



## Investigating the Use of Newspaper Editorials as Learning Aids for Vocabulary Development in ESL Learners

Bushra Altaf Mughal

Lecturer, Department of English, National University of Modern Languages Islamabad.

Email: bushraaltaf137@gmail.com

Dr. Umar Khitab

Education Department, Khyber Pakhtunkhwa. Email: ukhitab5@yahoo.com.

### Abstract

This research explores the effectiveness of using newspaper editorials ‘*The Dawn*’, as a tool for improving vocabulary learning amid ESL learners. The study emphasizes on whether such editorials serve as helpful source for developing both vocabulary competence and practical usage. The study conducted in an English language class level A-2 at a well-reputed university of Islamabad. The research aims to address a common gap in English language instruction: students often memorize vocabulary without being able to apply it in meaningful communication. By investigating the influence of ‘*The Dawn*’ editorials on vocabulary development, this research seeks to provide guidance to English language teachers on improving students’ ability to comprehend and use new words in context. Additionally, the study explores the broader implications of using authentic materials to support vocabulary learning. The findings are expected to offer valuable insights for teachers and future researchers aiming to enhance vocabulary acquisition and usage in ESL classrooms.

Keywords: Teaching vocabulary, Grammar translation method, Social constructivism

### Introduction

English is broadly known as the most widely used language of correspondence, where the fast increment of information requires the unmistakable and compelling sharing of groundbreaking thoughts. The significance of English as a worldwide language is mainly due to the enormous form of scientific, technological, and scholarly works produced in it. Therefore, learning English is crucial.

In Pakistan, English is educated as a subject starting at the primary level, and many students proceed their learning in English. However, despite this exposure, students often struggle to utilize the language really in regular correspondence. By the time they enter colleges and universities, many are still unable to write an essay, fill out forms, or communicate proficiently in English. This challenge often stems from a lack of vocabulary, which limits their ability to express themselves accurately and fluently.

The traditional focus in English language classrooms in Pakistan often centers on the four main language skills—speaking, listening, reading, and writing—without



sufficient attention to the teaching of vocabulary. As a result, students frequently memorize words without understanding how to use them in context, which hinders their ability to apply vocabulary in practical situations. This problem is compounded by several factors, including a shortage of professionally trained teachers, inadequate use of modern teaching methods, and limited access to audio-visual aids, especially in government-run institutions.

Many teachers in Pakistan still rely on outdated methods like the Grammar Translation Method (GTM) and traditional approaches, which prioritize rote learning and translation exercises over contextual understanding and practical application of vocabulary. These methods focus on grammar rules and literal translation, often leading to incorrect usage of words and phrases. Additionally, the dependence on the first language during guidance further hampers the understudies' capacity to think and convey in English.

In contrast, modern teaching approaches emphasize the importance of exposing learners to authentic materials and real-life language usage to enhance their vocabulary and overall language proficiency. One such resource is the use of newspaper editorials, which provide rich, contextualized examples of language in use. Editorials, particularly those from *The Dawn* newspaper, offer a diverse range of vocabulary and linguistic styles that can be highly beneficial for English language learners. They not only expose students to new words yet additionally exhibit how these words are utilized in various settings, in this manner working on both perception and maintenance.

Newspapers, as an accessible and affordable resource, can serve as an effective learning aid in the classroom. However, many teachers are hesitant to use them due to time constraints and the pressure to complete the syllabus. Despite this, integrating newspaper editorials into the classroom can offer significant benefits for vocabulary development. Editorials present complex issues and viewpoints, which help students engage with new vocabulary in a meaningful way, encouraging them to use these words in their own writing and speech.

Vocabulary acquisition is a critical aspect of language learning, and without a strong foundation in vocabulary, students struggle to communicate effectively. It is not enough for students to memorize lists of words; they must also understand how these words function in various contexts. This research aims to investigate whether teaching vocabulary through the use of newspaper editorials, specifically from *The Dawn*, can serve as an effective material for improving vocabulary acquisition among ESL learners. The study will provide insights into how teachers can use this authentic resource to develop their students' vocabulary and enhance their ability to use these words in everyday communication. Furthermore, the research seeks to guide future educators in adopting more innovative and context-based methods for teaching vocabulary, moving away from rote memorization toward a more holistic approach to language learning.

### **Significance of the study**

The aim of this research is to determine whether teaching vocabulary using



editorials from *The Dawn* newspaper serves as an effective resource. This study will provide guidance for teachers on how to help students build a strong vocabulary foundation and enable them to use vocabulary in everyday situations, rather than merely memorizing words without understanding their practical application. The goal of this research is not only to enhance ESL learners' vocabulary competence but also to foster their ability to actively use new words. The findings of this study will benefit English language teachers by improving their students' ability to learn and apply vocabulary. Additionally, future researchers interested in this area can build on these insights to further explore innovative approaches to vocabulary development for ESL learners.

## Statement of problem

Many English teachers only focus on improving four language skills i-e Speaking, Listening, Reading, Writing without to make students learn and to understand the word properly. Students only memorize vocabulary, but are not able to use those vocabulary items in a proper context and in their day to day conversation. As a result, the learners become a good reader, a good listener, but are unable to become a creative writer or a speaker unless they do not learn vocabulary of learned language.

## Delimitation

The research has been conducted only in a well reputed university of Islamabad. A single section of the English language learning level A-2 class spring 2023 is taken. Vocabulary used in the editorials of 'The Dawn' newspaper has been taken.

## Hypothesis

English editorials are considered as a great source of vocabulary enhancement for ESL learners.

## Research objectives

The objectives of this research are given below:

- 1) To use editorials for improving the vocabulary of the English language learners.
- 2) To help English language learners' to comprehend the meanings of words in the proper contexts.
- 3) To make English language learners self-sufficient in the area of vocabulary learning.

## Research questions:

The research questions are given below:

- 1) How to use editorials for improving the vocabulary of the English language learners?
- 2) How to help English language learners' to comprehend the meanings of words in the proper contexts?



- 3) What makes English language learners self-sufficient in the area of vocabulary learning?

## Literature review

Language is the way of communication. The only fact that is known is that spoken language originated before the written version. English language is the language, which became so famous among people that by making minor differences they made a separate dialect of the English language. This makes a vast range of English dialects. Many new vocabulary items are still adding and some old vocabulary items are deleted from the language. The linguists, poets, writers and even the speakers of the language are still working hard to maintain this form of the English language. It is now becoming the lingua Franca in many countries.

Vocabulary can be defined as the words, which we speak, we teach in a foreign language. Many words can combine to give a single meaning. For example, Post-office, mother-in-law, pre-test etc. The American heritage dictionary defines the vocabulary as a noun in the following: 'A listing of the words used in some enterprise'. Many unlike words can be used for diverse purposes. There are a number of words which are same, but when use in dissimilar context gives different meanings. 'Vocabulary lexicon, mental lexicon (a language users' knowledge of words)'. This means learning a language is not only related to our verbal activity, but also associated to our mind. The knowledge of the vocabulary is somewhat different as associate to the knowledge of vocabulary beside their usage is different. By knowing the enormous and difficult vocabulary is useless, until and unless its usage is not known.

Language is made up of a combination of words. Therefore, every word has its own meaning; the conversation can successfully when the speaker is able to combine word properly and the hearer is able to understand that word according to the context.

As, [www.wordfocus.com](http://www.wordfocus.com), vocabulary has been defined as, 'A list of words and often expressions usually arranged alphabetically and defined or translated as a vocabulary or glossary'. Vocabulary is a list of words and a phrase, which are defined in dictionary in sequence along with their meanings.

According to Merriam-Webster's Collegiate Dictionary, vocabulary means, 'All the words that a person knows or uses'. 'All the words in a particular language'. 'The words the people use when they are talking about a particular subject'. 'A list of words with their meanings, especially in a book for learning a foreign language'.

One thing is most shared in all these statements that vocabulary is the most significant of the language. In addition, learning or the use of language is linked to the one's knowledge. One must have the enormous vocabulary in his mind; even then, he is able to communicate in the foreign language. Vocabulary is distinct in different places as the backbone of the language.

## Teaching of English Vocabulary

In the modern era of technology, survival is dependent only on the use of



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technology. It is well known that every latest technology like computers, I phones, internet are having the use of the English language. Therefore, in order to use those technologies one must know the English language.

An anonymous writer has written his views in Reader's digest how to write and speak better (2003). 'A good command of English is the key success in the modern world—success in the modern world success at school, at work in business and in business and in social life depends on being able to use words correctly confidently and persuasively'. The writer explains the importance of vocabulary of the English language. The English language has considered as prestige language. If anyone wants to succeed in any field, he must have the communicative competence. Morgan and Rivolucin (1986) have presented his views, 'Words are essential and lack of them leads to feeling of insecurity'.

McCarthy (2001) also explains the importance of vocabulary. In his book, he writes, 'No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meaning, communication in an L2 just cannot happen in any meaningful way'. According to the view of McCarthy, vocabulary should be given importance as compare to grammar, pronunciation and other language skills. This research is also supported to his viewpoint that teachers must make students being capable enough to use vocabulary according to the situation. Many teachers focus on four language skills and grammar. Many language teachers ignore the vocabulary, which is the most part of teaching and learning the foreign language. McCarthy also has given the importance to teaching and learning of vocabulary of the foreign language.

According to the Folse (2004), 'Vocabulary is more important than grammar'. He has again given the importance to the vocabulary as compared to the teaching and learning of grammar. Davis and Dease (2002) also explain the same argument in a different way. 'Vocabulary is of enormous importance of communication, but is sometimes neglected in English course'. Davis and Dease (2002) although in the favor of teaching vocabulary rather than teaching grammar. According to them, knowledge of grammar cannot be used appropriately with the use of vocabulary.

According to the linguists, every linguist has given the importance to the teaching and learning vocabulary. However, this research not only supports the teaching and learning vocabulary, but it negates the idea of memorizing and rote learning of the vocabulary items. This research supports the idea of getting the knowledge of the vocabulary and to be able to use the appropriate vocabulary according to the context. All these views of linguists support the ideas of the researcher.

A learner who knows the vocabulary will be able to express his feelings, thoughts in his by the way. He would not be dependent on words. He would be able to mold his thoughts by using different vocabulary.

Brown (1995. p373) has suggested some crucial steps of learning vocabulary, which has further explained by Cameron'.

- 1) having sources for encounter grow words
- 2) Getting a clear image in the form of new words.



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- 3) Learning the meaning of new words.
- 4) Making a strong memory connection between the form and the meaning of the words.
- 5) Using the words.

In all these points of linguists, it have been described that the learner of the foreign language must be able to know the proper use of vocabulary and having clear concepts of the form of words and their usage.

Many linguists are of the view that vocabulary learning must be given importance. They considered the vocabulary as an important part of the language. The researcher is also having the same point of view about the English language vocabulary and the ability of the learner is being able to use this vocabulary properly. The views of the linguists help in supporting the views of the researcher and increase the significance of the study.

### **Teaching of English language in Pakistan**

English is used as an official language in Pakistan. Communication in the English language has now becomes the symbol of status. People use English language to make them different from people belongs to low status. English is taught in Pakistan at primary level. In schools, English as a subject, which is compulsory, and every student have to study that subject.

In many schools, teachers only focus on teaching as a subject not as a language. Teachers only teach the text and tell the meanings of difficult words, learners are forced to memorize the vocabulary. The examination style and the criteria to pass through in the examination are only based on the learner's capacity of cramming the vocabulary.

### **Teaching of English vocabulary in Pakistan**

In Pakistan, although the teaching of the English language is focused, but unfortunate the teaching of vocabulary is not focused. The major reason for not focusing on teaching language is that among teachers are still unaware of the importance of vocabulary in the language. They consider only four language skills, grammar and sounds are important to teach in English language learning class. They unconsciously ignore vocabulary, but many of them are of the view that learners can learn vocabulary slowly and gradually when they start using vocabulary.

Another main factor of not focusing on vocabulary teaching is that many teachers are still in favor of the traditional approach of teaching vocabulary. In this approach teacher only teach the text and teach the meaning of the difficult words, students have to memorize those vocabulary items and graded on those vocabulary, which they have memorized. Teachers have the authority in the class. So, none of the students dare to participate in the class. The teacher himself is not using the English language in the class, but uses his mother tongue for teaching English language.

After having many drawbacks of traditional approaches. A new method of teaching



has introduced. This method has called “Grammar Translation Method” In this method, the teacher teaches learner’s grammar. Later, learners’ have to translate the passage given in their mother tongue into the English language. In this method, students’ grammar has improved. They memorize some of the grammar rules.

This method also has some drawbacks that learners have to translate a sentence in their minds and then speak that sentence which takes a lot of time. Learner’s confusion about the language is still there. Another problem in teaching English learners is that in many institutes, teachers are not qualified or if they are qualified then unaware of the new teaching techniques to the foreign language learners.

Examination system is also de-motivating for the second language learners and teachers as well. Exams are made to test the learner’s ability of cramming things, but not to test their creativity. This makes students unable to even a single sentence to express them. The main purpose of learners has been just to pass the exams not to gain some knowledge.

Use of key books is another factor which hundred students learning of the vocabulary. Many teachers are informed by using key books. They themselves refer some of the key books to their students. Teachers do not bother to make students to write from their own. However, make them to memorize the answers from suggested key books.

There are very few teachers are in favor of teaching English vocabulary to the learners and are able to use new techniques and methods in the class. Unfortunately, they do not have an opportunity to teach in many schools and colleges.

In some schools, it also happens that a single teacher is teaching all subjects to the learners’ science teacher is also teaching the English language to the learners. This is another factor of not having student’s improvement in learning language.

To sum up this whole discussion about teaching vocabulary it proves that in teaching learning of English as the second language vocabulary has treated as an isolated form of language. In every phase of teaching second language, the vocabulary has not focused. The four skills of language, grammar, and sounds have given more focus.

This approach towards learning the English as a second language has negative impact over learners’ learning language. Many English language learners are unaware of the importance of learning vocabulary. Learners must be encouraged and motivated towards learning the vocabulary of the English language.

## **The role of newspapers in teaching vocabulary**

The newspaper is the one of authentic material, which can be used for teaching vocabulary. Many linguists have defined the authentic material according to their perspective. According to Rogers (1998), newspapers are appropriate and quality based in terms of goals, objectives, learners’ needs and interest and natural in terms of real life and meaningful communication. In his opinion, newspapers have material according to every one’s interest, level, goals, and objectives. Many



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teachers use newspapers for improving Reading skill, writing skill, speaking skill etc.

In this research, the usefulness of newspaper for improving English vocabulary of the English language learners. Halmer (1991) also defines “authentic materials are those which are designed for native speakers. Newspapers are usually made for the native speakers, but many English language learners can use newspapers in order to bring improvement in different areas of language. Jordan (1997) also refers that authentic materials are those, which are not designed for language learners, but for the users’ of the language. According to Jordan’s point of view, this also supports other linguist’s point of view. About newspapers are authentic materials, which are not designed for language learners rather for speakers of that language. Newspapers are also one of the major and most important parts of the print media. Those have different sections related to different individuals having different interests. Some individuals like youngsters like sports they can easily read the section related to sports news.

Newspapers can also use in the ESL classroom in order to teach learners. Learner’s can be more motivated and encouraged in their learning by using these newspapers. It can also called as “Teaching and learning aid” in the language classroom. There are so many other materials, which can include in the learning aid, but the newspaper is more appropriate for teaching English as a second language. Many institutes and students also are unable to afford such luxuries audio-visual aids for improving vocabulary. Newspapers are inexpensive material can be used for learning vocabulary. Learners can also take them and can use them outside of the classroom. Newspapers are also easily available from everywhere. These are easily accessible to the teachers as well as for the learners.

### **Use of editorials in ESL classroom:**

Newspapers have different sections according to the interests of different readers. A single newspaper is published for the readers who belong to different age groups. Editorials are the one of the main section in which editor, writes letters for his readers. These letters are usually related to the social issues, which happened in the society. Teenagers are usually most interested towards social issues and society. They are found in this section. The use of the editorials in the ESL learning classroom helps teach in grabbing the attention of the learners in the classroom. Learner has become more motivated and participates in the classroom with more enthusiasm.

As the topic, given in the editorials are related to society and are thought provoking, which helps teach in generating a general discussion in the classroom. As topics are general, every learner of the class wants to participate in the discussion. In this way, they are able to learn more vocabulary not even from that chosen article, but also from other learners’ who participated in the discussion. Moreover, to develop better understanding related to its usage. In editorials, the use of language is very simple that the new language learner can easily understand the idea of the text.





## **Research methodology**

### **Research design**

In the context of this study, to investigating the use of newspaper editorials as learning aids for vocabulary development in ESL (English as a Second Language) learners, a suitable epistemology would be social constructivism. Social constructivism posits that knowledge is constructed through social interactions and collaborative learning experiences. This is a quantitative and experimental research. The data, which would be analyzed, is quantitative. Most people are of the view that an experimental research is only related to scientific studies and can be only conducted in a special laboratory. However, an experimental research can also be conducted for educational purpose as well. In this way, a classroom would become a laboratory for the researcher.

An experimental research would be applied to the learners in the development of their knowledge of vocabulary through editorials. Material for the text would be taken from “Dawn” newspaper; different kind of activities would be designed and chosen by the teacher. This will be helpful in the enhancement of learner’s vocabulary in their mind. These materials not only enhance the learner’s vocabulary, but also motivate learner’s for their learning.

Experimental research can also be used to find the authenticity of the teaching style, which is neglected by the teachers consciously or unconsciously. In order to prove the importance of the ignored or neglected method of teaching.

### **Pre-test**

Pre-tests are usually conducted for knowing the students’ existing knowledge. The researcher has conducted a pre- test in order to know the students’ existing knowledge. The researcher has given the pre-test based on three questions. These questions were designed to evaluate students’ knowledge of vocabulary. The vocabulary is given differently, so that student; give answer according to their existing understanding about these vocabulary.

### **Lesson plans**

Lesson plans are helpful for teachers to plan what they want to teach and what they are going to teach their learners during the class. These lesson plans are also helpful in the experimental research. After knowing the learner’s existing knowledge related to the vocabulary and their usage. Researcher teaches vocabulary with new methodology, which is ‘Direct method’ researcher directly, introduces a direct method in the class and teaches according to different designed activities. The purpose of these activities is to make students self-sufficient in vocabulary and ability to use vocabulary in different context. The products and the practical stage of the lesson plans are used to provide a vast range of vocabulary and to make students’ able to use them.

### **Post-test**

The purpose of post-test is to find the difference between learner’s progresses. The



difference between the previous knowledge and the knowledge after getting the treatment their knowledge would check. In this research, the student's knowledge after teaching them six days are checked whether it is improved or not.

## Population

Total numbers of students enrolled in Diploma at the Islamabad campus of a well renowned university in spring 2023 have been selected as population.

## Sampling

Twenty students of English language class were taken as a sample of the study to teach English vocabulary. Cluster sampling is conducted.

## Data collection and analysis

Data can be analyzed in many ways. The type of research and the purpose for conducting the research can also determine the way data has been analyzed. In this research, data will be collected through 'Pre-test' and 'Post-test'.

## Data analysis

In this chapter, the practical application of the vocabulary in the language class will be discussed. Research analysis would prove that either vocabulary can be taught appropriately through editorials are not. The sample for the experiment was English language learners level A-2. The learners of the English language level A-2 course were of mixed abilities and had different qualification level. The pre-test was designed by keeping all these individual differences in the mind. Pre-test helps researcher to aware the weakness of the learners.

## Analysis of pre-test

The sample for the experiment was of English language level A-2. The researcher conducted pre-test from English language level A-2 learners in order to know their existing knowledge related to the vocabulary and its usage. The result of the pre-test is being shown in tables and graphs.

Table of Analysis of Pre-Test

Sr.no	Name of students	Marks obtained in Q1	Marks Obtained in Q2	Marks obtained in Q3	Total marks	Obtained marks	Percentage
1	Sofia Noor	03	02	01	20	06	30%
2	Susain	05	01	01	20	07	35%
3	GulBibi	05	04	03	20	12	60%



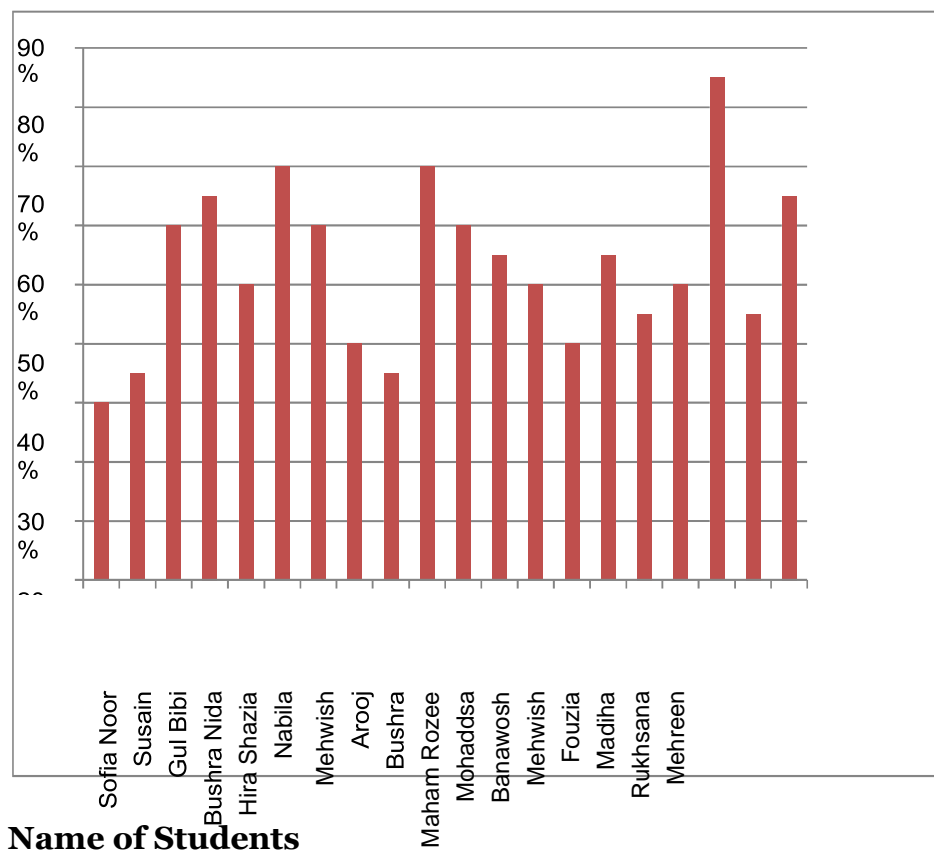
4	Bushra	07	04	02	20	13	65%
5	Nida	06	04	04	20	10	50%
6	Hira	08	03	03	20	14	70%
7	Shazia	04	05	03	20	12	60%
8	Nabila	05	02	01	20	08	40%
9	Mehwish	03	03	04	20	07	35%
10	Arooj	08	04	02	20	14	70%
11	Bushra	05	04	03	20	12	60%
12	Maham	07	01	03	20	11	55%
13	Rozeer	04	05	01	20	10	50%
14	Mohaddisa	03	03	02	20	08	40%
15	Banawosh	06	04	01	20	11	55%
16	Mehwish	05	02	02	20	09	45%
17	Fouzia	05	03	02	20	10	50%
18	Madiha	08	05	04	20	17	85%
19	Rukhsana	03	03	03	20	09	45%
20	Mehreen	09	02	02	20	13	65%



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In the pre-test, only one student scored 85%, two students scored 70% and others scored less than 70%. The result of pre-test shows that some learners do not know the meaning of the word and some who do know the meaning of the word got confused among other meanings, which were given as a choice.

**Percentage of marks**



In the graph, the researcher easily found the learners' difficulty in vocabulary learning. They were not made to understand the meaning of the vocabulary. For this reason, most learners got confused, when they have different choices of words in front of them. After judging learners' knowledge about their understanding of the vocabulary and their proper usage. The researcher conducted six lessons based on editorials in order to improve the learner's vocabulary and ability to use vocabulary appropriately.

### Teaching phase

The researcher had planned six lessons (see Appendix- B) from the editorials of the 'Dawn' newspaper. Researching used new techniques for teaching vocabulary. Researcher used 'Direct method' for teaching and applied interesting activities. These activities do not only motivate students and grab their attention in the class, but also make them to practice those learned vocabulary. So, that



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they made able to know the use of those vocabulary in different context. English language learners participated a lot in the class. The researcher chose those activities, which gave maximum time to the learners’ to participate in the class. These activities made students confident in their learning. Lessons and there complete planning that how the researcher conducted them in the classroom is given below:

**Analysis of post-test**

The researcher has conducted a post-test (see- Appendix-c). The post- test is based on the same categories of questions. The results prove the effectiveness of editorials in teaching vocabulary. These results show that learners’ knowledge has enhanced after teaching phase.

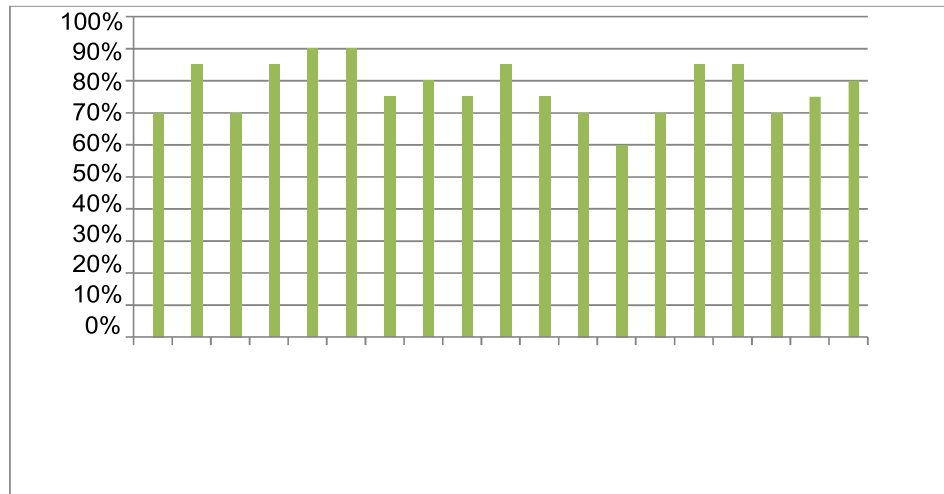
**Table of analysis of post-test**

**TABLE OF ANALYSIS OF POST-TEST**

<b>Sr.n o</b>	<b>Name of students</b>	<b>Marks obtain ed in Q1</b>	<b>Marks Obtain ed in Q2</b>	<b>Marks obtain ed in Q3</b>	<b>Tota l mar ks</b>	<b>Obtain ed marks</b>	<b>percent age</b>
1	Sofia	05	05	04	20	14	70%
2	Susain	08	05	04	20	17	85%
3	GulBibi	07	04	03	20	14	70%
4	Bushra	10	05	02	20	17	85%
5	Nida	09	05	04	20	18	90%
6	Hira	10	05	03	20	18	90%
7	Shazia	08	04	03	20	15	75%
8	Nabila	09	05	02	20	16	80%
9	Mehwis h	08	03	04	20	15	75%
10	Arooj	09	04	04	20	17	85%
11	Bushra	08	04	03	20	15	75%
12	Maham	07	03	04	20	14	70%
13	Rozee	06	04	02	20	12	60%
14	Mohadd isa	07	04	03	20	14	70%
15	Banawo sh	07	06	04	20	17	85%
16	Mehwis h	09	05	03	20	17	85%
17	Fouzia	07	03	04	20	14	70%
18	Madiha	08	05	02	20	15	75%
19	Rukhsa na	07	05	04	20	16	80%
20	Mehree n	09	04	03	20	16	80%



### Percentage of Post-test



Sr. No	Name of student	Obtained marks of pretest	Percentage of pretest	Obtained marks of post test	Percentage of post test	Difference in marks	Difference in percentage
1	Sofia Noor	06	30%	14	70%	08	12%
2	Susain	07	35%	17	85%	10	40%
3	GulBbi	12	60%	14	70%	02	10%
4	Bushra	13	65%	17	85%	04	20%
5	Nida	10	50%	18	90%	08	40%
6	Hira	14	70%	18	90%	04	20%
7	Shazia	12	60%	15	75%	03	15%
8	Nabila	08	40%	16	80%	08	40%
9	Mehwish	07	35%	15	75%	08	40%
10	Arooj	14	70%	17	85%	03	15%
11	Bushra	12	60%	15	75%	03	15%
12	Maham	11	55%	14	70%	03	15%



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13	Rozee	10	50%	12	60%	02	10%
14	Mohaddisa	08	40%	14	70%	06	30%
15	Banawosh	11	55%	17	85%	06	30%
16	Mehwish	09	45%	17	85%	08	40%
17	Fouzia	10	50%	14	70%	04	20%
18	Madiha	17	85%	15	75%	02	10%
19	Rukhsana	09	45%	15	80%	06	35%
20	Mehreen	13	65%	16	80%	03	15%

Name of Students

Result of post-test

Result has shown in the form of table and graph. The graph shows learner’s progress in the form of percentage. The high percentage shows the learner’s progress clearly. Two students scored 90% marks in the posttest, five students scored 85% marks, and three students scored 80% marks. This shows the clear difference in learner’s knowledge and effectiveness of editorials. Nida and Hira have showed an excellent progress in the post-test. These two students scored 90%. Post-test has shown the great progress in learner’s knowledge.

Comparison between pre-test and post-test:

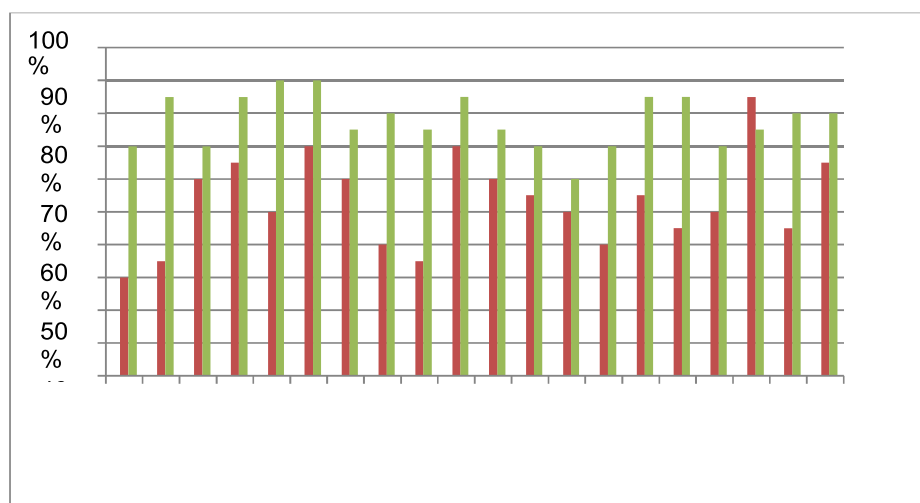
The comparison of pre-test and post-test has shown the great difference in the results got from pre-test and post-test. The comparison has shown in the form of table and graph. The table has the results of pre-test and post-test. In order to make readers more clear about the difference between the results got from the pre-test and pre-test. The following table shows the difference between the results of pre-test and post-test

The comparison between pre-test and the post-test has shown the great difference in English language learners’ progress in vocabulary and its usage. Many learners’ showed their progress in post-test.

The results of comparison between pre-test and post-test are also shown in the form of graph.

Graph of comparison of pre-test and post-test

Percentage of pre-test and post test





The graph has shown the difference in the bar graph. The bar graph, which is in red color shows the results of pre-test and the green color bar, shows the result of post-test. The comparison shows that all students have shown the progress in the vocabulary. After getting the pre-test from the learners', researcher used editorials to teach vocabulary and designed different activities and tasks to enhance learner's vocabulary.

The researcher conducted post-test after completion of teaching phase. This shows the learner's progress more apparently in the form of bar graph. It has found that teaching of vocabulary was neglected part in teaching and learning process. The researcher has used editorials for teaching vocabulary to the ESL learner's, which shows their excellent progress in their knowledge.

### Conclusions

This research study was a source for proving need and requirement of teaching vocabulary to the ESL learners. It had proved that variety of material can be used for effective learning. All educationists and researchers accepted the effective role of newspapers for teaching different skills to the English language learners' but this research broadened their views by using newspapers for enhancing the learner's vocabulary. These newspapers are easily available from everywhere and are not very expensive.

Editorials are affected in the way that they are based on the social issues, which learners' are facing in their day-to-day life. They have their own thoughts and a group discussion was going to the learner's used different and mostly new vocabulary in their conversation.

The researcher should select the topic related to the English language learners' interest so, that they could take part in group discussion willingly. From the results, which the researcher had got from this experimental study. It had been proved that interesting material not only grab learner's interest in the lesson, but also provide better results of learners learning. The results had shown the process of improving English language learners' vocabulary by delivering well planned and organized lesson plans.

### Findings

This research study was conducted in English Language level A-2, which is English language learning class. Teachers teach English not as a subject, but as a language.

The research finds newspapers as a source of authentic material. It provides a variety of interesting materials. In the class, as learners belong to different age groups and different qualification level. The topics of the editorials prove equally interesting and motivating for every student. The environment of the classroom was made so comfortable that every learner participated in the class and had a discussion in a confident way. English language learners were not having fear of exams. They learnt vocabulary only to increase their knowledge. They shared their problems about not understanding a word with the researcher. English





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language learners were not having fear of examination, so they do not memorize vocabulary. However, they developed understanding by practicing those in the class.

English language learners were enjoying the group discussion and different activities. There was monotony in the class. When different activities were introduced in the class, learners took interest in those activities and participated in them. However, the learners were in a number in the class. It was difficult for the researcher to manage the time. Time of the class was limited. English teachers who teach those classes permanently can utilize more time. All the activities, which were designed and planned by the researcher, were progressed systematically in the class. Every stage of the lesson plan is having different and interesting activities. These make learners motivated in their learning.

During the lesson, researcher gave plenty of time for group discussion and pair works to encourage the learners. English language learners' who were weak in different fields of language became confident and perform much better in-group discussion and pair work. Researchers also use the technique of brainstorming. Therefore, that learner could be able to know the proper use of different vocabulary in different sentence structure. This technique also proved very effective.

### Recommendations

There are some recommendations given by the researcher for English language teachers and future researchers:

English teachers should select the material, which relates to English language learners' interests and according to their level. English teachers must keep in mind while selecting the material teaching the aims and objectives of the English language learning course. English teachers should only select those materials, which can be easily available and affordable by the English language learners.

Headlines of the editorials can be used for brainstorming. English teachers can give them to English language learners and ask them to write them about whatever comes into their mind related to this particular topic.

English language teachers must create a communicative atmosphere in the class. So, that every learner is able to discuss their problem with the teacher.

### Suggestions for future researchers

This research will be helpful for English language teachers for improving English language learners' abilities to learn and use new vocabulary. Future researchers, who want to conduct research, related to this field, they can also get help from this research and can explore new ways to develop vocabulary among ESL and EFL learners.

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