



RUB

RUHR-UNIVERSITÄT BOCHUM

NON-FICTIONAL TEXTS — WORKING ON NEWSPAPER ARTICLES

Anna Vierhaus genannt Schulte-Vels, Céline Skrgic Marin

TABLE OF CONTENTS

1. Non-fictional Texts
2. Newspaper Articles
3. The Pros and Cons of Teaching it
4. Typical Approaches to Teaching
5. Didactic Transformation
6. Implementation of the Lesson

1. Non-fictional Texts

Definition: Non-fictional texts are writings that present factual information, real events, and real people. They are based on reality and aim to inform, explain, describe, or argue. Unlike fictional texts, which are based on imagination, non-fictional texts focus on accuracy and truthfulness.

Text types: - Discussion texts

- Explanatory texts, scientific texts

- Instructional texts

- Reports, newspaper articles

- Speeches

- Advertisements

- Letters

...

2. Newspaper Articles

Style: - fairly objective prose

- expository, argumentative or descriptive rather than narrative
- usually clearly structured, often simple and direct

Purpose: - giving truthful information about facts and opinions

- to inform the public
- influence the readers opinion
- containing dates, acts, information about current events and themes

3. The Pros and Cons of Teaching it

Pros	Cons
<ul style="list-style-type: none">- Enhancing Research Skills- Real-World Relevance- Critical Thinking Skills	<ul style="list-style-type: none">- Engagement and Interest- Complexity and Accessibility

4. Typical Approaches to Teaching

Concept Mapping:

- the students receive a series of cards with terms from the text in addition to the reading text
- they read the text and then sort the terms according to which they can explain and which they cannot explain
- working in pairs, they explain the terms from the worksheet to each other
- terms that both partners cannot explain are clarified in class after the partner work
- the students then use the term cards by placing them in a meaningful structure that enables them to reproduce the text content

4. Typical Approaches to Teaching

The 5-step reading method:

- provides students with a routine that they can use to read texts
- five steps always follow each other in the same order and no step should be skipped
- useful for scientific or factual texts
- the individual steps can be well illustrated, which should be clearly displayed in the classroom

4. Typical Approaches to Teaching

The 5-step reading method

Step 1: The students get a rough overview of the text. To do this, the students skim the entire text and look at the picture to get a first impression. **(Scanning)**

Step 2: The students think about what the text could be about and formulate questions about the text. In this way, reading expectations are raised and any existing prior knowledge is activated. **(Asking questions)**

Step 3: The students read the text thoroughly. They highlight key words and underline important information. Important unknown words can be looked up in a dictionary at this stage. However, the students should learn that they do not have to know every single word in order to understand a text. **(Reading)**

Step 4: After each section of meaning, the students take a short break and summarize in their minds what they have just read. It is also possible for the students to formulate short summaries for the individual meaning sections in this phase and make notes if necessary. **(Summarizing)**

Step 5: In the final step, the most important statements and information from the text are repeated again, either in thought or in writing. **(Reviewing)**

4. Typical Approaches to Teaching

Panel Discussion:

- in a panel discussion, representatives of different perspectives discuss a common topic
- some of the students act as representatives of different attitudes or opinions on a topic
- the people in the plenary initially listen, but can contribute at certain points or at the end of the discussion

(Knoll, 2001)

Sources

Stephanie Ashford u.a., Green Line Oberstufe, Klett: Stuttgart, 2014, S. 239 Text skills: Analysis of non-fictional texts

Knoll, J. (2001). Kurs-und Seminarmethoden: Ein Trainingsbuch zur Gestaltung von Kursen und Seminaren, Arbeits- und Gesprächskreisen. Beltz.

Brose, C. (2016). Sachtexte verstehen. Englisch 5-10. Heft 33, S.4-7. Friedrich Verlag GmbH.