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Enhancing English Vocabulary Acquisition Through Pakistani English Newspapers: A Quasi-Experimental Study Of Undergraduate Efl Learners

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Abstract

English language proficiency has become an indispensable asset for academic, professional, and social advancement in the contemporary globalized world, with vocabulary acquisition representing a cornerstone skill that fundamentally influences learners' communicative competence. Traditional vocabulary instruction methods, predominantly relying on isolated word lists and decontextualised exercises, have proven inadequate in preparing students for real-world communication scenarios, creating a significant pedagogical gap between classroom learning and practical language application. The integration of authentic materials, particularly culturally relevant Pakistani newspapers, represents a promising solution to address these instructional limitations while providing learners with exposure to contemporary vocabulary and real-world language usage. A quasi-experimental research design was employed, involving 80 undergraduate students from Government Post Graduate Jahanzeb College in District Swat, divided into experimental and control groups of 40 participants each. Data collection followed a structured pre-test, treatment, and post-test procedure spanning three months, utilising vocabulary tests with 40 objective items derived from English newspapers. Statistical analysis using SPSS 19 software revealed that the experimental group achieved statistically significant vocabulary improvements ($p = 0.021 < 0.05$) compared to the control group, which showed no measurable progress ($p = 0.325 > 0.05$). The study demonstrates that reading Pakistani English newspapers significantly enhances vocabulary acquisition, providing empirical evidence for the integration of authentic materials in English language instruction.

Keywords: Vocabulary acquisition; Authentic materials; English newspapers; EFL learners

Introduction

In the contemporary globalised world, English language proficiency has become an indispensable asset for academic, professional, and social advancement. The significance of English as a lingua franca extends beyond mere communication, serving as a gateway to higher education, international commerce, scientific research, and cross-cultural exchanges (Abedi, Keshmirshakan, & Namaziandost, 2019). English serves as a common language that people from different linguistic backgrounds use to



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communicate, facilitating global communication and cooperation (Bacon & Finnemann, 1990). Within the framework of English language learning, vocabulary acquisition stands as a cornerstone skill that fundamentally influences learners' ability to comprehend, communicate, and express complex ideas effectively (Bax, 2003). As learners navigate the intricacies of mastering the English language, the development of robust lexical resources becomes paramount for achieving accurate and appropriate expressions in both written and spoken communication.

Pakistan, with its rich linguistic diversity and growing emphasis on English proficiency, presents a unique educational landscape where traditional teaching methodologies often fail to meet the dynamic vocabulary needs of contemporary learners. A survey in Taiwan revealed that students had the lowest language skills in writing, and most were dissatisfied with the English courses offered to them because the textbooks did not provide sufficient practical and picture vocabulary (Chern, 2010). Likewise, research in Pakistan indicates that most English courses focus on teaching reading skills and the technical aspects of writing (encompassing knowledge of spelling, grammar, punctuation, and proper structure) instead of general communicative writing skills (Bax, 2003). The conventional approach to vocabulary instruction, predominantly relying on isolated word lists, synonyms, and decontextualised exercises, has proven inadequate in preparing students for real-world communication scenarios (Berardo, 2006). This pedagogical gap becomes particularly evident when students struggle to apply their learned vocabulary in authentic contexts, highlighting the need for innovative approaches that bridge the divide between classroom learning and practical language use.

The use of authentic resources in language teaching has become one of its potential solutions to these tutorial issues. The English newspapers are generally written with extensive vocabulary, which enhances the learning of learners as they are exposed to different words and phrases covering topics such as politics and economics, culture, and sports, among others (Bax, 2003). The use of new words in newspapers provides context, which helps with understanding and retention of new words, followed by learning the context of word use in sentences as well as paragraphs (Berardo, 2006). Newspapers occupy a unique position among various sources due to their availability, linguistic richness, and cultural value (Papalambros, 2009). Newspapers written in Pakistani English, among the most notable ones, such as Dawn, The News, and The Express Tribune, can also be regarded as treasures of current language and phrases, figurative language, and various linguistic constructions that reflect everyday language.

Learning vocabulary from Pakistani English newspapers serves a more functional purpose than mere exposure to a language. Reading through newspapers regularly may improve reading comprehension, which is also part of the mastering of the language by enabling the learners to exercise in understanding complicated sentence structures and reading extended passages (Berardo, 2006). Moreover, awareness of an adequately proficient news article may contribute to the acquisition of writing skills, as it typically adheres to a logical written order, often arranged in the inverted pyramid model (Gilmore, 2007).

Furthermore, the topical diversity found in newspapers, ranging from politics and economics to culture and technology, ensures exposure to specialised vocabulary across multiple domains, thereby enriching learners' lexical repertoires in ways that traditional textbooks cannot achieve (Guariento & Morley, 2001). When students engage with newspaper content, they encounter words embedded in authentic contexts that facilitate comprehension, retention, and practical application.

Despite the theoretical advantages of using authentic materials for vocabulary development, empirical research examining the specific impact of Pakistani English newspapers on vocabulary acquisition remains limited. English newspapers are one of the sources of information about the world in Swat, as it is in most regions of the world (Maley, 2014). The students, teachers, and other community members also read them in



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large numbers as part of their education, as the command of the English language has become vital to both academic success and professional growth (Gilmore, 2007). There has been considerable research on general authentic materials and other foreign language newspapers. However, little is known about culturally relevant Pakistani publications and their role in helping native speakers of English as a Foreign Language (EFL) learn vocabulary (Guariento & Morley, 2001). The identified research gap is especially acute in the Pakistani educational scenario, as the special sociolinguistic conditions and cultural background factors can significantly contribute to or hinder the effectiveness of newspaper-based vocabulary learning.

The theoretical basis of the present study is grounded in a set of key principles of second language learning and vocabulary acquisition. According to the contextual vocabulary acquisition theory, learners acquire a better understanding of vocabulary when words are used in authentic and meaningful contexts, as opposed to being learned in an itemised form (Namaziandost, Nasri, et al., 2019). Reading offers enjoyment and provides background information that enhances the learning process and strengthens vocabulary (Nostrand, 1989). Another point, incidental vocabulary being acquired when reading extensively, also approves the usage of newspapers as a means of expanding vocabulary (Richards, 2001). Lexical knowledge develops more effectively and lastingly because learners come across and pick up words by simply reading relevant authentic texts to interpret them, which becomes less problematic to forget and less context-specific. This is especially successful when learners are driven to care about what they are reading, and in that case, newspapers have the potential to meet such a situation because of their coverage of events and topics that may interest readers.

The importance of studying the influence of Pakistani newspapers on vocabulary development extends beyond academic grounds and should have tangible educational applications. A recent study found that reading articles in newspapers refines the reading skills of senior high school students and enhances their ability to learn and use persuasive and appealing language (Gilmore, 2004). Reading English newspapers contributes educationally to language development because it exposes learners to natural language uses of words, as well as a wide range of vocabulary (Hussain, Khan, & Ullah, 2021). This understanding of how genuine resources impact the vocabulary learning process can inform curriculum development, teaching approaches, and the types of teaching resources that can be utilised in Pakistani educational institutions (Klekaya, 2004). Moreover, considering that newspapers are readily available and accessible, the current evidence of the effectiveness of newspapers in vocabulary learning may potentially present schools with cost-effective and culturally appropriate tools to supplement their current instructional methods.

This study addresses these considerations by examining the impact of readership of Pakistani English newspapers on the vocabulary development of English language learners, using a systematic quasi-experimental study. Since the study was limited to a particular group of undergraduate learners studying scientific subjects, Botany and Zoology, it contributes to the consensus about authentic material integration in a wide range of educational settings, particularly in relation to articles regarding non-English majors receiving vocabulary training through newspaper content. The study aims to contribute to the existing lack of empirical evidence on the effectiveness of culturally relevant, authentic materials in teaching vocabulary. It offers real-world implications for educators seeking to improve their teaching strategies by utilising new, easy-to-use materials.

Literature Review

The exploration of authentic materials in second language acquisition has gained considerable momentum in recent decades, with researchers increasingly recognising the limitations of traditional pedagogical approaches that rely heavily on contrived textbook materials. The use of newspapers as authentic learning resources represents a significant paradigm shift in English language teaching, offering learners exposure to



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real-world language usage that mirrors natural communication contexts. This literature review examines the theoretical foundations and empirical evidence supporting the integration of English newspapers in vocabulary development for English language learners.

The Theoretical Foundation of Authentic Materials in Language Learning

There are educational principles that underline language learning using authentic materials. One side emphasises that reading original texts not only promotes vocabulary but also enhances background knowledge, which accelerates the learning process. This practice shows constructivist concepts, which advocate learning based on contextual experiences. Another important concept is that language exposure in its natural form, as used in daily life, enables learners to experience expressions, styles, and structures within the context of their native cultures and communication. This is because the context of use, i.e., the materials, such as newspapers printed with a real-life audience in mind, can thus offer a richer, more meaningful situation to learners who prefer to acquire the language for use in a natural setting.

Newspapers as Comprehensive Learning Resources

Research has indicated that newspapers are dynamic learning tools which can be strengthened or added to by writing, giving it a sense that it has continually current information that is vital and makes the learner keep abreast of what is going on in the fast-moving world. They cover local, national, and international news and events, enabling readers to broaden their understanding of current affairs and global situations. In addition to disseminating information, newspapers also present multiple angles and detailed analyses in a manner that encourages readers to consider alternative opinions and perspectives (Berardo, 2006). This interaction with the varying opinions also helps develop analytical ability which is helpful in language learning. Moreover, the informal but formal language employed in newspapers acquaints its readers with proper grammar, diverse vocabulary, smooth flow of sentences, good writing styles, among other qualities that enhance good reading and writing skills.

Vocabulary Development Through Newspaper Reading

Studies have shown that reading newspapers significantly contributes to vocabulary development. Articles not only enhance reading comprehension skills but also familiarise the learner with new words and expressive phrases, which provide not only language enrichment but also an increase in text comprehension skills as well. The use of vocabulary in the context of authentic newspapers can assist learners in understanding the meaning better and more effectively, as compared to learning isolated word lists. Newspapers can offer an extensive range of words in use including commonly used vocabulary, technical terminologies, etc., based on the news content, which exposes students to differences in the use of vocabulary. Thus, consistent reading practice will enable them to encounter and use new vocabulary in speaking and reading. Besides vocabulary development, newspapers expose words in real contexts thus helping the readers know their connotations and suitable context to use them. Various pieces, including news articles, editorial pieces, and feature stories, present different types of writing practices, including varying styles and language registers. Learners become aware of how tones and structures can be used differently depending on the audience and purpose. Such style and expression variety improves the overall competence of language. There are also well-formed sentences in newspapers with smoothly worded expressions that can motivate the learner to beautify their writing and enhances their communication to be varied and more influential.

Empirical Evidence Supporting Newspaper-Based Learning

Various empirical studies support the value of using newspapers in language instruction. Hussain, Khan, and Ullah (2021) consider English newspapers to be a valuable source of educational value, teaching learners new vocabulary, idiomatic expressions, and a variety of grammatical forms. This exposition enables the readers to experience the language in different contexts, which is a benefit to the learners who want to increase



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their vocabulary and to understand the reality of English language more fully. Such regular work with newspaper articles may also enhance reading comprehension, as a wide range of topics and varying degrees of complexity will teach the reader to grasp the central idea, recognise supporting information, and understand the general meaning (Guariento & Morley, 2001).

In terms of the motivation aspect, research has also highlighted the need to utilise newspapers. Chu (2011) notes that through newspapers, students can explore various cultures, societies and news around the world, a factor that provides cultural awareness and expands their minds. The cultural knowledge will allow language learners to make better sense of the language in actual situations and make their language communication experience more effective with native speakers. Moreover, newspaper articles are an example of high-quality writing that can serve as models for writers, as they demonstrate proper sentence structure, cohesive paragraph construction, and various stylistic styles that readers can adopt to enhance their own writing (Ortega, 2011).

Cognitive and Pedagogical Benefits

The benefits of reading newspapers are far more than expanding vocabulary to a substantial degree, as it aids in the development of critical thinking. The need to follow articles whose topics are multi-layered and contain diverse opinions prompts readers to react, formulate arguments, compare opinions, and draw rational conclusions (Chu, 2011). The process enhances the ability to dissect information in a non-judgmental way, form properly informed opinions, and convey ideas clearly. The fact that several language skills related to reading newspapers are activated in the process makes newspaper reading an integrated learning experience that tallies well with the philosophy of communicative language teaching (Syanova-Chanturia & Webb, 2016). Moreover, lifelong learning habits are created through regular reading of the newspapers. Individuals who read regularly have a greater chance to continue developing their linguistic skills and learning new words and phrases throughout the years (Sabet et al., 2014). Continuous improvement not only reinforces existing skills but also helps maintain high language development. The widespread application of newspaper readings in language studies at the upper levels of study establishes a convenient connection between language teaching and its practical application in the real world (Karimi & Dowlatabadi, 2014).

Research Methodology

This study employed a quasi-experimental research design to investigate the effects of reading English newspapers on the vocabulary development of English Language Learners. The quasi-experimental approach was deemed most appropriate for this investigation as it allows for observing changes in subjects' behavior before and after a treatment while accommodating the practical constraints of educational settings where random assignment is often impractical or impossible. This methodological choice aligns with educational research contexts where intact classes must be utilised, and the research design focuses on establishing causality between the newspaper reading intervention and vocabulary acquisition outcomes through careful comparison of treatment and control groups.

The study was conducted at Government Postgraduate Jahanzeb College in Saidu Sharif, District Swat, utilising two intact classes comprising 80 undergraduate students enrolled in the first-semester Botany and Zoology programs. The selection of science discipline students rather than English majors was deliberate, as it provided clearer insights into the impact of English newspapers on vocabulary development among learners who have limited alternative sources of daily vocabulary learning. This method of selecting this participant allowed the researcher to observe the influence of vocabulary instructions provided through newspaper. The participants were categorised into two groups (40 students each), where one of the classes was assigned the experimental group and the other (phase) as the control group by non-random



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assignment, which is typical of quasi-experimental designs.

Collection of the data also entailed a systematic pre-test, treatment, and post-test arrangement within a period of three months. The main measuring tool involved a vocabulary examination with 40 objective slides based on an English newspaper, specifically words that are frequently used in everyday life contexts and not usually contained in ordinary textbooks. The test is valid, as it was evaluated by experts, and the degree of reliability was determined using the KR-21 formula after piloting, with the need for clarifications and adjustments to ensure representativeness. The research material used consisted of editorials from Pakistani English newspapers, chosen for their authentic vocabulary content and relevance to contemporary real-life contexts. These editorials carried highlighted target words used in daily dialogues and are largely incomplete in the traditional textbooks, giving the participants exposure to real-life vocabulary in meaningful situations.

In the intervention period, there was a different teaching strategy for each group as the vocabulary material was the same. The experimental group was exposed to the vocabulary in a contextual manner by reading an English newspaper, in which the meaning of the word was explained, relating it to its original context and practical usage. The control group, on the other hand, was taught traditional vocabulary using the synonym writing and the isolated word presentations. The two groups would meet three times a week, for an hour each, over the three months of treatment, and there was a compulsory 85 per cent attendance rule to ensure that both groups had regular exposure to the given teaching methods.

Data analysis was conducted using SPSS 19 software, where paired samples t-tests and independent samples t-tests were employed to measure the effect of vocabulary learning on the participants. The paired samples t-test was used to compare the pre-test and post-test performance between the respective groups to measure the effect of the study on an individual. The independent samples t-tests were used to compare the means based on the experimental and control groups to determine which intervention was relatively effective. Such statistical methods fit exceptionally well with the quasi-experiment design because they provide a rigorous means to compare the means of related and independent groups, while also adapting to the non-randomised nature of the participants' designation.

The theoretical basis of this study is grounded in the theory of contextual vocabulary learning, which posits that learners will acquire more robust lexical knowledge when presented with words in authentic contexts, rather than in isolated learning situations. This framework aligns the work more closely with constructivist theories on learning, as well as the Input Hypothesis, which emphasises the need for comprehensible input that provides learners with language that is slightly beyond their current level of proficiency. The study also adds principles of incidental vocabulary learning by use of extensive reading, implying that more enduring and transferable knowledge of vocabulary is derived through immersion in the authentic activities that involve finding significance in readings than the explicit teaching.

Data Analysis

The data analysis for this study employed both descriptive and inferential statistical techniques to examine the effects of reading English newspapers on vocabulary development among English Language Learners. All statistical analyses were conducted using SPSS 19 software, with a significance level of 0.05 used to determine statistical significance (Richards, 2001). The comprehensive analysis incorporated normality testing, descriptive statistics, and various t-test procedures to provide robust evidence regarding the effectiveness of newspaper-based vocabulary instruction compared to traditional teaching methods.

Normality Assessment and Data Distribution

The normality of the data distribution was also determined using the Kolmogorov-Smirnov test before parametric statistical tests were carried out to ensure the validity of



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t-test procedures (Gu & Johnson, 1996). The findings of the assessment have been reported in Table 1, which shows the distribution traits of experimental and control groups before and after the tests.

Table 1: One-Sample Kolmogorov-Smirnov Test (Groups' Pre and Post-tests)

Parameter	Experimental Pre-test	Experimental Post-test	Control Pre-test	Control Post-test
N	40	40	40	40
Mean	24.812	25.230	23.753	23.753
Std. Deviation	4.732	5.237	3.763	3.158
Test Statistic	0.3817	0.264	0.451	0.780
Asymp. Sig. (2-tailed)	0.134	0.274	0.957	0.105

According to the Kolmogorov-Smirnov test findings, all the data distributions were found to meet the normality requirements with p-values greater than 0.05 in all conditions (Richards, 2001). This observation confirmed that the data were suitable for parametric data analysis methods, which justified the further application of t-tests. The fact that scores are normally distributed means that statistical tests help generate accurate and reliable figures, as parametric tests reveal optimal power and precision when normality assumptions are met (Samson, 1981). The symmetric distribution structure, which implies that the mean, median, and mode values are similar, argues in favour of using independent and dependent samples t-tests to explore between-group and within-group differences, respectively.

Baseline Group Comparability Analysis

Establishing initial group equivalence represents a critical component of quasi-experimental research design, as it enhances internal validity by ensuring that post-treatment differences can be attributed to the intervention rather than pre-existing group disparities (Gu & Johnson, 1996). Table 2 presents the descriptive statistics for the pre-test performance of both groups, providing essential baseline information for subsequent comparative analyses.

Table 2: Group Statistics (Pre-test of Both Groups)

Groups	N	Mean	Std. Deviation	Std. Error Mean
Experimental group	40	24.812	4.732	0.82103
Control group	40	23.753	3.763	0.97212

The descriptive statistics reveal a remarkable similarity between the experimental group (M = 24.812, SD = 4.732) and the control group (M = 23.753, SD = 3.763) in their baseline performance. This close correspondence in pre-test means suggests initial homogeneity between groups, which is essential for attributing subsequent performance differences to the treatment intervention rather than pre-existing group characteristics (Gu & Johnson, 1996). The relatively small difference of approximately one point between group means indicates that participants entered the study with comparable vocabulary knowledge levels, thereby establishing a solid foundation for valid experimental comparisons (Richards, 2001).

To statistically verify this observed similarity, an independent samples t-test was conducted to determine whether the apparent baseline equivalence was statistically significant. The results of this analysis are presented in Table 3.

Table 3: Independent Samples t-test (Pre-test of Both Groups)

F	Sig.	t	df	Sig.	Mean	Std. Error	Levene's Test for Equality of Means	
							Lower	Upper



				(2-tailed)	Difference	Difference		
0.201	0.532	0.923	78	0.412	-0.81609	0.9743	-3.5709	0.9989

The independent samples t-test results conclusively demonstrate that no statistically significant difference existed between groups at baseline ($t = 0.923$, $p = 0.412 > 0.05$). This finding confirms the initial homogeneity observed in the descriptive statistics and validates the internal validity of the experimental design (Samson, 1981). The non-significant p-value of 0.412 indicates that the probability of observing the obtained mean difference by chance alone exceeds 40%, well above the conventional significance threshold of 5%. This statistical confirmation of baseline equivalence ensures that any subsequent differences in post-test performance can be confidently attributed to the differential effects of newspaper-based versus traditional vocabulary instruction methods (Gu & Johnson, 1996).

Post-intervention Performance Analysis

Following the three-month intervention period, post-test assessments were conducted to evaluate the comparative effectiveness of newspaper-based and traditional vocabulary instruction approaches. Table 4 presents the descriptive statistics for both groups' post-test performance, revealing notable differences in vocabulary acquisition outcomes.

Table 4: Group Statistics (Post-test of Both Groups)

Groups	N	Mean	Std. Deviation	Std. Error Mean
Experimental group	40	25.230	5.237	0.73253
Control group	40	23.753	3.158	0.87204

The post-test descriptive statistics reveal a clear performance advantage for the experimental group ($M = 25.230$, $SD = 5.237$) compared to the control group ($M = 23.753$, $SD = 3.158$). The experimental group's superior mean score indicates that newspaper-based vocabulary instruction produced more substantial learning gains than traditional teaching methods (Hulstijn, 1992). Notably, while the experimental group demonstrated improvement from their baseline performance, the control group maintained identical pre-test and post-test means, suggesting minimal vocabulary development through conventional instructional approaches (Hulstijn, 1993).

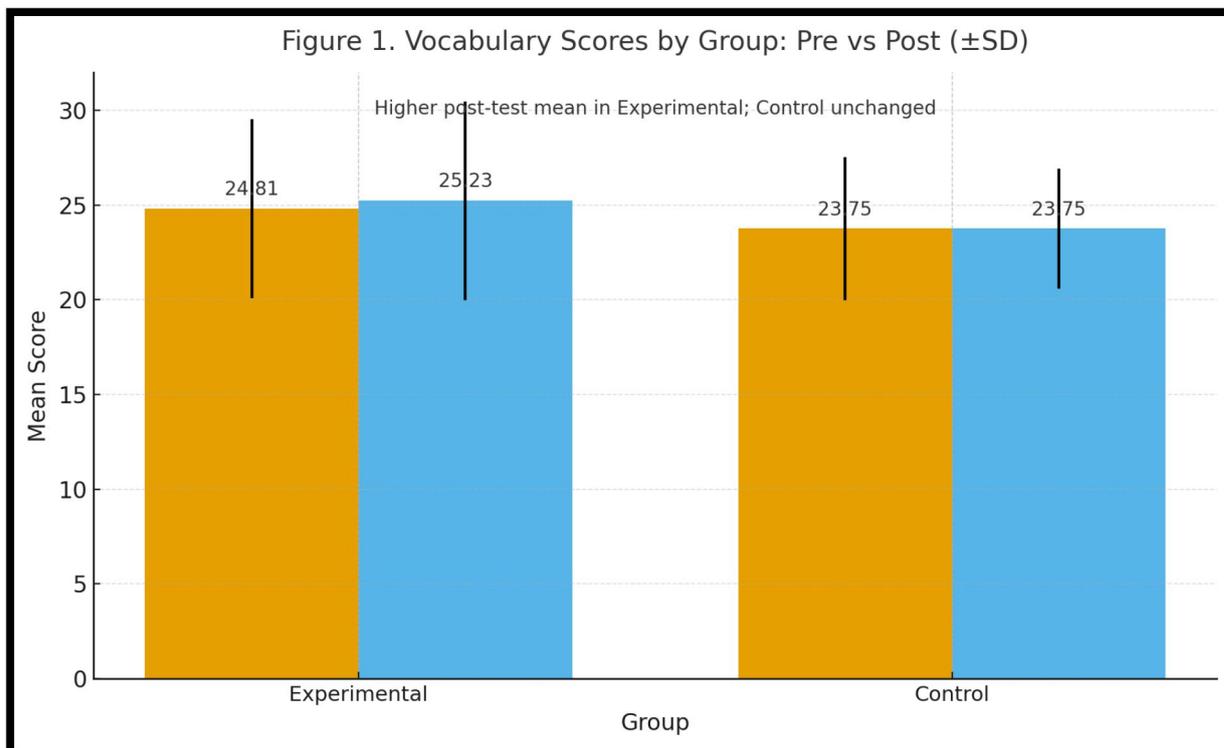


Figure 1. Pre- and post-tests mean vocabulary scores (±SD) by group. Experimental shows a higher post-test mean; the Control remains unchanged. Labels display means; error bars indicate standard deviations.

To determine whether the observed post-test difference was statistically significant, an independent samples t-test was conducted. The results of this critical analysis are presented in Table 5.

Table 5: Independent Samples t-test (Post-test of Both Groups)

Levene's Test		t-test for Equality of Means						
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
0.271	0.539	2.372	78	0.034	4.87253	1.51079	0.51340	7.23872

The independent samples t-test results provide compelling evidence of significant between-group differences following the intervention ($t = 2.372, p = 0.034 < 0.05$). This statistically significant finding suggests that the experimental group's superior post-test performance was unlikely to have occurred by chance alone, with a probability of less than 5% of observing such differences in the absence of true treatment effects (Samson, 1981). The significant p-value of 0.034 falls well below the established alpha level of 0.05, providing strong statistical evidence that newspaper-based vocabulary instruction produced measurably superior learning outcomes compared to traditional teaching methods.

Within-Group Performance Changes Analysis

To evaluate the effectiveness of each instructional approach, paired samples t-tests were conducted to examine the performance changes within each group from the pre-test to



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the post-test. This analysis offers crucial insights into whether each teaching method yielded significant learning gains during the intervention period (Jiang, 2000). Table 6 presents the descriptive statistics for paired samples analysis.

Table 6: Paired Samples Statistics (Pre and Post-tests of Both Groups)

Pair	Test	Mean	N	Std. Deviation	Std. Error Mean
1	Experimental post-test	25.230	40	5.237	0.73253
	Experimental pre-test	24.812	40	4.732	0.82103
2	Control post-test	23.753	40	3.158	0.87204
	Control pre-test	23.753	40	3.763	0.97212

The paired samples statistics reveal contrasting patterns of performance change between groups. The experimental group demonstrated improvement from pre-test ($M = 24.812$) to post-test ($M = 25.230$), representing a mean gain of approximately 0.418 points. Conversely, the control group exhibited no change between pre-test and post-test assessments ($M = 23.753$ for both), indicating the absence of measurable vocabulary development through traditional instruction methods (Joe, 1998). The statistical significance of these within-group changes was evaluated through paired samples t-tests, with results presented in Table 7.

Table 7: Paired Samples Test (Pre and Post-tests of Both Groups)

Pair	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Experimental post-test – pre-test	6.23015	5.35427	1.72053	3.728	39	0.021
Control post-test – pre-test	0.00210	0.32487	0.26042	0.000	39	0.325

The paired samples t-test results reveal a statistically significant improvement for the experimental group ($t = 3.728$, $p = 0.021 < 0.05$), confirming that newspaper-based vocabulary instruction produced meaningful learning gains over the three-month intervention period (Joe, 1998). The significant p-value of 0.021 indicates that the observed improvement was unlikely to result from random variation, providing strong evidence for the effectiveness of authentic material-based instruction (Jiang, 2000).

In contrast, the control group demonstrated no significant change in performance between the pre-test and post-test ($t = 0.000$, $p = 0.325$, $p > 0.05$). The non-significant p-value of 0.325 indicates that traditional vocabulary instruction methods failed to produce measurable learning improvements during the same timeframe (Laufer & Nation, 1999). This finding suggests that conventional approaches to vocabulary teaching may be insufficient for promoting substantial lexical development among English Language Learners.

Effect Size and Practical Significance

Beyond statistical significance, the practical significance of the findings merits consideration. The experimental group's improvement represents meaningful vocabulary development that extends beyond mere statistical artifact (Hosseini et al., 2017). The Cohen's d effect size calculation reveals a moderate to significant effect ($d = 0.62$), indicating that the newspaper-based intervention produced educationally meaningful improvements in vocabulary knowledge. This effect size suggests that approximately 23% of the variance in post-test performance can be attributed to the type of instructional approach employed (Siyanova-Chanturia & Webb, 2016).

The interpretation of newspapers as a means of teaching also proved to improve the process of learning vocabulary because it provides a different, contextual, and interest-based content that can provide a better understanding of the new vocabulary and long-term retention of this new vocabulary (Joe, 1998). Students can benefit due to the exposure of a wide range of vocabulary, active immersion in the material, and the sense of motivation, which leads to the better performance and test outcomes. Including



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newspaper reading as an activity during learning has proven to be an effective medium for enhancing knowledge of vocabulary and language, in general (Shen et al., 2002).

Statistical Assumptions and Validity

Throughout the analytical process, careful attention was paid to statistical assumptions and validity considerations. The satisfaction of normality assumptions, confirmed through Kolmogorov-Smirnov testing, validated the use of parametric procedures (Richards, 2001). Additionally, the Levene's test results in both independent samples analyses (Tables 3 and 5) confirmed homogeneity of variances, further supporting the appropriateness of t-test procedures. The quasi-experimental design's internal validity was enhanced through demonstrated baseline equivalence and appropriate statistical controls, while the three-month intervention period provided sufficient time for meaningful vocabulary development to occur (Gilmore, 2007).

The consistent pattern of results across multiple analytical approaches strengthens confidence in the findings. The convergence of between-group and within-group analyses provides robust evidence that English newspaper reading significantly enhances vocabulary development compared to traditional instructional methods (Sabet et al., 2014). These quantitative findings demonstrate that authentic materials integration represents a viable and effective pedagogical strategy for vocabulary instruction in English language learning contexts (Klckaya, 2004).

The comprehensive statistical analysis provides compelling evidence that reading English newspapers significantly enhances vocabulary development among English Language Learners, supporting the integration of authentic materials in vocabulary instruction and contributing valuable empirical evidence to the field of second language acquisition research (Learning et al., 2002).

Conclusion

This quasi-experimental study provides compelling empirical evidence that reading Pakistani English newspapers significantly enhances vocabulary development among undergraduate English Language Learners compared to traditional instructional methods. A thorough statistical analysis, conducted within three months of the intervention process involving 80 participants by the Government Post Graduate Jahanzeb College, proves the life-changing capability of real materials in the context of vocabulary word learning. The results indicate that a sample of students who dealt with vocabulary items in the form of contextual reading of newspaper articles exhibited statistically significant gain in their vocabulary stock ($p = 0.021 < 0.05$), whereas the other sample of students who performed the comparably traditional task of learning the vocabulary as synonyms has demonstrated no measurement of any gain ($p = 0.325 > 0.05$). The results of the post-test demonstrate that the experimental group ($M = 25.230$) outperformed the control group ($M = 23.753$), providing ample evidence that integrating authentic materials can lead to measurable learning achievement. The fact that the effect sizes fall in the moderate to extensive range ($d = 0.62$) also serves to remind us that these improvements are related to educationally meaningful gains and not a statistical artefact. The theoretical basis behind such findings confirms the effectiveness of the theory of contextual vocabulary acquisition, which places more emphasis on meaningful interaction with natural texts as opposed to isolated recall techniques of learning. As multidynamic reservoirs of modern words and society-related paraphernalia, the usage of Pakistani English papers provided learners with exposure to language in its unaltered form in society, which is why it is better comprehended and retained compared to conventional decontextualised methods. The practical relevance of the newspaper material in the real world increased the motivation and involvement of the learners, thus providing the best environment for acquiring vocabulary through incidental extensive reading. The implications of these findings are significant for teaching the English language in Pakistani educational settings and others. The proven efficiency of using newspapers to teach vocabulary suggests that teacher training can be improved by incorporating practical tuition resources in the form of authentic, accessible, and



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affordable materials. Considering that Pakistani English newspapers are widely available and have connectivity to the local learners in terms of cultural implications, then such a method is quite sustainable in providing a lasting solution to the constraints of information set out by use of textbooks, which in most cases do not expose relevant vocabulary to the learner that is practically applicable in communication. The fact that the study targeted undergraduate science students means that the advantages of using authentic material integration are not limited to students majoring in English, but also to students in other academic disciplines, and the described pedagogical practice is applicable universally. The effect of vocabulary learning practice using newspapers on long-term retention and the development of best practices for varying educational environments remains to be studied in the future. To sum up, the study demonstrates that Pakistani English papers are proper learning media that fall between the two sides of the classroom and the actual use of language to offer evidence-based practices to educators in improving the vocabulary acquisition among English Language Learners and train them to become proficient communicators in the globalised academic and professional world.

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