

LEVERAGING ENGLISH NEWSPAPERS FOR ENHANCING VOCABULARY, READING, AND WRITING SKILLS IN ESL/EFL CLASSROOM AMONG THE STUDENTS OF A SELECT UNIVERSITY

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Abstract

Learning English as a Second or Foreign Language (ESL/EFL) depends critically on the development of vocabulary, reading, and writing abilities. This study aims to investigate the role of English newspapers in enhancing vocabulary, Reading and writing skills in ESL/EFL classrooms among the students of a select university. The experimental study was conducted adopting both quantitative and qualitative methods; quantitative data were collected through questionnaire survey and qualitative data were taken from focus group discussion. We conducted the study on 60 first-semester English department students who were divided into two groups – an experimental consisting of 30 participants and a control group consisting of 30 participants. After completing the treatment, we gave post-tests to both groups and compared the score of the post-test with that of the pre-test. The test results reveal that the score of the experimental group was better than that of the control group. The implications of these discoveries emphasize the importance of employing newspapers as a multifaceted tool to facilitate language acquisition, indicating that their integration into the ESL/EFL curriculum can considerably improve students' linguistic abilities. We encourage further research in this field with different levels of students and with other English language skills.

Keywords: ESL/EFL, Language Skills, English Newspapers, Vocabulary, Reading, Writing

Introduction

In today's globalized world, having a good level of English proficiency is essential for achieving academic and professional success. Mittal (2014, p.689) states, "English language has become an indispensable part of modern life where every new job opportunity opens with the knowledge and exposure of English". Strong vocabulary, reading, and writing skills are crucial for students who are learning English as a Second or Foreign Language (ESL/EFL). Conventional language teaching frequently depends on textbooks and scripted exercises, which, although successful, may not completely captivate students for language usage in

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real-life situations. In Bangladesh, the most common scenario is that students read textbooks only for class tests, final exams or public exams rather than for personal pleasure or enrichment (Sultana and Singh, 2022). English newspapers provide a valuable and genuine resource that can greatly improve language acquisition with practicality and pleasure. Newspapers serve as a practical tool to bridge the gap between classroom learning and real-world application by offering exposure to current events, distinct writing styles, and diversified terminology. This study examines the possibility of utilizing English newspapers to enhance the vocabulary, reading comprehension, and writing skills of ESL/EFL students at a specific university. It aims to explore how this method can supplement and enhance conventional language training.

In EFL/ESL context, university students have to study their courses in English as most of the books and materials are written in this language. The non-native speakers of this language struggle to a great extent in their academic journey. In this circumstance, materials play a momentous role for EFL/ ESL learners. According to Tomlinson (1998), "materials are anything that can be used by the language learners to facilitate their learning". However, Rao (2019) claims that students hardly show interest in their textbooks while learning the language. Keeping this issue in mind, the EFL/ ESL teachers have started using such materials that can facilitate the learners in various dimensions in dynamic ways.

Moreover, Newspapers, particularly English dailies, are supposed to be such materials for the EFL / ESL learners to learn the English language skills. Avalos and Rivera (2020) state that "a newspaper is a publication that is periodically published present news and informative articles". Shamim et al. (2023) noted that newspapers could be used as well-supported material, which can boost a student's vocabulary and eventually develop proficiency at the secondary level. It helps the learners to learn vocabulary in an inductive way and increases the reading habit by interacting (Abbas et al., 2020). Additionally, there are several purposes for using newspapers in the EFL/ ESL classrooms. It covers all the information happening around us. The vocabularies used in the articles are easy to understand. The images and headlines shown in the articles can catch the reader's attention instantly. Moreover, the writing styles attract the students and motivate them to pay more attention to gaining knowledge of the English language in a congenial environment. Moreover, the articles are written using mixed sentence structures, which provide vast opportunities for the learners to understand the main idea and enhance their writing skills simultaneously.

However, vocabulary and reading are the prerequisites of learning writing

which can be defined in several ways. Trang and Linh (2018) described that writing is a crucial skill for students of the tertiary level. It is not just making a sentence with some words but something more. In the EFL/ ESL classes, writing gives opportunities to the EFL/ ESL learners to explore their thoughts, feelings, ideas and opinions. By reading different types of articles, genres and texts from newspapers, students can get different ideas and they can demonstrate their creativity in writing. According to Hastuti (2020), "students who are well - versed in reading ability and vocabulary mastery will be easier and more fluent in writing texts, and have a high level of confidence" (p. 261). Harmer (2004) exposed that students of EFL / ESL classes have to write their assignments, projects, thesis papers, problem-solving activities and so on. Therefore, learning writing is essential for EFL/ESL learners.

In Bangladesh, English has been taught from the very beginning of students' educational life. In schools and colleges, there are two subjects in English – English 1st paper and English 2nd paper. The testing system of the English 1st paper is followed by reading comprehension and texts, which cover reading and writing skills. In the English second paper, there are grammatical parts and composition parts where students have learned to write according to the question. Thus, in both papers, reading and writing skills are mostly emphasized. As a matter of fact, even after 12 years of practice, students face difficulties in reading texts, articles and so on. As a result, they struggle to generate ideas for writing and become confused when they are asked to write any paragraph or composition on a particular topic. Another fact is that the teachers teach the English language but the medium of instruction is Bangla. Therefore, students cannot learn the language in a proper way.

A number of educators and curriculum experts have worked on English language teaching and explored various methods and techniques. Nevertheless, the performance of the ESL/ EFL learners on vocabulary, reading and writing skills is not satisfactory. They are still lacking lexical knowledge which makes them less concentrated during reading. As a result, students cannot come up with ideas to express their thoughts in writing. Moreover, there are problems in cohesion and coherence. In this situation, materials such as English newspapers can be the source from which students can practice this essential skill of English language inductively. This study is expected to contribute to ESL/EFL teachers and learners in making teaching and learning easier and more enjoyable. This study would be beneficial for students and they will be motivated to learn vocabulary, reading and writing skills through reading newspapers. It will be beneficial for ESL/EFL teachers to analyze the various components presented in this study. It is also hoped that this study will help future researchers who intend to focus on students' language proficiency at different levels. With this background, this study aims to answer the following research questions– a) To what extent does an English newspaper enhance a

student's vocabulary, reading and writing skills in an EFL/ESL classroom? and b) What kind of significant development is seen in a student's vocabulary, reading and writing skills after reading English newspapers?

Literature Review

Enhancing language abilities in ESL/EFL classes through the use of authentic materials has gained a good attention. English newspapers are particularly useful for improving vocabulary, reading comprehension, and writing abilities among them. According to Wijayanti (2020), "A newspaper is a printed publication (usually issued daily or weekly) consisting of folded unstapled sheets and containing news, articles, advertisements and correspondence". Cheyney (1982) states, "Newspaper is the textbook that provides up-to-date information on local, provincial, national and world affairs". According to Oxford Dictionary, "Newspaper is the publications including news, articles and advertisements usually issued daily or weekly in printed form, but including web-based versions". "A newspaper is a printed medium where information about the latest events is written for the public to read (Newspaper template)". As Hornby (1986) states, "Vocabulary is the total number of words which make up the language." Alqahtani (2015) stated that "vocabulary is the total number of words needed to communicate ideas and express the speaker's meaning." Moreover, Cameron (2001) defined that, "vocabulary, one of the knowledge areas in language, plays a great role for learners in acquiring a language." Hatch and Brown (1995) define that "vocabulary is a list of words for a particular language or a list or set of words that individual speakers of language might use."

Urquhart and Weirt in William Grabe (2009, P. 14) stated that "Reading is the process of receiving interpreting information in language from via the medium of print". Moreover, Hughes (2007) states that "Reading is a complex interaction between the text and the reader". According to Cline et al. (2006), "reading is decoding and understanding written text". According to White (1986), "Writing is the process of expressing the ideas, information, knowledge or experience and understanding the writing to acquire the knowledge or some information to share and learn (pg. 10)". Moreover, According to Tarigan (1994), writing is the activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented (P. 3).

In the context of Bangladesh, students learn English from the very beginning of their childhood. Although teachers focus more on reading and writing, most of the students are unable to understand and write standard English sentences. Being a constitutive part of modern life, English is considered a Lingua-Franca all over the world and is spoken by the largest number of people (Mittal, 2014). Mittal

(2014) has analyzed the role of newspapers in English Language learning in the classroom. Newspapers work like a bank of knowledge from where everyone can access the whole world's information. It is suggested that the teachers can make their lessons more engaging by using English newspapers interactively. Moreover, students should be given tasks in newspapers on the basis of their proficiency level so that they can get their best.

Shamim et al. (2023) studied the capability of newspapers to enhance vocabulary in foreign language learning. To learn a foreign language like English, students need to learn all four skills, but the focus should be given more on vocabulary. The study focuses on the role of the Dawn newspaper in improving the vocabulary of secondary-level EFL learners in District Pakpattan. The researchers suggested that the teachers may use the method for teaching EFL as it will be motivating and engaging for learners to improve their vocabulary. Katemba and Parillia (2020) analyzed the use of reading newspapers as a medium to build students' vocabulary focusing on the impact of the grade 10 students in reading the newspaper as an instrument and learning the English language. The result shows that the experimental class has increased their vocabulary achievement more than the control class. The researchers concluded that using newspapers has a positive impact on learning vocabulary.

Abbas et al. (2020) have analyzed the impact of reading newspapers on the English reading proficiency of university students. The study focuses on the differences between the reading habits of the students. The results of the experiment show that the regular newspaper readers achieved more than the irregular readers and there are notable differences in newspaper reading habits between the control group and the experimental group. The researchers suggested that the students should be encouraged by the teachers in their participation in reading activities. Moreover, the medium of instruction should be in English so that they may practice the reading skills in their everyday life situations.

Trang and Linh (2018) held the improvement of student's writing skills through the school's online newspaper. They claimed that in Vietnam many of the students faced challenges during writing activities. The study was experimental. The students, at first, attained a pre-test after which they had been provided newspapers for twelve weeks. During this time, they joined in a training session organized by the researchers. After 12 weeks of experiment and training, the students attained a post-test. The study found that pre-test and post-test marks changed noticeably. Moreover, students' attitude towards the project was found interesting. It was suggested that there were some external factors which demotivated the students therefore more actions should be taken for students to be motivated.

Sultana and Singh (2021) explored the impact of English newspapers on secondary school student's vocabulary knowledge in Bangladesh. The study was conducted with 56 students of rural secondary school located at Meherpur, Bangladesh aged 14 – 15 years. The study used quasi-experimental methods which included pre-test and post-test approaches. The result showed that the experimental group got higher marks than the control group. The study then concluded that using newspapers along with English textbooks helped the students to improve their vocabulary. It is firmly recommended that future research should be focused on other levels of students. Ahmmmed (2016) in his study says that incidents of human life are the language of newspapers, natural and authentic. Students can easily interpret the idea as the language is used in newspapers from day-to-day conversations. Therefore, the study focused on the effectiveness of reading English newspapers for improving vocabulary and reading skills at Dhaka University. The study showed a positive approach to using English newspapers, and it also recommended that students who have a passion for improving their English language skills read English newspapers regularly online or offline.

In most of the papers, the researchers have worked on the improvement of vocabulary and reading proficiency. In Bangladesh, significant research has been done regarding the use of newspapers in language teaching. Moreover, most of the researchers have chosen the quantitative method, questionnaire survey, pre-test, post-test, etc. The uniqueness of this paper is - this paper focuses on tertiary level students from a renowned private university of Bangladesh named "Green University of Bangladesh." The researchers believe that the results will be very authentic at the end of the experiment. Hence, the research itself is a unique one. Apart from this, the participants who will be taking part in this research are from this university. Moreover, the students are from the Department of English, and they are from the first semester of their academic journey. Moreover, this paper will focus on vocabulary as a sub-skill of reading and writing skills through the weekly activities provided by the researchers. Another uniqueness of this paper is the methodology. This paper will be analyzing data both quantitatively and qualitatively whereas most of the researchers have used only the quantitative method. The above-mentioned reasons demonstrate the uniqueness of this paper.

Methodology

Participants:

The current study seeks to investigate the role of English newspapers in enhancing vocabulary, reading and writing skills in ESL/EFL classrooms among the students of a selected university in Bangladesh. In this regard, the study employed experimental research in nature. The number of participants was 60

students in total. They were divided into two groups- the control group and the experimental group. Each group had 30 students. The students were from the different sections of the first semester of the English department of the Green University of Bangladesh. The control group consists of 30 students (13 females and 17 males) aged between 18 and 22. The experimental group also consists of 30 students (20 females and 10 males) aged between 18 and 22.

Research Tools:

The current study was experimental. Both quantitative and qualitative research methods have been used to conduct the study. Besides the study also includes pre-tests and post-test methods to determine their existing knowledge of vocabulary, reading and writing skills. For conducting the pre-test, an article from "The Daily Star" on 22 May 2023 titled "5 ways to revamp your dining table for parties" was selected. A question has been designed by the researchers for the pre-tests and post tests on that article. The question was prepared in MS Word, and a printed version has been provided to the students, which includes 5 multiple-choice questions, 5 descriptive questions and 1 paragraph. Multiple choice questions have 5 marks in total, each descriptive question has 1 mark, in total 5 marks, and the paragraph has 10 marks. Thus, the pre-tests and post-tests have the same mark, which is 20. The students of the experimental group have been provided with English newspapers named "The Daily Star" on a weekly basis for the purpose of the treatment. For quantitative data, a questionnaire survey has been conducted. The experimental group participated in the survey. The questionnaire has 12 close-ended questions and 2 open-ended questions. It took 10 minutes to conduct the survey. Besides, a printed version has been given to the students and prepared in MS Word. For qualitative data, a focus group discussion has been applied by the researcher to identify student's perceptions about reading newspapers for improving vocabulary, reading and writing skills. The students were divided into 5 groups, and each group had 6 students for discussion. There were 2 questions which were discussed by the students.

Pre-test and Post-test Marking Procedure:

A pre-test was conducted by the researchers to check the present knowledge of the participants before starting the intervention through the newspapers. In the pre-test, the answer scripts were given marks by considering the interpretation of meanings, spelling, and content of the writing, grammatical aspects and the organization of the writing. After practising the different kinds of sub-skills of reading writing and vocabulary, such as finding the contextual meaning, taking marginal notes, writing the main gist of the texts, finding the facts, skimming, scanning, paraphrasing, writing the predictions by seeing the pictures or images of the articles and so on for 6 weeks, a post tests have been taken to observe whether there were any significant changes in the experimental group. In the post-tests, the marks were

given on the basis of thinking ability, spelling, grammatical functions of the sentences, cohesion and coherence, organization of the writing, word selection, etc.

Data Collection Procedure:

By conducting a pre-test, the existing knowledge of both groups has been identified by the researchers. The pre-test was conducted during class time with the permission of the course instructors, who were present during the whole exam time. It took 45 minutes to conduct the exam. After the pre-test, the control group only read the traditional course materials and books. On the other hand, the experimental group has been provided "The Daily Star" newspapers for six weeks. Every week, the researchers gave activities for practicing vocabulary, reading and writing skills. In these activities, the sub-skills of reading and writing skills have been emphasized. The researchers applied different items every week for the assessments. Students submitted the work every week, and the researchers gave feedback on the basis of their performance. The experiment lasted for six weeks. After six weeks, the post-test was taken to students in both groups to check whether there were any differences between the groups or any development in the experimental group. A questionnaire survey was administered to the experimental group to understand their perceptions after reading the newspapers. The questionnaire has five Likert scale options. The raw data of the pre-tests and post-tests were recorded. Results have been calculated by using mean frequency table. Moreover, the percentages, bar charts and pie charts have been used to show the results of the tests and questionnaires. A descriptive approach has been taken to show the results of the focus group discussion.

Findings and Discussion

Results of Pre-test and Post-test:

To answer the first research question, which is "To what extent does English Newspaper Play an Effective Role in Enhancing Vocabulary, Reading and Writing Skills in EFL/ ESL Classroom Among the students of a Select University?" The researchers have calculated the mean value of pre-tests and post-tests of both groups. The formula of the mean is $=\bar{x} = \frac{\sum fix_i}{\sum fi}$

Here, = Mean value, f_i = frequency, fix_i = Multiplication Sum of frequency and mid value

Table 1: Pre-test and post-test results of Experimental Group

| Test | N | Group Sum of Marks | Mean | Percentage |
|-----------|----|--------------------|-------|------------|
| Pre-test | 30 | 325 | 10.83 | 53.17% |
| Post-test | 30 | 400 | 13.33 | 67% |

Table 2:Pre-test and Post-test results of Control Group

| Test | N | Sum of Marks | Mean | Percentage |
|-----------|----|--------------|------|------------|
| Pre-test | 30 | 330 | 11 | 55% |
| Post-test | 30 | 375 | 12.5 | 62% |

According to table -1, the experimental group has scored 325 in the pre-test and the mean value is 10.83. In the post-test, the experimental group scored 400 in total, and the mean value was 13.33. Based on Table -2, the total marks of the pre-test of the control group are 330, and the mean value is 11. Again, in the post-test, the control group scored 375 in total, and the mean value was 12.5

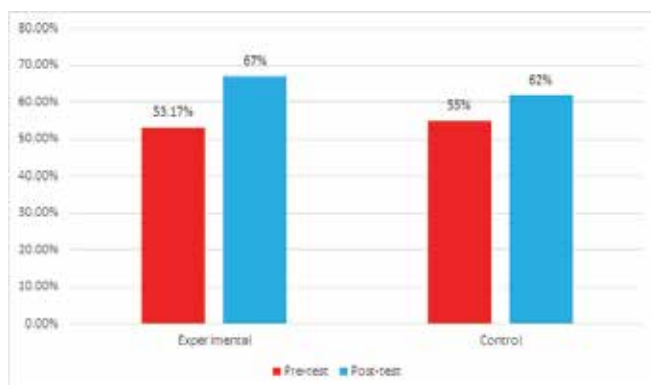


Figure 1: Pre-test and Post-test performance of Experimental group and Control group

After evaluating and comparing the pre-test and post-test marks of the groups, it is seen that the experimental group has performed better than the control group as the mean value of the pre-test for the experimental group is 10.83 which has increased to 13.33 in the post test. On the contrary, for the control group, the mean value of the pre-test is 11, and the post-test is 12.5. Though it has increased it is still less than the experimental group. Figure 1 gives the information that the percentage of the mean value of the experimental group was 53.17% in the pre-test, and it increased to 67% in the post-test. Meanwhile, the percentage of the mean value of the control group was 55%, which increased to 60% in the post-test. Comparatively, the means and percentages of the experimental group have increased

noticeably. Based on the results, it can be said that English newspapers play an effective role in enhancing student's vocabulary, reading and writing skills in EFL/ESL. To determine the extent of enhancement, the researchers have divided the marks of the students of both groups into three categories. The students who received marks between (5-10) have been considered fair marks, between (10-15) have been considered good, and (15-20) have been considered excellent.

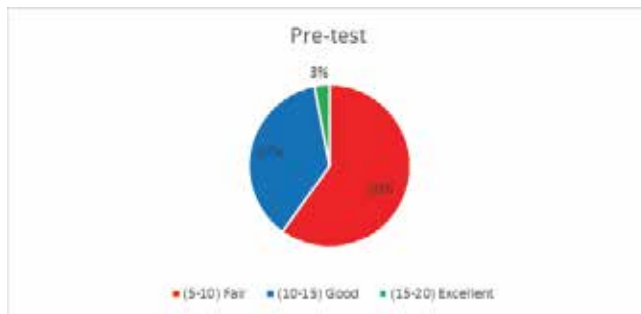


Figure 2.1 Percentages of the categorized marks of the experimental group (pre-test)

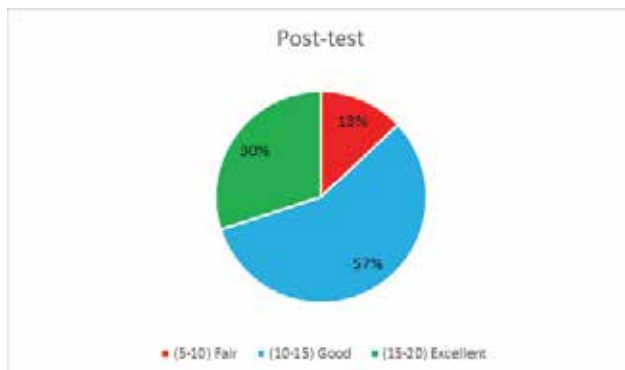


Figure 2.2 Percentages of the categorized marks of the experimental group (post-test)

The data in Figure 2.1 and 2.2 show that, in the pre-test, 60% of students in the experimental group got marks between (5-10) which is considered fair marks; 37% of students got between (10-15) marks, which is considered as good and only 3% got marks between (15-20) which is considered as excellent. At the same time, in the chart, figure 2 shows the percentages of the categorized marks of the post-test of the experimental group. This time, 13% students got fair marks (5-10), 57% students got good marks (10-15) and 30% students got excellent marks (15-20).

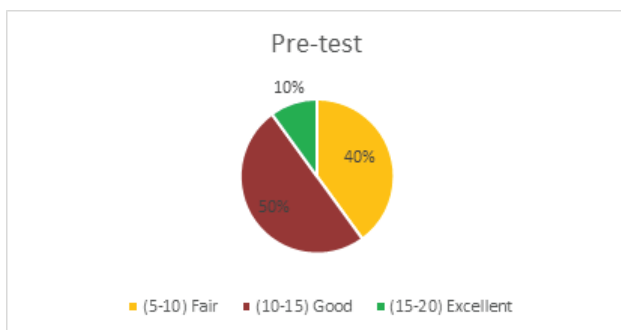


Figure 3.1: Percentages of the categorized marks of the control group (pre-test)

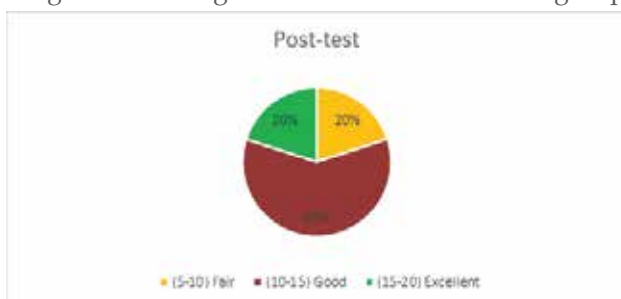


Figure 3.2: Percentages of the categorized marks of the control group (post-test)

The data in Figures 3.1 and 3.2 show that, in the pre-test, 40% of students from the control group got fair marks (5-10), 50% of students got good marks (10-15), and 10% of students got excellent marks (15-20). At the same time, figure 3 shows that, in the post-test, 20% of students achieved fair marks (5-10), 60% of students achieved good marks and 20% of students achieved excellent marks (15-20). However, figure 2 indicates that the categorized marks of the experimental group have increased gradually from pre-test to post-test. The percentage of fair marks has decreased from 60% to 13%, the percentage of good marks has increased from 37% to 60%, and the percentage of the excellent group has increased from 3% to 30%, which is really very impressive.

On the other side, figure 3 shows that the percentages of the categorized marks of the controlled group also changed from the pre-test to the post-test. The fair marks decreased from 40% to 20%, good marks increased from 50% to 60% and excellent marks increased from 10% to 20%.

From figures 2.1, 2.2, 3.1 and 3.2, the researchers have found that the students of the experimental group have improved their vocabulary, reading and writing skills. The percentages of the categorized marks of the pre-test and post-test

indicate the progress of the students. However, the controlled group also improved but the experimental group did better. From the above findings, it can be said that there is a considerable enhancement in vocabulary, reading and writing skills of the students of the experimental group as the percentages of the categorized marks, more students got good and excellent marks, and the extent of the enhancement is highly appreciable, and this is mainly because they have been studying English newspapers and the activities helped them to be more confident.

A questionnaire survey and focus group discussion were conducted after the post-test of the experimental group to determine the perceptions of the students towards reading newspapers and to answer the second research question - "What kind of significant development is seen in student's vocabulary, reading and writing skills after reading the English newspaper?" The data analysis and findings are given below -

Findings of Questionnaire Survey:

As mentioned in the methodology, after six weeks of treatment, a questionnaire survey was conducted for the experimental group to understand their perceptions and opinions towards reading English newspapers. The questionnaire has 10 close-ended questions and 2 open-ended questions. The findings of the survey are given below with an explanation -

Q. Do you read English newspapers regularly?

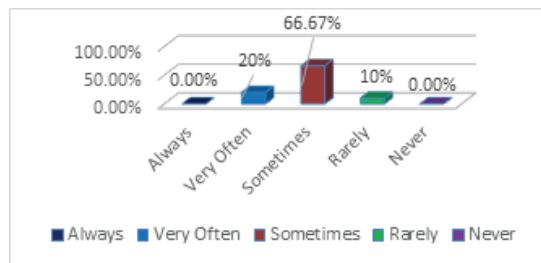


Figure 4. Frequency of reading English newspapers

As can be seen from figure 4, more than half of the students (66.67%) read English newspapers sometimes whereas 20% of students read English newspapers very often and 10% rarely read English newspapers. It is clear from Figure 4 that most of the students read English newspapers without purpose. They do it for pleasure.

Q. How much time do you spend reading English newspapers?

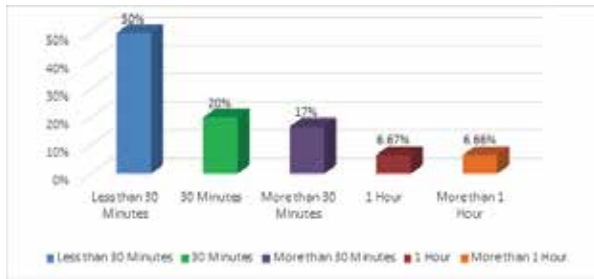


Figure 5. Time Duration of Reading English Newspaper

The data in Figure 6 show that exactly 50% of students spend less than 30 minutes reading English newspapers, whereas 20% of students spend only 30 minutes, 16.67% of students spend more than 30 minutes, 6.67% of students spend 1 hour, and only 6.66% of students spend more than an hour for reading English newspapers.

Q. Which strategies do you follow to deal with unfamiliar words?

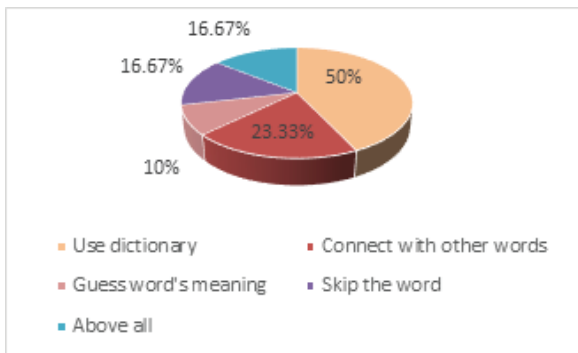


Figure 6. Strategies to deal with unfamiliar words

The data in Figure 10 provide information that 50% of the students use a dictionary to deal with the unknown words, 23.33% try to connect the unknown words with other words, 10% of them try to guess the meaning of the words, 16.67% of the students skip the words and 16.67% of students follow all of these strategies to deal with the unknown words.

Q. Reading English newspapers has improved my vocabulary knowledge -

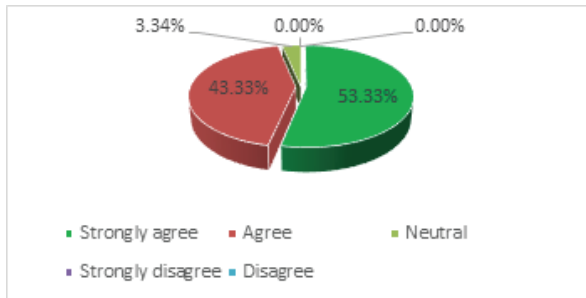


Figure 7. Reading English newspapers improved vocabulary knowledge

The data in Figure 11 shows that 53.33% of students strongly agreed that reading English newspapers improved their vocabulary knowledge, whereas 43.33% of students agreed that reading English newspapers improved their vocabulary knowledge, and 3.34% of the students answered neutrally.

Q. Reading English newspapers helps me to improve my thinking ability -

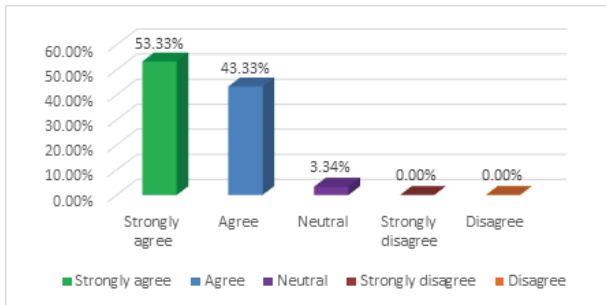


Figure 8. Reading English newspapers helps to improve thinking ability

The data in Figure 12 shows that 53.34% of the students strongly agree that reading English newspapers helped them to improve their thinking ability, whereas 40% of students agree with the statement, and 6.66% of students answered neutrally. It can be said that students' thinking ability is increasing gradually by reading English newspapers.

Q. English newspaper articles help me in well-structured writing.

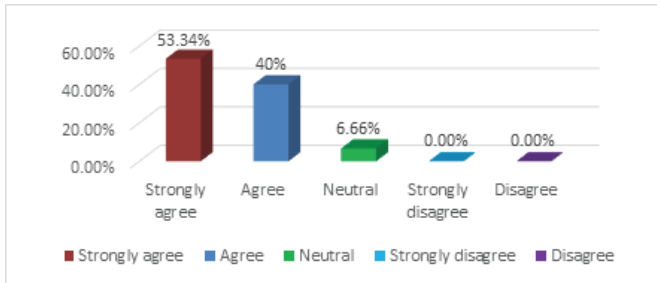


Figure 9. English newspaper articles help me in writing

According to the data in Figure 13, it is seen that 53.34% of students strongly agree that reading English newspapers helped them to improve their writing of well-structured sentences, whereas 40% of students agree, and a minimal proportion which is 6.66% of students answered neutrally. It can be said that students' writing skills are improving significantly by reading English newspapers.

Q. I can use the learned words in my academic or real-life situations –

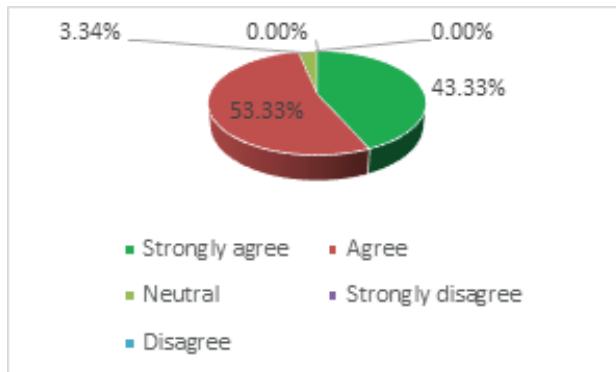


Figure 10. Use of learned words in academic or real-life situations

The data in Figure 14 demonstrate that 43.33% of the students strongly agree that they can use the learned words in their academic or real-life situations, whereas 53.33% of students simply agree with the statement, and 3.34% of students answered neutrally. In short, the majority of the students claimed that they consciously use the learned words in their academic and real-life situations.

Q. Newspaper articles help me to improve my free hand writing –

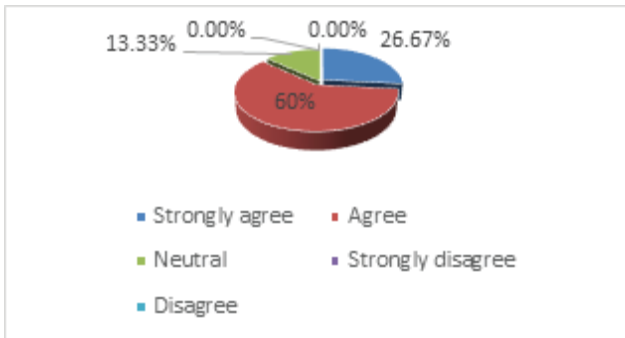


Figure 11. Newspaper articles help to improve free handwriting

The data in Figure 15 shows that 26.67% of students strongly agree that newspaper articles help them to improve their free handwriting, whereas exactly 60% of students agree with the statement, and 13.33% of students answered neutrally. So, most of the students are able to do free handwriting with the help of reading newspaper articles.

However, in the questionnaire survey, 2 open-ended questions have been designed. The researchers hope that through the open-ended questions, the students will be able to express their thoughts or opinions in more detail. The open-ended questions try to find the opinions of the students on the factors that motivate them to read English newspapers and the factors that demotivate them to read English newspapers. However, factors that motivate the students to read English newspapers while answering this question the students highlight some interesting things. For better understanding, the researcher tries to summarize the information.

Q. Which factors motivate you to read English newspapers?

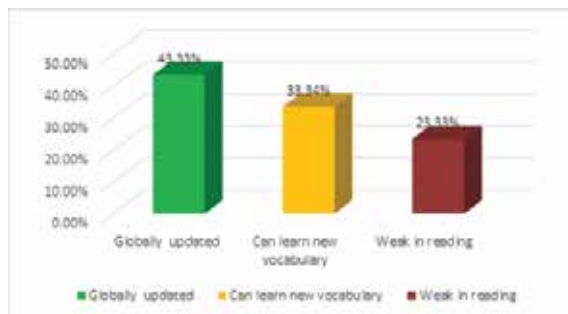


Figure 12. Factors motivate to read English newspapers

Figure 16 gives the information that 43.33% of students said the factors motivating them are the availability of all the information and timely updates. 33.34% of students said that they can practice the English language and learn new vocabulary. 23.33% of students said that they are very weak in reading, and for this, they want to read English newspapers to improve their reading. All these factors motivate the students to read English newspapers.

Findings of Focus Group Discussion:

As mentioned in the methodology, the study contains both quantitative and qualitative methods. For the qualitative method, a focus group discussion has been conducted. The students were divided into 5 groups. Each group has 6 students. The focus group discussion has been conducted with 2 questions. These are – "Do you think reading English newspapers has improved your vocabulary, reading and writing skills?" And "If yes, how does it improve? The students were asked to discuss these questions. After 20 minutes of discussion, 1 group member from each group was asked to explain whatever they discussed. The discussion of the 5 groups has been summarized for better understanding.

The group discussion gives information that each of the 3 groups answered yes that they think reading English newspapers has improved their vocabulary, reading and writing skills. As LWA (2018, para.3) has argued, "Engaging with newspapers exposes students to rich and diverse vocabulary, sentence structures, and writing styles. This exposure contributes to the development of their language skills, including reading comprehension, vocabulary expansion, and writing proficiency". While answering the second question, the first group said that reading English newspapers has improved their vocabulary, reading and writing skills by making them familiar with unknown words and phrases and by giving them ideas on how differently they can express a particular topic. Moreover, they have started to think creatively. According to RPPS (2024, para. 2-3), "Newspapers allow students to inculcate the habit of reading on a daily basis. Moreover, reading newspapers daily enhances the vocabulary of the students. This manifests itself in better reading, writing and oratory skill-sets" The second group has explained that taking notes from newspapers, making a list of synonyms, antonyms, and contextual meanings and working on the weekly activities helps them to improve their vocabulary knowledge, reading and writing skills. The third group has explained that they have learned different words have different meanings, and those meanings are related to the context. By reading English newspapers, they have started to learn the updated lexes of various disciplines like science, business, weather, journalism etc., the contextual meaning of the news articles, and free handwriting through describing images of different articles. Krishna et. al (2022, p.361) have rightly stated, "The

columns from newspapers presents the updated vocabulary from national, international, scientific & technical, sports and weather. Among these concepts newspapers provides various puzzles, riddles, tongue twisters, and Sudoku helps the learners to develop vocabulary and improve language proficiency". They have learned about the fact, how to describe them in their own words. Moreover, they have learned some new writing styles through reading news articles which help them to improve their writing skills.

From the above findings of the questionnaire survey and focus group discussion, the researcher tries to establish the answer to the third research question - "What kind of significant development is seen in students' vocabulary, reading and writing skills after reading the English newspapers?" The findings of the questionnaire survey and focus group discussion reveal that a maximal portion of the students of the experimental group have positive perceptions towards reading English newspapers. By giving their opinions and through the group discussion, they have explained how they have benefited by reading English newspapers. Moreover, it has been found by the researcher, while evaluating the answer, that most of the students of the experimental and Control groups missed verbs in writing, there were lots of spelling mistakes, no use of capitalization, wrong sentence structures, the writing was not well organized, the answers were not relevant to the questions. They just picked up the line from the text and wrote it. They even did not change the subject-object pronouns in their writing. Additionally, they used the wrong forms of verbs such as - "do not forgetted", "to arranged", "will doing", and so on.

However, after the treatment through English newspapers, the rate of mistakes decreased in the post-test. The students minimized the spelling mistakes, their word selection was good enough, and their writing styles also improved; they used complex sentences in their answers and used different synonyms. Overall, it can be said that there are many significant upliftments in students' vocabulary, reading and writing skills after reading English newspapers. Additionally, the findings of the pre-test mean value (10.83) and the post-test mean value (13.33) indicate that reading English newspapers has helped the students of the experimental group to enhance their vocabulary knowledge, reading skills and writing skills. The differences between the performance of the control group and the experimental group showed that reading English newspapers have made a positive impact on the experimental group. Moreover, the extent (pre-test: 55.17%; post-test: 67%) of enhancing their (experimental group) vocabulary knowledge, reading and writing skills were highly appreciable as the students of the first semester. Next, the student's perceptions clearly indicate that the majority of the students are slowly improving their vocabulary, reading and writing skills, and the upliftment can be seen in their post-test answer scripts.

Recommendation

To leverage the benefits consulting English newspapers in ESL/EFL classrooms, it is argued that teachers integrate these authentic materials strategically into their syllabus. In order to involve students actively and contextually, teachers should provide activities that emphasize vocabulary acquisition, reading comprehension, and writing practice. Maskor and Baharuddin (2016) stated that the most crucial part of the mastery of the English language is vocabulary knowledge. Hence, the help students need can be provided by the teachers and by their parents. Learning through English newspapers can be difficult for students without teachers' directions. If the learning can be done in a disciplined manner, then the students will be able to facilitate their learning. Therefore, trained teachers should be provided as they can teach the students in an organized and disciplined way. There are various sections in newspapers. Students may not be interested in reading all the sections so it will be the educator's duty to conduct a needs analysis for students to understand their interest in reading English newspapers. Group activities or group tasks can increase students' interest. As there is a tendency among the students that without any activities, they get bored to learn, some effective activities can be provided by the teachers in the classroom to make the learning process more useful and enjoyable. Writing competitions, reading tests and spelling bee, vocabulary tests; these kinds of competitions can be arranged to motivate the students so that they can practice reading English dailies. Additionally, the selected articles should provide some positive messages to the students so that they can be motivated. Fake or negative news has a negative impact on students' minds. Therefore, educators should select the articles carefully. The researchers believed that if the institutions and the policymakers include English newspapers in student's curricula, then it will make a tremendous change in students' vocabulary knowledge and reading and writing skills. The use of English newspapers should be included as part of the English language lessons. Investigated by the researchers that the selected university has already provided English newspapers for the students, but as a matter of fact it is not that much helping the students. Therefore, it is suggested that the future researchers should work on the reasons behind these. The future research can be done separately on challenges of learning vocabulary, challenges of learning reading skills or challenges of learning writing skills. Moreover, future researchers can work together on the challenges of learning vocabulary, reading and writing skills. Apart from these, the roles played by the parents in growing the habit of reading English newspapers are highly recommended. This research has focused on vocabulary, reading and writing skills. Hence, future researchers have the opportunity to work on learning speaking and listening skills. Moreover, they can work on the primary and intermediate level students for their future research as the current study has focused on the students of a university. Additionally, the current study has been implemented with mixed methods so other

methods, tools or designs could be used in future research in order to get more specific results. Besides, the current study has focused on the limited sub-skills of reading and writing. Therefore, it is suggested that future researchers should focus on the sub-skills in a broader aspect. The result of this study can be a reference for further study. More significantly, the results and findings of this study have increased the confidence level of the participants of this study. To increase their confidence level in a broader aspect, educators should arrange some seminars or webinars regarding the use of English newspapers in learning the English language.

Conclusion

Concerning the findings of this research, it can be concluded that English newspapers play an effective role in enhancing vocabulary, reading and writing skills in EFL/ESL classrooms. As the students are from the 1st semester, the scores of the pre-test and post-test are highly appreciable. It is proved by the result of the post-test of both controlled and experimental groups that the experimental group has better performance (mean =13.33) than the control group (mean =12.5) which shows that reading English newspapers can make significant differences in student's performance. By reading English newspapers, students can be introduced to the whole world at a time. English newspapers not only give information but also ensure creativity. Moreover, it can be a platform for the learners as well as teachers to captivate learners' minds so that they can encourage themselves. In academic life, the most demanding parts of the English language are vocabulary, reading and writing, and to make this journey smoother and easier, students can read English newspapers as complementary to academic books.

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