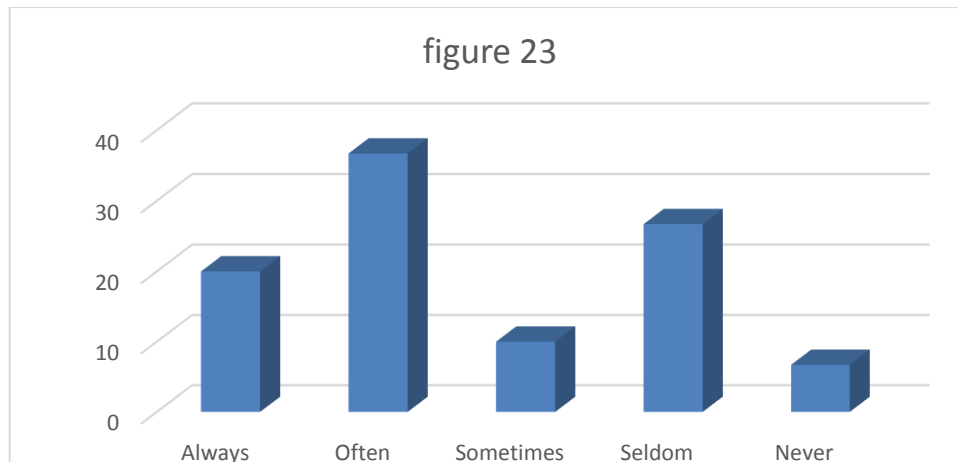
There are **(11)** persons with percentage (36.7%) answered **Often** with that, and **(3)** persons with percentage (10.0%) answered **Sometimes** with that, and **(8)** persons with percentage (26.7%) answered **Seldom.** And **(2)** persons with 6.7% answered **Never.**

Statement No.(10): *I raise my students' attention to the importance of daily reading newspapers and drawing on their styles in their writing. I make it clear that due to cultural barriers a journalistic text can turn out to be difficult however this should not stop them from getting along with their task.*

Table No (25) The Frequency Distribution for the Respondents' Answers of statement No.(10)

variables	Frequency	Percent
Always	4	13.3
Often	6	20.0
Sometimes	1	3.3
Seldom	13	43.3
Never	6	20.0
Total	30	100.0

From table (25) and figure (24) above, it is clear that, in the study sample, **(4)** persons', i.e. (13.3%), responses have been "**always**" **to the statement,** *"I raise my students' attention to the importance of daily reading newspapers and drawing on their styles in their writing. I make it clear that, due to cultural barriers, a journalistic text can turn out to be difficult. However, this should not stop them from getting along with their task."*

figure24
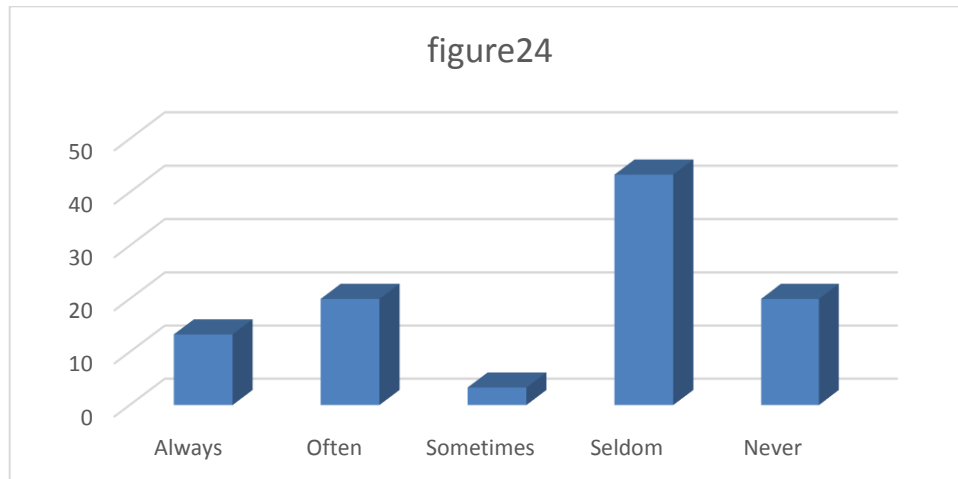
Six persons', i.e. (20.0%), responses have been "**often**" to that, one person's, i.e. (3.3%), response has been "**sometimes**" to that,**(13)** persons', i.e.　(43.3%), responses have been "**seldom,**" whereas **(6)** persons', i.e. (20.0%), responses have been "**never.**"

Table No.(26) Chi-Square Test results for respondents' responsess to the questions of the study hypothesis :

Nom.	Statement	mean	SD	Chi square	p-value
1	*I try to familiarize my students with the language of newspapers by following a fairly simple way of presenting the journalistic jargon.*	2.4	1.9	12	0.00
2	*I design writing and vocabulary tasks that arouse students' interest and help them learn more about the different journalistic styles and even ways of journalistic writing*	2.5	2.6	17	0.00
3	*I pre-teach new vocabulary, grammatical items and provide my students with background knowledge, socio-cultural knowledge and linguistic knowledge before we start reading a newspaper text. All the aforementioned items are closely linked with the context of the text to be handled.*	2.4	2.4	13	0.00
4	*I use newspaper cut-outs of different sorts to teach reading comprehension. I prefer to draw on locally or nationally published papers because the cultural gap is narrow and thus help making understanding easy and the whole text accessible.*	3	0.8	25	0.03
5	*I help my students to read and try to grasp the main ideas depending on their background knowledge and context of situations rather than understanding every single word or phrase.*	2.9	1.6	20	0.00
6	*I teach journalistic jargon through carefully adapted texts to*	2.4	1.9	12	0.00

	moderately small classes where I can have good control over my students and hence makes learning interesting and challenging through providing everyone with an opportunity to speak up their minds..				
7	*I design reading and writing tasks through careful process of simplification of the newspaper authentic material in a way that attracts our students to get readily involved with their tasks quite gleefully.*	2.5	1.4	17	0.00
8	*I try to raise my students' awareness about the purpose of reading and writing tasks from journalistic texts and encourage them to interact using the language of the text or at least some words from the text.*	2.7	2.6	15	0.00
9	*Prediction and inference are two of the major strategies that I excessively draw upon in order to help my students go about their new text. This is of course intended to help them become independent readers.*	2.8	0.8	20	0.001
10	*I raise my students' attention to the importance of daily reading newspapers and drawing on their styles in their writing. I make it clear that due to cultural barriers a journalistic text can turn out to be difficult however this should not stop them from getting along with their task.*	2.5	0.7	21	0.008

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "*I try to familiarize my students with the language of newspapers by following a fairly simple way of presenting the journalistic jargon. .*

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "*I design writing and vocabulary tasks that arouse students' interest and help them learn more about the different journalistic styles and even ways of journalistic writing*

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (3) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement" *I pre-teach new vocabulary, grammatical items and provide my students with background knowledge, socio-cultural knowledge and linguistic knowledge before we start reading a newspaper text. All the aforementioned items are closely linked with the context of the text to be handled.*

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "*I use newspaper cut-outs of different sorts to teach reading comprehension. I prefer to draw on locally or nationally*

published papers because the cultural gap is narrow and thus help making understanding easy and the whole text accessible.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement (*I help my students to read and try to grasp the main ideas depending on their background knowledge and context of situations rather than understanding every single word or phrase*

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (6) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "*I teach journalistic jargon through carefully adapted texts to moderately small classes where I can have good control over my students and hence makes learning interesting and challenging through providing everyone with an opportunity to speak up their minds..*

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (7) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "*I design reading and writing tasks through careful process of simplification of the newspaper authentic material in a way that attracts our students to get readily involved with their tasks quite gleefully.*

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (8) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the

answers of the respondents, which support the respondent who agreed with the statement "*I try to raise my students' awareness about the purpose of reading and writing tasks from journalistic texts and encourage them to interact using the language of the text or at least some words from the text.*

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (9) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "*Prediction and inference are two of the major strategies that I excessively draw upon in order to help my students go about their new text. This is of course intended to help them become independent readers*.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (10) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (11) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "*I raise my students' attention to the importance of daily reading newspapers and drawing on their styles in their writing. I make it clear that due to cultural barriers a journalistic text can turn out to be difficult however this should not stop them from getting along with their task.*

According to the previous result we can say that the second hypothesis of our study is accepted.

CHAPTER FIVE

CONCLUSION, SUGGESTIONS AND RECOMMENDATIONS

This chapter provides a summary of the study, conclusions, recommendations and suggestions for further studies.

5.1 Summary and Conclusions

This study is an attempt to investigate the possibility of **incorporating newspaper language into classrooms to enhance students' Communicative Competence**. The process of using journalistic style in classroom setting includes translating some of the text to be handled with the students. This in itself poses the greatest difficulty ever as the journalistic style is enormously punctuated with wide use of collocation and other types of figurative language namely metaphors.

To carry out this work the researcher used two tools to collect the relevant data to inform the present study. Two questionnaires for the teachers and a test for the students were used. At Sudanese universities postgraduate students of translation have special difficulty in dealing with press language. Sanderson (1999) puts forth strong arguments in favor of using newspapers within the classroom. He asserts that using newspapers within the classroom encourages extensive reading by giving students the confidence, the motivation and the ability to continue their reading outside the classroom. Newspapers also keep students informed about what is happening in the world, thereby extending their knowledge and deepening their understanding. For this reason, they are of general educational value and importance to students.

English newspapers are an invaluable source of authentic materials, and their use on the language is very much in keeping with current thinking and practice in teaching pedagogy. Indeed, for many students, the ability

to read and understand English language newspapers for work purposes represents a very real and tangible goal to aim for. Using newspaper materials in the classroom will also be particularly helpful for those students who may go to live or work in that target language community.

Language and culture are inextricably linked, and the newspapers of a given target community reflect its culture through the language they contain. At one level, culture permeates language through references to the people, places, institutions, customs and traditions of that community. Newspapers are therefore an invaluable source of cultural information, and the more widely students read, the greater their understanding of this socio-cultural meaning.

Newspapers contain a wide variety of text types and language styles not easily found in conventional language-learning materials (e.g. general course books), and students need to become familiar with such language forms. Newspapers provide a natural source of the varieties of written English that become increasingly important to students and valuable for language study as they progress.

This study primarily involved a survey, comprised of two sets of data collection techniques a test and a questionnaire (for lecturers) concerning translation and language learning in order to incorporate newspaper language into classroom. Moreover, in order to discover more deeply the relationships and among learners' beliefs about translation, strategy use, use lf newspaper language and individual demographic variables, interviews were a conducted with students as well. Sampling, tools for collecting and analyzing data will be described and discus in details.

The researcher has adopted the descriptive and analytical approach. The cross sectional method (selecting a representation sample from the study

population) is the most suitable study design for this study because it helps in obtaining the overall picture of the difficulties encounter M.A students in translating English lexical items from newspapers into Arabic. The population of this study was represented by M.A students from the Sudan University of Science and Technology, College of Languages Department of English. The total sample was (100) students. The sample was chosen as a sample for the current study because they had just finished studying two courses of translation as parts of the university syllabus. They were, therefore, expected to be able to comprehend and translate the sentences of the test.

For the sake of collecting reliable data, the researcher has used two tools as methods of data collection. These tools are: a diagnostic test and a questionnaire. The test was intended for (100) M.A students from the Sudan University of Science and Technology, Department of English, College of Languages. The questionnaire was intended for (10) teachers/translators, Sudan University of Science and Technology. Department of English, College of Languages.

The enormous variety of subject-matter in newspapers means that any one newspaper will invariably contain something of value or concern to every reader. This makes them interesting and motivating reading subjects among students. Newspapers report real-life events, and this arouses our natural curiosity about the world around us and our fellow human beings.

Reading newspapers inside the classroom can help students discover their own tastes and interests. This in turn can play an important role in the process of motivating them to read of their own accord outside the classroom, thereby extending their contact with English.

The study transformed the questions posed by the researcher into three hypothetical statements, which were verified by the end of chapter four, that is, the chapter intended for analysis.

The test is designed according to the criteria of a good test. The sentences are chosen carefully from different English newspapers, such as '*The Independent*', '*The Guardian*', '*The Daily Telegraph*', and '*The Times*' in order to detect the points of difficulties for M.A students in translating English lexical items in newspapers into Arabic; hence for classroom practitioners in incorporating the texts into classrooms. These English daily newspapers are available online, open to free copyright and allowed to be copied without permission. The diversity of information in newspapers enables teachers of English for specific purposes, as well as teachers of general English, to choose current materials to suit the precise needs and interests of their students.

5.2 Suggestions

This study puts forward the following suggestions:

1. The area of news paper language to be used in classroom settings, through the process of translation, is still open to further investigation. As far as the researcher knows, very little research has been conducted in this respect.

2. Newspaper language is authentic, hence plays the role of bridging the cultural gap posed by using English text-books designed for oversees students, or English literature.

3. Reading a daily or weekly newspaper is a good way to study British English and to learn about the UK's culture. It is true that undergraduate students are not, for the moment, prepared to read daily papers though they are abundant on line.

4. The newspapers concern themselves, as far as possible, with the world of politics, business, as well as with the arts and sport. They are written

using formal English. Articles are often long, and the range of vocabulary is great. These are exactly the main areas of vocabulary that our students require to develop their linguistic and communicative competence.

5. Tutors and students are advised against reading the tabloids, except after reading a lot other quality-newspapers. The tabloids are written using casual English (the use of slang can make them difficult to understand for foreigners). Articles are often short and illustrated with pictures. It is often said that the popular Press aims to entertain its readers rather than inform them.

5.3 Recommendations

1. Students and tutors are recommended to visit the BBC site in which there is a section for teaching and learning English from newspapers. This section is provided with a carefully explained set of glossaries.

2. Newspapers have a degree of open-endedness built into them; this means that they are particularly suitable for mixed-ability classes, and that the stronger students in the class will have little or no advantage. So tutors are advised to draw a lot on newspapers in order to improve their students' linguistic, as well as communicative competence.