

Newspaper as a Reading Material to Increase Vocabulary Skill at Secondary Level ESL Students

Sabina Sultana*, Manvender Kaur Sarjit Singh

School of Languages, Civilisation & Philosophy, Awang Had Salleh Graduate School of Arts and Sciences, University Utara Malaysia, UUM Sintok, Kedah, Malaysia.

**Corresponding Author: Sabina Sultana, School of Languages, Civilisation & Philosophy, Awang Had Salleh Graduate School of Arts and Sciences, University Utara Malaysia, UUM Sintok, Kedah, Malaysia.*

ABSTRACT

This study looks at the impact of English newspapers on secondary school students' vocabulary knowledge. The researchers used a non-equivalent control group design in a quasi-experimental study approach. This study enlisted the participation of up to 56 Year 9 students. These participants were from the same age range and English proficiency level as the control intact group and experimental intact group at a secondary school in a rural setting in Mujibnagar, Bangladesh. The data was gathered using a pre- and post-testing trial. Using SPSS software, descriptive statistics were used to analyse the data. According to the results of the study, using an English newspaper as part of a lesson increased the vocabulary knowledge of Year 9 students. They also have favourite reading genres and favourable attitudes about newspaper reading. The researchers provide several recommendations for future practise and study in the area of using newspapers to help ESL students increase their vocabulary.

Keywords: *ESL secondary students, Reading, Newspaper article, Vocabulary skill*

INTRODUCTION

In order for learners to properly acquire and master the English language, they must have a strong vocabulary (Lee and Wong, 2017). According to (Manan, et al., 2013), understanding an academic or non-academic material may be simple if students have a strong vocabulary. Furthermore, it is commonly accepted that adequate vocabulary knowledge is required to comprehend any kind of content (Zulkefly & Razali, 2017; Zulkefly & Razali, 2019). In Bangladesh, however, the majority of pupils have low or insufficient vocabulary knowledge, which affects their reading, writing, speaking, and listening abilities (Zulkefly & Razali, 2017). The difficulty and problems that learners have in using the language for both formal and informal language activities in the study of English as a second language demonstrate this (Sivabalan, 2013; Harji et al., 2015; Zulkefly & Razali, 2019).

Learning vocabulary items is vital in all aspects of the English language, including listening, speaking, reading, and writing (Nation, 2011). For example, as Nor, Mazlan, and Rajab (2015) point out, students'

inadequate language knowledge might be a barrier when they attempt to express themselves in writing. Due to a lack of vocabulary knowledge, students in Bangladesh fail to cope with language skills such as reading, writing, speaking, and listening (Azlina & Mei, 2015). According to Sultana (2018), despite the use of a variety of instructional strategies to teach vocabulary in the classroom, Bangladeshi students' vocabulary knowledge is still lacking. She goes on to say that in Bangladesh, kids have a hard time learning vocabulary and comprehending the meaning of the words they read. As a result, reading is regarded as one of the most important parts of language acquisition and development. Students' regular and good reading habits, according to Lee and Wong (2017), tend to promote language acquisition, boost general knowledge, and raise vocabulary level. This is mostly due to the fact that reading enhances students' general knowledge as well as their academic advancement (Ali & Razali, 2019), as students learn new information, reduce stress, and improve their English language abilities (Inderjit, 2014). Students' general knowledge and vocabulary learning are also improved by

reading. Reading indirectly assists kids to develop a lifetime learning habit (Jayavalan& Razali, 2018).

However, it is a well-known fact that in Bangladesh, students read books mostly for national tests rather than for personal enjoyment or to obtain further information (Sultana, 2018; Rimi, 2019; Mustafa, 2018). As a result of their lack of exposure to reading materials and their lack of interest in reading for pleasure, kids lack vocabulary knowledge (Ali & Razali, 2019). Furthermore, according to Sultana (2018), the Bangladesh English language curriculum does not meet the demands of secondary school pupils. To address these challenges, Bangladeshi children must develop the habit of reading at an early age, particularly during primary school, so that their vocabulary grows, and they may thrive in their primary studies well into their tertiary studies.

Several factors must be considered in order to make reading a major component of society. One of the most important considerations is the sort of materials accessible and whether or not they are of interest to the pupils. Because of their price and accessibility, newspapers may be considered an essential and easily available tool for students to utilise as a leisure reading material. Students may enhance their language abilities and general understanding by reading the newspaper every day (Swaminathan, 2017). The word choices and writing style of news items are plain and unambiguous, making it simpler for students to understand (Ahmmed, 2016). Because it employs basic phrases, the language employed in newspapers is attractive. The habit of reading the newspaper is essential for social awareness and regular reading. Many ESL instructors are leaning toward using newspaper in their lessons, according to Grundy (Wang, 1994), because of its accessibility and relevance to social and cultural concerns (Jayavalan & Razali, 2018).

Because the contents of English newspapers are rich and emotional, reading them may help pupils acquire vocabulary and improve their reading speed. Newspapers may help students learn more vocabulary, and there are a variety of themes that appeal to teens and youngsters. In addition, including newspaper articles into the daily lesson has a great effect on both teaching and learning. Access to modern forms of media, such as internet news, is growing

more popular in Bangladesh, as it is in other Asian nations. However, access to these online resources might be limited in specific situations in Bangladesh. Furthermore, focusing only on digital text and online media limits students' ability to learn from actual sources such as newspapers (Mohamad Jamrus& Razali, 2019). The usage of newspapers is very significant since, in comparison to other resources such as periodicals, books, and even digital texts, newspapers are readily accessible. As a result, the goal of this study is to see how successful it is to utilise English newspapers to help Bangladeshi ESL students improve their vocabulary.

THE USE OF NEWSPAPERS TO INCREASE VOCABULARY KNOWLEDGE

One of the most common challenges that students experience while learning a second language is expanding their vocabulary. Vocabulary instruction is believed to be less essential in Bangladeshi education than other areas of second language acquisition (Sultana, 2018; Rahman & Pandian, 2018). In the usual classroom context, vocabulary development only appears as incidental learning, according to these researchers. This is due to the fact that numerous languages are employed in Bangladeshi education and the surroundings (Ali et al., 2018; sultana, 2018; Rimi, 2019). Students in a multi-ethnic and multilingual culture often do not utilise English as their primary language of teaching, preferring instead to use their mother languages. Although many students in Bangladesh speak English as a second language (Chawdhury & Kabir, 2014), the majority of them do not speak English as their first language. A large percentage of Bangladeshi pupils begin learning English as a higher secondary or tertiary language in preschool (Sultana, 2018; Rimi, 2019; Mustafa, 2018).

Bangladeshi instructors are finding it challenging to teach young kids who have had little exposure to the English language as a result of this. Due to the presence of mother tongue or first language, many ESL schools in Bangladesh encounter numerous challenges in terms of time limits and language competency (Jayavalan & Razali, 2018; Kasuma & Tan, 2019). Bangladesh's English language proficiency has deteriorated, posing a severe problem for Bangladeshi teachers and other stakeholders in the educational system (Lee & Wong, 2017; Ali & Razali, 2019).

Furthermore, according to Kaur and Abdullah (2017), a lack of English use and exposure among pupils has resulted in them having a poor skill level in the English language. One of the biggest obstacles encountered by language learners, according to Lewis (2000), is expanding their vocabulary knowledge in order to enhance their competency level (Ali & Razali, 2019; Jamrus & Razali, 2019).

Furthermore, English instructors in Bangladesh primarily concentrate on other parts of the language, such as reading and writing abilities, as well as grammatical competence levels (Hasan & Shabdin, 2017). Afrin (2016) discovered that Bangladeshi secondary school pupils had difficulty understanding content from their English textbook in research he did. Furthermore, the researcher found that secondary school students can only grasp basic text with simple word forms in his study. Due to a lack of vocabulary knowledge, this directly hampers learners' in-depth participation in the classroom and the completion of long-term tasks or activities. As a result, an effective way to investigate this topic is urgently required. Newspapers are one of the most valuable materials accessible to both instructors and students (Valva, 2009). Valva emphasises that newspapers may be utilised as a motivational medium to encourage and stimulate pupils to participate in reading activities and organised activities. As a result, printed media, such as newspapers, are a valuable teaching and learning resource for both instructors and students. It assists instructors in conducting activities that include material that is relevant to the present generation's lifestyle and demands.

According to Shen (2006), the primary motivations for young people to read were for knowledge and amusement. According to the findings of the survey, periodicals and newspapers are their favourite reading sources. Furthermore, according to Ahmmed (2016), the newspaper serves as a textbook, including the most up-to-date information on both local and worldwide issues. As a result, the students will be able to broaden their knowledge while also improving their English language skills. It is obvious that learning language in context is critical, and newspapers seem to be an excellent resource for this (Shoari & Aidinlou,

2015). Reading English newspapers helps students expand their vocabulary and learn to read a section quickly while grasping the important themes conveyed in the text (Ahmmed, 2016). In recent years, the use of newspapers as an extra resource material in the teaching and learning of English has increased (Pandey, 2019). Newspapers have the ability to improve English language abilities (Wolswinkel, 2008). According to a study done by Afzal and Harun (2013), English lessons may be enjoyable when instructors and students debate the daily news that is published in newspapers. Students may also understand how the writer expresses their views and manipulates the word knowledge by reading news items, according to them.

RESEARCH METHODOLOGY

The goal of this research is to examine whether reading English newspapers improves secondary school pupils' vocabulary knowledge in Bangladesh. This study used quasi-experimental research in this respect, which included a pre- and post-test approach as well as the deployment of therapy to improve their vocabulary knowledge. In Meherpur, Bangladesh, the study was done in a rural secondary school. The researchers chose two classrooms of 56 Year 9 ESL students, aged 14 years old, for this quasi-experimental investigation. These classes were designated as the control and experimental groups, respectively, and both received a pre-test.

The intervention was then presented to and carried out with the experimental group. Based on the duration of the treatment and the availability of class time, the intervention lasted three weeks. The control group, on the other hand, was taught or exposed to the conventional style of teaching. A post-test was administered to both groups at the conclusion of the trial to see whether there were any changes in the experimental group following the intervention. Because the data collecting procedure was done under regular school settings (Subon, 2016), in which the students were allocated to their respective set teaching courses, the quasi-experimental quantitative research design was used. The design of the pre-test and post-test may be summarised in Table 1 below.

Table1. Non- Equivalent Pre-Test and Post Test Research Design

Experimental Group O1	X (English textbook with the use of newspaper)	O3
Control Group O2	English textbook only	O4

The pre-test observations are represented by O1 and O2, the intervention for the experimental group is represented by X, and the post-test observations for the experimental and control groups are represented by O3 and O4, respectively. Both the control and experimental groups were given a similar test prior to the intervention, which was conducted by their respective subject professors. Before beginning the experiments, the students were given a test to determine their vocabulary level. Following that, the control group received instruction from an English textbook, whereas the experimental group received instruction from an English textbook as well as exposure to and usage of newspaper articles while acquiring English vocabulary. The researchers engaged in activities that included the usage of newspapers in this setting. Following the end of the intervention, the participants were given a post-test to determine the impact of the therapy (i.e., newspaper) on their vocabulary knowledge. This textbook was used by both the control and experimental intact groups primarily because it is suggested for use as a key source for both teaching and learning. The researchers utilised newspaper stories as an extra resource to teach the vocabulary features in addition to textbooks. For the experimental group, this functions as an intervention. In terms of the treatment offered to the experimental intact group, the researchers chose numerous reading pieces from the daily Star newspaper to be utilised with the experimental intact group in addition to the textbook. Statistical Package for Social Science was used to capture and tabulate the raw data from the pre-test and post-test (SPSS).

Each participant's total score for both the control and experimental groups was calculated. This step was completed for both

Table 2. Results of paired T-test for the differences of the pre-test and post-test for the experimental and control group

Score	Pre-test (n=28)		Post-test (n =28)		T-test	Sig. 2-tailed
	M	SD	M	SD	t	p
Control	18.211.93		20.48	2.94	- 2.710	0.001
Experimental	17.22	2.16	22.532.41		- 12.978	< 0.000

The test for homogeneity of variance yields an F-statistic and a significance value, as shown in Table 2. (p-value). The group of variances is deemed as equal if the probability value is larger than 0.05 (p-value > 0.05). If the p-value is less than 0.05, the variances are uneven, and the condition of homogeneity of

the control and experimental groups. Paired Samples are an example of inferential statistics. The T-test was used in this investigation because it comprises repeated measurements of related samples. This version of the T-Test was used to compare and find the mean value between the before and post testing. In the meanwhile, the data from the post-intervention questionnaire was coded and tabulated. The raw data were tabulated, and descriptive analysis was used to analyse them. The mean and standard deviation were calculated using a descriptive analysis to evaluate the students' reading preferences and attitudes on the usage of newspapers in reading (Galti, 2018). The purpose of this quantitative study is to assess the students' preferences for newspaper themes and their attitudes about reading, specifically the usage of newspapers to improve vocabulary knowledge.

RESULTS AND DISCUSSION

Findings of the Newspaper's Effectiveness in Improving ESL Students' Vocabulary The paired t-test was used to compare the findings of the control and experimental groups after the students were administered the treatment. The vocabulary scores of both groups were compared in their pre- and post-tests for this comparison. Table 2 shows that after the intervention, students who used both an English textbook and were exposed to newspaper articles had higher test scores than the control group (students who only used an English textbook). This is because the experimental group's mean (M) value for the pre-test was 17.22, and the mean value increased to 22.53 after the post-test. The considerable differences suggest that reading an English newspaper improves kids' vocabularies.

variance is broken. When the null hypothesis has failed to be rejected by Levene's Test for Equality of Variances, there is no difference in the variances between the two groups. The researchers discovered a difference in variances between the two groups in this investigation, with a p value of 0.001 for the

control group and 0.000 for the experimental group. This clearly indicates that the vocabulary test results of the control and experimental groups vary significantly. As a result, using an English newspaper in the classroom aids pupils in improving and expanding their vocabulary. This is due to the fact that students learned new vocabulary via classroom activities and reading news items, which they may employ in their writing and everyday conversations. Nonetheless, the researchers conclude that using an English newspaper as an intervention approach helps students in the experimental group enhance their vocabulary knowledge.

It has been established that the experimental group's vocabulary knowledge increased greatly as a result of the addition of English newspapers in the classroom. The use of English newspapers had a positive effect on the students' vocabulary level, as evidenced by the post-test scores, which showed that the paired t test that was conducted to compare both the pre-test and post-test for both groups showed that the use of English newspapers had a positive effect on the students' vocabulary level. These kids now have another method to study and grasp the new terms in the newspaper articles thanks to their exposure to the English newspaper. There is evidence of students' improvement in their vocabulary post-test after the intervention (mean=22.53), indicating that the usage of English newspaper has aided the students in learning new terms using the scaffolding approach. The experimental group's mean score improved from 17.22 to 22.53, indicating that reading English newspapers had a substantial influence on their vocabulary level.

According to Wolswinkel (2008), kids who have been exposed to newspapers as a reading material from childhood would develop a habit of reading them. As a result, the researcher argues that all of these elements must be taken into account in order to make the usage of English newspapers in the classroom more convenient. In this sense, the usage of an English newspaper in the classroom may provide a platform for students to learn vocabulary, particularly when the instructor is present. This is because, as the intervention session progresses, students are more likely to engage with their classmates in order to finish the assignment than they were at the start. The instructor also leads the pupils to become more interested in the activity by cooperating with

their colleagues, using Vygotsky's concept of scaffolding. When compared to using a textbook, where students rely on the instructor to supply the answer or solution, newspapers provide students the ability to study on their own with little supervision from the teacher. Furthermore, the newspaper's content appeals to their age group due to the incorporation of current trends and news. When opposed to a textbook, this makes it simpler for pupils to connect with the content in the newspaper. This research agrees with Olson and Prath (2000), who said that using an English newspaper in the classroom allows students to develop talents that will help them become self-coordinated and self-managed students. This is due to the fact that the teacher was able to incorporate a topic that the students were interested in based on their age group by providing guidance in the early stages of the intervention for the students to read newspapers as part of their lesson and also encouraged them to read them outside of the classroom. In conclusion, the researchers feel that it is critical to adopt a variety of teaching tools rather than focusing only on the use of textbooks or workbooks, based on the results of the study. The type of instructional materials is critical in vocabulary teaching and learning. Educators should use a variety of tools and materials to teach vocabulary (Shoari&Aidinlou, 2015; Jamrus& Razali, 2019). As a result, the researchers provide a few recommendations on how to effectively utilise English newspapers to help ESL students improve their English language vocabulary, as well as a few proposals for future study projects.

CONCLUSION

The mastering of the English language relies heavily on vocabulary knowledge (Maskor & Baharuddin, 2016). As a result, instructors bear a significant amount of responsibility for teaching vocabulary and ensuring that pupils grasp it. As a result, instructors must focus on resources that are readily available and may be used in the classroom. According to the findings of the research, students' vocabulary knowledge may be increased and improved by reading English newspapers. The researchers firmly feel that English language instructors may use English newspapers in their classrooms to produce an engaging and successful vocabulary lesson (Noordin et al., 2019). Educators and policymakers should also consider using English newspapers,

according to the study. While it is appealing for students and instructors to move toward the use of technology in the classroom (Jamrus& Razali, 2019), it is vital to remember that students and teachers should not abandon the usage of easily available newspapers both within and outside of the English classroom. Students must be taught utilising an effective and distinct technique that piques their interest in order to establish an engaging classroom with little disruption (Lim, Razali, & Abd Samad, 2018; Ali & Razali, 2019). Subscriptions to daily printed newspapers are often inexpensive, and more schools should consider investing on this valuable resource.

This investment is critical since the newspaper provides kids with relevant information while also engaging them in vocabulary development. Furthermore, investing in a printed newspaper is beneficial since it may be used to teach other topics. Teachers may subscribe to the daily newspaper via their school or institution to provide it to students on a regular basis. It may be used as a supplement to help students access information and read throughout the class. The pupils' interest in reading the newspaper will be piqued by the newspaper's ongoing availability throughout the class. More importantly, the findings and conclusions of this study provide insight on the use of English newspapers in vocabulary instruction for students. To engage instructors and students in an interesting vocabulary lesson, the usage of English newspapers should be made a component of English language teaching and the secondary school curriculum. Given the nature of Bangladeshi education and the widespread use of textbooks in classrooms, the newspaper may be used as part of a lesson that complements the textbook curriculum. To pique students' attention, teachers might design classes around the most recent and current events.

Because of the advantages and beneficial effects of newspapers, further research and studies are needed in order to utilise this teaching resource at different levels and disciplines. In order to understand the students' impressions of newspapers and their interest in reading them, further in-depth study is needed. Furthermore, while this study utilised a quantitative research design, a qualitative research design or a mixed method approach may be applied in future studies to get more detailed data. Furthermore, the emphasis of

this study is only on secondary school students. As a result, future research should concentrate on other levels, such as primary, upper secondary, and tertiary. Future research should involve children of all ages and from various schools in order to broaden the scope of the study and get more specific findings that can be used throughout the country.

REFERENCES

- Afrin, S. (2016). Writing problems of non-English major undergraduate students in Bangladesh: An observation. *Open Journal of Social Sciences*, 4(3), 104-115. <https://doi.org/10.4236/jss.2016.43016>
- Afzal, N., & Harun, M. (2013). On opinion and persuasive writing: Teaching English through editorials. *The Modern Language Journal*, 4(2), 57-65. DOI: <https://doi.org/10.7575/aiac.all.v.4n.2p.57>
- Ahmed, R. (2016). Effectiveness of reading English newspapers for improving vocabulary and reading skills of students at Dhaka University. *The Millennium University Journal*, 1(1), 68- 76. Retrieved from <https://www.researchgate.net/publication/327891038>
- Ali, A. M., & Razali, A. B. (2019). A review of studies on cognitive and metacognitive reading strategies in teaching reading comprehension for ESL/EFL learners. *English Language Teaching*, 12(6), 1-18. DOI: <https://doi.org/10.5539/elt.v12n6p>
- Ali, M. M., Hamid, M. O., & Hardy, I. (2018). Ritualisation of testing: Problematising high-stakes English-language testing in Bangladesh. *Compare: A Journal of Comparative and International Education*, 00(00), 1–21. doi:10.1080/03057925.2018.1535890
- Azlina, A., & Mei, L. L. (2015). Effect of multimedia principle on vocabulary learning among second language learners. Paper presented at the Second International Conference on Education, Social Sciences and Humanities, Istanbul, Turkey. Retrieved from
- Chowdhury, R. & Kabir, A. H. (2014). Language wars: English education policy and practice in Bangladesh. *Multilingual Education*, 4(1), 1–16.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approach*. Sage publications.
- Galti, A. M. (2018). Students' perception of learning vocabulary in Suggestopedia class. 1. AL-MUQADDIMAH, A Journal of the Humanities, Law, Social & Management Sciences, 1 (2), 1-7. Retrieved from

- <https://www.researchgate.net/publication/328091903>
- Harji, M. B., Balakrishnan, K., Bhar, S. K., & Letchumanan, K. (2015). Vocabulary levels and size of Malaysian undergraduates. *English Language Teaching*, 8 (9), 119-130. Retrieved from <https://files.eric.ed.gov/fulltext/EJ689121>
- Hasan, M. K., & Shabdin, A. A. (2017). The correlation and contribution of depth of vocabulary knowledge to reading success of EFL Bangladeshi tertiary students. *PASAA*, 53, 148-181.
- Inderjit, S. (2014). Reading trends and improving reading skills amongst students in Malaysia. *International Journal of Research in Social Sciences*, 3(5), 70-81. Retrieved from www.ijsk.org/uploads/3/1/1/7/3117743/6_reading_skills.
- Jamrus, M. H., & Razali, A. B. (2019). Augmented Reality in Teaching and Learning English Reading: Realities, Possibilities, and Limitations. *International Journal of Academic Research in Progressive Education and Development*, 8(4), 724-737. <http://dx.doi.org/10.6007/IJARPEd/v8-i4/6696>
- Jayavalan, K., & Razali, A. B. (2018). Effectiveness of Online Grammar Checker to Improve Secondary Students' English Narrative Essay Writing. *International Research Journal of Education and Sciences (IRJES)*, 2(1), 1-6. eISSN 2550-2158 URL: <http://www.masree.info/wp-content/uploads/2018/05/IRJ>
- Kasuma, S. A. A., & Tan, D. A. I. (2019). ESL reading activities on Facebook among Malaysian university students. *Pertanika Social Science and Humanities*, 27(1), 101-122. Retrieved from <https://pdfs.semanticscholar.org/490e/621871bbd7a0c4d1b9cb3ce2c221fe924202.p>
- Kaur, N., & Abdullah, M. K. K. (2007). Autonomy in ESL: To what extent? Paper presented at Literary Conference (LITCON) 2007, Penang, Malaysia. Retrieved from <http://journal.article.ukm.my/6047/1/2227-4405-1-SM>
- Lee, J., & Wong, S. C. A. (2017). The relationship between leisure reading habits, vocabulary and writing of English language learners (ELLs). *Language Education in Asia*, 8(2), 157-175. doi: 10.5746/LEiA/17/V8/I2/A03/Vun_Chu
- Lim, X. Y., Razali, A. B., & Abd Samad, A. (2018). Self-Directed Learning Readiness (SDLR) among Foundation Students from High and Low Proficiency Levels to Learn English Language. *Malaysian Journal of Learning and Instruction*, 15(2), 55-81. URL: <http://mjli.uum.edu.my/images/vol.15no.2/55-81>.
- Manan, A. B., Ali N. A., & Sarimah, S. (2013). Does the Malaysian English language syllabus cater to the academic vocabulary needs of secondary school students entering universities? *Jurnal Teknologi*, 65(2), 7-14. doi: <http://dx.doi.org/10.11113/jt.v65.2345>
- Maskor, Z. M., & Baharudin, H. (2016). Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill, Which One Important? *International Journal of Academic Research in Business and Social Sciences*, 6(11), 261-27.
- Mustafa, Z. (2018). Boosting the reading habit. *New Straits Times*. Retrieved from <https://www.nst.com.my/education/2018/07/394232/boosting-reading-habit>
- Nation, ISP (2001). *Learning Vocabulary in another language*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139524759>
- Noordin, N., Samad, A. A., Razali, A. B. M., Ismail, L., Rashid, M. R. (2019). Theory to Practice: What Teacher Trainees Did Not Expect from Their Practicum Experience. *International Journal of Language, Literacy and Translation* 2(2), 42-53. DOI: <https://doi.org/10.36777/ijollt2019.2.2.026>
- Nor, F. M., Mazlan, M. H., & Rajab, A. (2015). English language teachers' perceived difficulty of English skills faced by ESL learners. *Akademia Baru, Penerbit*, 1(1), 12-18. Retrieved from <https://www.researchgate.net/publication/330716902>
- Pandey, S. K. (2019). The trend of reading newspaper among the youth in 21st century (A study based on youth and daily Hindi newspapers of Varanasi). *International Journal of Advance and Innovative Research*, 1-13. DOI: <https://doi.org/10.1598/rrq.39.2.2>
- Rahman, M. M., & Pandian, A. (2018a). A critical investigation of English language teaching in Bangladesh: Unfulfilled expectations after two decades of communicative language teaching. *English Today*, 34(3), 43-49. <https://doi.org/10.1017/S026607841700061X>
- Rimi, R. N. (2019). Online Reading Habits of University Students in Bangladesh & Its Effects in ESL Classroom. *International Journal of Education, Psychology and Counseling*,
- Shoari, E., & Aidinlou, N., A. (2015). Zone of proximal development: The effect of verbal scaffolding on improving Iranian young EFL learners' vocabulary learning. *Journal of Applied Linguistics and Language Research*, 2(8), 208-217. Retrieved from www.jallr.com

Newspaper as a Reading Material to Increase Vocabulary Skill at Secondary Level ESL Students

- Sivabalan, K. (2013). Influence of using songs and dictionary in teaching vocabulary (Master dissertation, Universiti Teknologi Malaysia, Johor, Malaysia.) Retrieved from <http://www.fp.utm.my/epusatsumber/pdffail/ptkghdfwP2/Kasturi%20AP%20>
- Subon, F. (2016). Direct vocabulary instruction: The effects of contextualized word families on learners' vocabulary acquisition. *Procedia – Social and Behavioral Science*, 224, 284-29. doi: 10.1016/j.sbspro. 2016.05.46
- Sultana, N. (2018). Test review of the English public examination at the secondary level in Bangladesh. *Language Testing in Asia*, 8(1), 1. doi:10.1186/s40468-018-0068-1
- Tan, D. A. L. (2016). Investigating guided extensive reading and vocabulary knowledge performance among remedial ESL learners in a public university in Malaysia (Doctoral dissertation, University Sains Malaysia, Penang, Malaysia). Retrieved from <https://core.ac.uk/download/pdf/78388981>
- Valva, L. (2009). Benefits of using newspaper, magazines and books in classroom. *LCPJ Publishing*, 2(2), 12-17. Retrieved from <https://www.lcpj.pro/skedaret/1354544987Article%2011.pdf>
- Wang, B. Q. (1994). *Newspapers* by Peter Grundy. Oxford: Oxford University Press, 1993. *Issues in Applied Linguistics*, 5(1), 168-171. Retrieved from <https://escholarship.org/uc/item/6ph8j2qp>
- Wolswinkel, H. (2008). New paper reading: The explaining factors of newspaper reading behavior of young adults (Master thesis, University of Twente, Enschede, Netherlands). Retrieved from https://essay.utwente.nl/59108/1/scriptie_H_Wolswinkel.
- Zulkefly, F., & Razali, A. B. (2017). Attitudes towards learning English as a Second Language (ESL): the case of students in a rural secondary school in Malaysia. *Journal of Studies in Social Sciences and Humanities*, 3(1), 12-34. ISSN: 2413-9270 URL: http://www.jssshonline.com/wp-content/uploads/2016/02/JSSSH_Vol.3_No.1_2017-March_12-34_Sr-No.-2
- Zulkefly, F., & Razali, A. B. (2019). Malaysian Rural Secondary School Students' Attitudes towards Learning English as a Second Language. *International Journal of Instruction*, 12(1), 1141- 1156. DOI: <https://doi.org/10.29333/iji.2019.12173a>

Citation: Sabina Sultana & Manvender Kaur Sarjit Singh “Newspaper as a Reading Material to Increase Vocabulary Skill at Secondary Level ESL Students”, *International Journal of Research in Humanities and Social Studies*. 2021; 8(10): 47-54. DOI: <https://doi.org/10.22259/2694-6296.0810004>

Copyright: © 2021 Scott Baum., This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.