

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohammed Seddik Ben Yahia, Jijel
Department of English



**An Investigation of Students' Attitudes towards the Use of Newspaper
Articles in Enhancing their English Vocabulary**

The Case of 3rd Year Students of English, University of Jijel

A Dissertation Submitted in Partial Fulfillment of the Requirement for Master Degree in

Didactics of English

Submitted by:

Hania BOUNESSAH

Aida Naouel KARA MOHAMMED

Supervised by:

Dr. Izeddine FANIT

Board of Examiners

Supervisor: Dr. Izzedine FANIT

Jijel University

Chairperson: Dr. Fateh BOUNARE

Jijel University

Examiner: Mr. Bakir BENHABILES

Jijel University

Academic Year: 2019-2020

DEDICATION

In The Name of God, Most Gracious, Most Merciful

All The Praise Is Due To God Alone, The Sustainer Of The Entire World.

I dedicate this work:

To the only person, with the exception of God, to my beloved **"Mom"**. Your encouragement, constant compassionate advice and love are what keep me motivated to give more in whichever thing that I do;

To my dear **"Father"**, your support and tenderness have always been in my every thought;

To my precious sisters **"Nawel"**, **"Amina"**, and **"Meriem"**, who never stop helping me;

To my dear brothers **"Zakaria and Youcef"** for your love and kindness;

To all my **"friends"** for their encouragement in moments of difficulty and stress. Your friendship is a fortune that I will cherish for eternity.

Hania BOUNESSAH

DEDICATION

I dedicate this modest work and my deep gratitude

To the soul of my mother "MALIKA" and my beloved aunt

"ZEBIDA", to whom I owe success, for the education they gave me;

with all the means and at the cost of all the sacrifices they made , for

the sense of duty they taught me since my childhood

for the sacrifices deployed to provide me with the conditions conducive

to my success and to raise me with dignity and ensure my education in

the best possible way.

May this work be the expression of my deep love and a testimony

of appreciation for my friend's "HANIA BOUNESSAH" efforts,

encouragements and support.

Aida Naouel KARA MOHAMMED

Acknowledgements

First and foremost, we thank *Allah* the all mighty for giving us strength and patience to do this work despite the problems we stumbled upon.

We would like to offer our gratitude and appreciation to our supervisor *Dr. Izzeddine FANIT* for his patience, support, sincerity, and precious comments and advices.

A profound gratitude is owed to *Bakir BENHABILES* in advance for devoting time to examine and evaluate this modest work.

We would like to thank the chair of our work *Dr. Fateh BOUNARE* for accepting to evaluate the present work.

Special thanks and appreciations go to *Miss Assia ZERAOULIA* for her thoughtful comments, advice, assistance and guidance for the betterment of this study.

We would like to acknowledge all the teachers who have trained us throughout our education.

Last and not least, we will not forget, of course, to thank the cooperation of all the students who helped us to carry this research.

Abstract

The present study aims at investigating EFL students' attitudes toward the use of newspaper articles in enhancing their vocabulary. The present dissertation consists of two main parts; the first is theoretical and the second is practical. The first discusses the importance of vocabulary and provides an overview of the use of newspaper articles as an authentic material in learning vocabulary. While the second part devotes to the practical aspect of the study. To fulfill this, a questionnaire was administered to third year LMD students at the department of English at Mohammed Seddik Ben Yahia University. The research aims at finding out students' attitudes towards using newspaper articles in enhancing their English vocabulary. The results have indicated that students held positive attitudes toward using newspaper articles in the classroom as a strategy to enhance students' English vocabulary.

Key Words: vocabulary, authentic materials, newspaper articles

List of Abbreviations

%: Percentage

EFL: English as a Foreign Language

Q: Question

VLSs: Vocabulary Learning Strategies

List of Tables

N	Tables	Page
01	Students' Years of Studying English.....	30
02	Learners' Enjoyment in learning English.....	31
03	Vocabulary Importance.....	32
04	Strategies used by Students when facing Difficult Words.....	34
05	Approaches to learn New Vocabulary.....	35
06	Students' Experience towards Vocabulary Learning.....	36
07	Aspects of Words Difficulty.....	37
08	Students' Recognition the Meaning of Authentic Material.....	38
09	Kinds of Authentic Materials Students prefer to be used.....	39
10	The frequency of Teachers' use of Authentic Materials in the Classroom.....	40
11	The Benefits of Using Newspaper Articles in Learning Vocabulary.....	42
12	Students' Difficulties with Newspaper Articles.....	44
13	Kinds of Students' Difficulties with Newspaper Articles.....	45
14	The Impact of the Use of Newspaper Articles on Vocabulary Learning.....	46
15	The Role of Newspaper Articles in Developing Receptive and Productive Skills.....	48
16	The Impact of Newspaper Articles on Remembering Words.....	50

List of Figures

N	Figures	Page
01	Numbers of Years Students Have Been Studying English.....	30
02	Learners' Enjoyment in Learning English.....	31
03	Vocabulary Importance.....	32
04	Strategies Used by Students when Facing Difficult Words.....	34
05	Approaches to Learn New Vocabulary.....	35
06	Students' Experience towards Vocabulary Learning.....	36
07	Aspects of Words Difficulty.....	37
08	Students' Recognition of Authentic Material.....	38
09	Kinds of Authentic Materials Students prefer to be used.....	39
10	The frequency of Teachers' use of Authentic Materials in the Classroom...	41
11	The Benefits of Using Newspaper Articles in Learning Vocabulary.....	42
12	Students' Difficulties with Newspaper Articles.....	44
13	Kinds of Students' Difficulties with Newspaper Articles.....	45
14	The Impact of the Use of Newspaper Articles on Vocabulary Learning.....	46
15	The Role of Newspaper Articles in Developing Receptive and Productive Skills	48
16	The Impact of Newspaper Articles on Remembering Words.....	50

Table of Contents

Contents	Page
DEDICATION	
Acknowledgements	
Abstract.....	I
List of Abbreviations.....	II
List of Tables.....	III
List of Figures.....	IV
Table of Contents.....	V
Introduction.....	1
1. Statement of the Problem.....	2
2. Aims of the Study	2
3. Research Questions.....	3
4. Hypotheses.....	3
5. Means of Research.....	3
6. Structure of the Study.....	4
Chapter One: Vocabulary Learning and the Use of Newspaper Articles	
Section One: Vocabulary Learning	6
Introduction.....	6
1.1. Vocabulary Definition	6
1.2. The Importance of Vocabulary	7
1.3. Aspects of Vocabulary	8
1.4. Types of Vocabulary: Receptive vs. Productive.	9
1.5. Implicit and Explicit Vocabulary Learning	10

1.6. Vocabulary Learning Strategies	11
1.7. Difficulties in Vocabulary	12
Conclusion.....	14
Section two: The Use of Newspaper Articles in Learning Vocabulary	15
Introduction.....	15
1.1. Definition of Authentic Materials	16
1.2. Types of Authentic Materials	16
1. Authentic Audio -Visual Materials	17
2. Authentic Visual Materials	17
3. Authentic Printed Materials	17
1.3. Non-Authentic Materials	17
1.4. Newspaper Articles as Authentic Materials	18
1.5. The Importance of Using Newspaper Articles in EFL Classes	19
1.6. Newspaper Articles and Vocabulary Learning	20
1.7. Strategies Used in Choosing Suitable Newspaper Articles	21
1.8. Advantages and Disadvantages of Using Newspaper Articles	23
Conclusion.....	25
Chapter two: Methodology and Data Analysis and Data Interpretation	
Introduction.....	27
2.1. The Student's questionnaire	27
2.1.1. The Aims of the questionnaire	28
2.1.2. Description of the questionnaire	28
2.1.3. Administration of the questionnaire	29
2.2.1 Analysis and Interpretation of the Questionnaire	30
2.2.2 Discussion	59

2.3. Limitations of the Study.....	60
2.4. Pedagogical Recommendations for Future Research.....	60
Conclusion.....	61
General conclusion.....	63
References	
Appendix	
Résumé	
ملخص	

Introduction

Introduction

Language is defined as a means of communication. Through language we can communicate with others and express our feelings, emotions, and ideas. Therefore, English is considered as the language of the world. It is important to learn it and teach it because it is useful and it plays an evident role in understanding and developing people's knowledge. Furthermore, it is also useful to master English since it plays an important role in understanding and developing the scientific and technological knowledge.

English has many components, such as grammar, pronunciation, and vocabulary. One aspect of the English language is vocabulary. It is the basis of all other skills as Long and Richard (1987) stated "vocabulary like grammar is essential component of all uses of language" (p 305). The importance of vocabulary is central to English language teaching because without sufficient vocabulary learners cannot understand others or express their own ideas. Wilkins (1972) wrote that "... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111- 112).

The teaching of vocabulary has an important role for the students and this later will face a lot of problems and fail in the 4th skills (writing, reading, listening, and speaking) if they get materials full of difficult and unknown words. They will also find difficulties in expressing their thoughts and ideas. As kufaishi (1998) said "A large number of vocabulary items are necessary to success in social, professional, and intellectual life, that vocabulary is a vehicle for thought, self-expression, interpretation, and communication"(p. 45). When teaching new vocabulary the teacher sometimes may find some difficulties, especially in selecting the appropriate material.

There are many materials and strategies used to teach vocabulary in English as foreign language (EFL) classrooms. From these materials there is what is known as authentic

materials. Harmer (1991), defines authentic materials as “materials designed for native speakers, they are real texts, designed not for language students, but for the speakers of language”. (p. 146). Hence, Newspaper articles are one of the most useful authentic materials in teaching vocabulary in EFL classrooms. They can be defined as highly motivational materials for reading, speaking, writing, and other basic skills. Subsequently, using such type of materials may help learners in increasing and developing their English vocabulary easily.

1. Statement of the Problem

For students, learning a language is a hard task and sometimes stressful. However, learning vocabulary can be like a challenge for learners facing problems related to the meanings of words, spelling, and incorrect use of words and so on. Vocabulary is deemed a problematic area for many language learners, hence, it is important to highlight the problems faced and propose effective vocabulary learning strategies that can enhance students' understanding of new vocabulary and offer them opportunities to acquire new words.

Using newspaper articles as an authentic material can be a good solution for teaching and learning vocabulary in EFL classrooms. By this, students can develop their linguistic repertoire, enrich their knowledge, and also use this vocabulary for their communicative purposes.

2. Aims of the Study

This study aims at investigating the attitudes of third year English students at Mohammed Seddik Ben Yahia University towards using newspaper articles in enhancing vocabulary.

3. Research Questions

The study addresses the following questions:

- What are EFL students' attitudes towards the use of newspaper articles in enhancing vocabulary?
- To what extent does the use of newspaper articles enhance students' vocabulary?
- How can newspaper articles, as an authentic material, be beneficial for third year students in enhancing their vocabulary?

4. Hypotheses

On the basis of the above asked questions, the following hypothesis is put forward.

- If learners use newspaper articles as an authentic material in learning English, then, they will strengthen their vocabulary knowledge.

5. Means of Research

In order to investigate the students' attitudes towards using newspaper articles in enhancing their vocabulary, a questionnaire is used as a research tool. It is addressed to third year (3rd year) LMD students and aims at gathering information about their attitudes towards the use of newspaper articles as an authentic material and at investigating to what extent they benefit from the use of this material in enhancing their vocabulary.

6. Structure of the Study

The present research is divided into two chapters. The first chapter represents the theoretical part of the research work and it is divided into two sections, while the second chapter is devoted to the practical part. In the first chapter, the first section is devoted exclusively to vocabulary and its importance in learning a foreign language. While the second

section, deals with an overview of the use of newspaper articles as an authentic material in foreign language learning. The second chapter on the other hand, deals with the data collection and analysis procedures along with the results of the study.

Chapter One

Chapter One: Vocabulary Learning and the Use of Newspaper Articles

Section One: Vocabulary Learning

Introduction:

It is beyond doubt that vocabulary learning/teaching is a very important process of language learning because it is considered as a core of learning a new language. Without sufficient vocabulary, the one cannot express his ideas or communicates with others effectively. The present chapter comes to provide an overview of different definitions of vocabulary and its importance in language learning and also presents the aspects of vocabulary. Additionally, it sheds light on the distinction between receptive and productive as two main types of vocabulary, and examines the approaches of vocabulary (explicit and implicit vocabulary). More importantly, this chapter emphasizes vocabulary learning strategies, and its difficulties.

1.1. Vocabulary Definition:

Vocabulary is considered by many to be the main way to learn a new language (Carter, 2001). Many researchers come up with different definitions of vocabulary; however, the following are the most common.

Generally, vocabulary is a set of words used in a language by a group of speakers. Neuman and Dwyer (2009) defined vocabulary as “words we must know to communicate effectively; words in speaking (expressive words) and words in listening (receptive vocabulary)” (p. 385). It is further defined by Hornby (1995) as “the total number of words in a language; vocabulary is a list of words with their meanings”.

Hatch and Brown (1995) as well, defined the term vocabulary as “the specific set of words a person is familiar with and can use in a language” (p. 1). According to Penny Ur

(1991), “vocabulary is one of the most important aspects in language teaching, beside grammar and pronunciation; as stock of words used by a person, it can be defined, roughly as the words we teach in the foreign language” (p. 60).

Furthermore, in Oxford Advanced Learner’s Dictionary (2000), vocabulary is defined as follows:

- a. All words that a person knows or uses.
- b. All words in a particular language.
- c. The word that people use when they are talking about a particular subject.
- d. A list of words with their meanings, especially in a book for learning a foreign language. (p. 1506)

From all these definitions, we can say that vocabulary is a set of words in a language that are used by a particular person or a group of people and it is needed to communicate between them; this is why it is important for learners to learn vocabulary.

1.2. The Importance of Vocabulary:

Vocabulary is one of the fundamental aspects of every language that needs careful learning and teaching because of its essential function and importance on language. In other word, it is the heart of language learning and without vocabulary no one can communicate in any meaningful manner.

In English as a second language (ESL) and English as a foreign language (EFL), learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading and writing) (Nation, 2001). Students often instinctively recognize the importance of vocabulary to their language learning. Many researchers and linguists shed light on the

importance of vocabulary. Stoel (2005) stated that vocabulary is a must for learning as without vocabulary one cannot transfer words into sentences (as cited in Kitchan, n.d, p. 178). Additionally, Wilkins (1972) stated that: “there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 111-112). Therefore, vocabulary is the most important part of learning a foreign language and by knowing a lot of words learners can understand English better.

1.3. Aspects of Vocabulary:

According to Harmer (2001) there are some important aspects that should be included in learning vocabulary, namely: word meaning, word use, in addition to word formation (spelling and pronunciation).

1.3.1. Meaning: many words have various meanings in English and others might be similar. The meaning can be classified into three main forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is a meaning that attributed to words as a word. Morphological meaning is the meaning that is related to morpheme; therefore it is the smallest significant unit consisting of a word in a language. While syntactic meaning is the meaning that is attached to the arrangement of words in a sentence.

1.3.2. Use: according to Nation (2001, p.1), there are some ways to draw the attentions to the use of words by showing the grammatical pattern the word fits well.

1.3.3. Spelling: is the way in which the word is spelled using the correct order of letters. In this case, learners need to know what a the word sound is (its pronunciation) and how it looks (its spelling).

1.3.4. Pronunciation: Pronunciation is the way we utter a word. A language's pronunciation is an essential component of speech; it includes sounds, syllabus, and words.

1.4. Types of Vocabulary: Receptive vs. Productive.

Receptive and productive vocabularies are two important dimensions of vocabulary knowledge. Grains and Redman (1986) defined receptive vocabulary as “a language items which can only be recognized and comprehended in the context of reading and listening materials”, and productive vocabulary are “language items which the learner can recall and use appropriately in speech and writing” (pp. 64-65). According to Nation (2000), “receptive carries the idea that we receive language input from others through listening and try to comprehend it” and “productive carries the idea that we produce language forms by speaking and writing to convey messages to others” (p. 37). Widdowson (1973) stated that productive vocabulary can be related to speaking and writing because learners are motivated to produce and use the given knowledge. However, receptive vocabulary is related to listening and reading skills.

Basically, the term passive and active are sometimes used to refer to receptive and productive vocabulary. Harmer (2001) has identified vocabulary knowledge to the active vocabulary which students can use and call it orally. While a passive vocabulary of words known by learners through recognition, but they cannot call and produced through writing.

1.5. Implicit and Explicit Vocabulary Learning:

Implicit and explicit are two important vocabulary learning approaches and both are a part of language learning. Implicit learning, also known as incidental vocabulary, essentially, is the process of acquiring unconscious (implicit) knowledge, is a fundamental feature of human cognition (Cleermans, Destrebecqz, & Boyer, 1998; Dienes, 2012; Perruchet, 2008; Shanks, 2005; Reber, 1993)(As cited in Rebuschate, 2015, p.1) . It occurs when the mind is

concentrated elsewhere, i.e. learning without conscious attention, as on comprehending written text or in using a language for communicating.

Ellis (1994) defined the concept of implicit learning as the “acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operations” (p.1). In addition, implicit learning is generally viewed as in Reber’s (1993) terminology that “implicit learning is, in fact, a default mode of learning that happens unintentionally, unconsciously and more frequently as part of our daily experience” (p. 5). In implicit learning the assumption is that new lexis will be grasped “incidentally”, through exposure to various contexts, reading passage and other materials without deliberate memorization being involved (Amir Shakouri et al, 2014).

On the other hand, explicit or intentional vocabulary is another part of learning vocabulary where students learn it directly. Gass and Slinker (2008) defined explicit vocabulary learning as a more “conscious operation where the individual makes and tests hypothesis in a search structures” (p. 243). It aims to help students understanding important and useful words deeply, and provide them with an understanding of the complexity, accuracy, and variability of words. Adult Basic Education Practitioner’s Committee (2005) has stated the explicit vocabulary instruction as follows:

Explicit instruction occurs when students are given definition of words to be learned before reading. For example, the teacher may assign a reading passage and ready the students for that reading by explicit instruction of new words. However, the teacher may ask the students a text or every text that is important to them, to work on new words that need defining, because the students have a need to know, explicit instruction of identified words is useful. (p. 1)

1.6. Vocabulary Learning Strategies:

Generally, vocabulary learning strategies represent a set of techniques employed by students to enhance their own vocabulary learning. Takač (2008) explains that VLSs are different techniques used for the isolated task of acquiring target language vocabulary. Further, Catalan (2003) sees VLSs as knowledge of the methods (processes, strategies) used to acquire vocabulary, as well as steps or behavior taken by students (a) for discovering the meaning of unknown terms, (b) for retaining them in long-term memory, (c) for remembering them at will, and (d) for using them in oral or written mode. Therefore, VLSs are steps that language learners take to acquire new English words (Asgari& Mustapha, 2011, p.85).

Many researchers have classified VLSs in different ways; however, Schmitt (1997) taxonomy classified these strategies into two main groups:

1). Discovery Strategies: they are strategies used by learners to discover the learning of words.

2). Consolidation Strategies: when a word is consolidated it means it has been encountered.

He categorized also vocabulary learning strategies into four sub-categories:

a. Social Strategies: are strategies that are used in interaction with other people to enhance their language learning.

b. Memory Strategies: involve the use of mnemonic devices, relating the new words to be retained with some previously learned knowledge (Schmitt, 2000, p. 135).

c. Cognitive Strategies: include a specific task for learner to control or transform mechanical processes. These include repetition, guessing from the context and other mechanical means of learning vocabulary.

d. Metacognitive Strategies: they include the various processes that learners use to control and evaluate their own learning. In this context, high order processes are typically needed to allow learners to assess their efforts in learning (Schmitt, 1997).

1.7. Difficulties in Vocabulary:

It is common that learning vocabulary is one of the most significant components in any foreign language. However, it can be the most difficult aspect to learners to fully master the new words. Learners may face a lot of problems and difficulties in pronouncing the words, spelling and also in using the grammatical patterns correctly.

Thornbury (2004, p.27) mentions some factors causing difficulties in learning words as follows:

- a. Pronunciation:** many researches show that words that are difficult to pronounce are more difficult to learn.
- b. Spelling:** spelling of the sounds may cause mistakes, either of pronunciation or of spelling, which may add to the complexity of a word. Words containing silent letters, for example, are a problem like in headache, honesty, foreign, etc.
- c. Length and Complexity:** Long terms just seem no easier to understand than short ones. But, words of high frequency appear to be short in English, so the learner is likely to notice them more often, a factor that favors their “learnability”.
- d. Grammar:** it is another concern when it comes to learning words, in some cases learners encounter difficulties when defining verbs. In addition, Singular and plural forms and present, progressive, and past verbs cannot be distinguished by them.

- e. **Meaning:** in terms of grammar, the key challenge for the students is often to agree on the nouns and verbs to create the correct meaning. Words that have multiple meanings can also be an issue for learners to understand.

- f. **Range, Connotation and Idiomaticity:** words that can be used in a broad variety of ways would usually be viewed as being simpler than their narrower-ranging synonyms. The connotation of the word is another difficult task that learners have to face. For instance, "skinny" and "slim" may be used to describe someone who is "thin," but the connotation of these terms is quite different. Finally, terms that are idiomatic (such as: make up your mind ...) would usually be more complicated than terms that have a clear meaning (decide).

Conclusion:

Vocabulary is one of the most important elements in learning any foreign language, because through vocabulary learners can use and understand any language better. Therefore, this section has reviewed the major issues related to vocabulary. It briefly discussed its definitions and its importance. It presented the main important aspects that are related to vocabulary learning. It emphasizes the two main types of vocabulary as productive and receptive in addition to implicit and explicit vocabulary as two important approaches. It outlined the vocabulary learning strategies, and it highlighted the difficulties in learning vocabulary at the end.

Section Two: The Use of Newspaper Articles in Learning Vocabulary

Introduction:

Teaching and learning a foreign language has received a great attention in most countries around the world because of its importance in learning how to communicate and connect with others — an extremely valuable life skill that can only be learned by communicating with people. Therefore, using different kinds of teaching materials can be an effective way for learners to learn any language. The use of authentic materials in the language learning process has been widely considered to be beneficial by most of teachers. One example of authentic materials is English newspaper articles; they became useful and important in language teaching nowadays, because they offer unlimited opportunities to learn the vocabulary of the target language. So, newspaper articles written in English are one of the most reliable and functional materials with an enormous potential for use in English lessons because of their huge information as well as for their variety (narratives, stories, letters, advertisements, reports...).

This section, explores the use of newspaper articles as an authentic material in learning vocabulary. Firstly, it provides a general definition of authentic materials and sheds light on its types. Additionally, it highlighted the definition of non- authentic materials. Moreover, it outlines newspaper articles as an authentic material and the importance of using them in EFL classes. More importantly, it sheds light on newspaper articles and vocabulary learning and the relation between them. Finally, it ends up with the strategies used in choosing suitable articles and the advantages and disadvantages of using them in learning English vocabulary.

1.1. Definition of Authentic Materials

Authentic materials are the primary concerns taken by many scholars and teachers in order to make foreign language teaching more related to learners' needs. The term "authentic material" has defined by many in several ways. Longman Dictionary of Applied Linguistics for instance, suggests the following definition: "the degrees to which language teaching materials have the quality of natural speech and writing" (Richard et al 1985: 22). In addition, Harmer (1991 p. 146), defined authentic materials as materials designed for native speakers; they are real texts; made not for language students, but for the speakers of the language. Similarly, Kramsh (1993) stated that: "the term authentic [...] refers to the way language is used in non- pedagogic, natural communication" (p. 177).

Richards (2001) maintained that authentic materials is a facilitating part in the teaching-learning process in the sense that the interaction takes place in the class must resemble as much as possible to the communication deserved in the real world. Additionally, Nunan and Miller (1995) asserted that authentic materials clarify how English language is used naturally in the target language. Morrow (1977) stated that "an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of sort" (pp. 13-17).

From the above definitions, it can be conclude that authentic materials are related to the concept of "native speakers of English", as a major factor in choosing the original materials. Therefore, all those who use English for real communication purposes should have the authority in creating materials that can be employed as "authentic" in the English classroom.

1.2. Types of Authentic Materials:

The use of authentic materials in language teaching increasingly becomes very important. In fact, there are various types of authentic materials that can be used for different

teaching purposes, some of them are suitable for the teaching of reading and some are effective for the teaching of listening and speaking. Therefore, the instructors should select the type that achieves the educational objectives. According to Gebhard (1996), authentic materials can be classified into three categories:

1. Authentic Audio -Visual Materials:

Audio visual materials (AVMs) are electronic media possessing both a sound and a visual component, such as movies, movie trailers, videos (e.g. YouTube), TV programs, TV commercials, radio ads, news clips, talks/lectures/discussions (including TED talks), websites, Internet and smartphone applications, documentaries, cartoons, and songs.

2. Authentic Visual Materials:

Visual materials (VMs) include any of various materials depending on the sense of sight, such as slides, photos, photographs, street signs, paintings, ink blots, drawings, stamps, and picture books.

3. Authentic Printed Materials:

Printed Materials (PMs) consist of all written material, excluding non-print resources, which convey planned course information. For instance, they include newspaper articles, magazines, advertisements, novels, short stories, song lyrics, scripts, recipes, brochures, catalogs, comic books, maps, TV guides, and so on.

1.3. Non-Authentic Materials:

Teaching a foreign language includes the use of educational sources as an aid in order to develop the understanding of the learners and in turn contribute to improving the learning process. Non- authentic materials are teaching materials which are made and designed for

language student, and for pedagogical purposes. As the language is artificial and seeks to be simplified for learner's understanding, so it does not enable learner's to deal with real-life language (Berardo, 2006, p.62). It typically consists of the linguistic structures that aim at teaching learners about a particular feature of language, such as worksheets, text books and instructional CD's or DVD'S.

1.4. Newspaper Articles as Authentic Materials:

Nowadays, newspapers have become commonly used in teaching foreign languages. Newspaper articles for example have a wide range of subjects that learners may interact with in relation with the real life. Therefore, incorporating newspaper articles in classroom can be effective for both teachers and students, because it can be the appropriate source that can help students improve their language skills and enrich their vocabulary.

Newspaper articles are rich of topics and subjects and cultural ideas that motivate students for reading and for learning new vocabulary. According to Harmer (1991) we need texts that the students can understand, whether they are genuinely authentic or not. Nevertheless, texts must be accurate representations of written or spoken English, whether authentic or not. If teachers will consider truly authentic content that will be helpful for their students to deal with; if not, they will use content that simulates authentic English. He adds that the texts should be "in language which the students can more or less understand even though it is above their own productive level" (p. 40).

In addition to that, newspaper articles can develop students' language skills, grammar and vocabulary, and also explore new cultures and societies. Giudice (1980) says that the way newspaper texts were implemented can improve reading comprehension, drawing a diagram, filling a chart, and writing a letter and so on (as cited in Surech, 2014: 57). Using this kind of authentic materials in classroom, can be beneficial and suitable with learners' level.

Therefore, they are appropriate for intermediate level, because for beginner's level even with quite simple tasks they may feel discourage and be wildred when these materials are employed (Guariento and Morley, 2001. p. 348).

1.5. The Importance of Using Newspaper Articles in EFL Classes:

Using the appropriate teaching materials in the classroom has become very important in language learning, because they influence the effectiveness of learning. The most important task the teachers must do is to select the suitable materials that motivate the learners in learning a language, particularly, English. The use of newspaper articles as authentic materials in the classroom lead students to several benefits such as increasing their cultural awareness and motivation. It also encourages them to bring the sense of reality to the English language classrooms.

Since there is a wide range of choice in topics and subjects in newspaper articles such as sport, political, cultural, etc., the learners are motivated and get interested to use them. Therefore, the teachers will be able to choose the appropriate subject that meet learners' needs and interest. Teachers can use newspaper articles to enhance the skills of reading, writing, listening, and speaking. Also, by using those articles teachers can develop critical thinking of their learners excellently.

Newspaper articles are the best teaching material that are easy for teachers to use them in English classrooms. There are several ways for using them in teaching English such as to transmit culture and reflect changes in the language, thus, learners understand the cultural meaning well by reading newspapers widely and develop new words. Doing activities from newspaper articles in the classroom can also make the learners enjoy doing them and encourage their further reading. As newspaper articles are an important source of authentic

materials, the teachers should use them in their regular classrooms to explore and expand the knowledge of learners' language skills and enhance their vocabulary.

Newspaper articles have become an effective source for teachers; they are using them as a teaching material students' knowledge. So, teachers can use it effectively with different levels from elementary level to advanced level. Among these newspaper articles some are easy for learners to use, whereas, others are difficult for them. Therefore, the teachers must select and choose the appropriate news articles according to the level of learners to develop their language skills, vocabulary, grammar, and so on.

At the end, newspaper articles are an effective source of authentic materials, because they play a vital role in the development of learners' language skills and also in enhancing their vocabulary. Therefore, it is important for the teachers to choose and select the appropriate article when teaching EFL classes.

1.6. Newspaper Articles and Vocabulary Learning:

Vocabulary is considered as the basis of any language structure, and it plays a very significant role in the learning of foreign languages. It is taught to EFL students by different methods, approaches, strategies, or techniques. Moreover, the use of new materials in the teaching of a foreign language must be carefully selected, allowing students to learn new vocabularies. Hence, without sufficient vocabulary, students cannot perform well in comprehension.

One of the most effective ways to learn vocabulary is through using newspaper articles when teaching English classes. Newspaper articles are authentic materials that help students develop new words and understand it easily. This kind of authentic materials is very helpful because the words that are learned from it, learners are use it when they communicate and talk to others. When reading newspaper articles students can be exposed to real English and thus,

learning new vocabulary. Also, these students who use newspaper articles for classroom activities have shown a great development in vocabulary knowledge.

The use of newspaper articles in teaching English for learners is an effective way. As it help learners to attach meaning and understand what they have learned. In addition to that, using newspaper articles motivate learners in learning new words. It is also used to improve students' vocabulary mastery and thus, help them to cope with real situations outside the classroom.

To sum up, using newspaper articles in teaching and learning English have many positive effects on vocabulary learning. Moreover, the articles that teachers adapted from newspapers to the classroom work can promote learners' vocabulary skills, extend knowledge, and enhance their attitudes towards learning.

1.7. Strategies Used in Choosing Suitable Newspaper Articles :

In order to choose the suitable newspaper articles that would be useful for students in ELT classrooms, it is very helpful for the teachers to consider the following strategies:

a) The usefulness of Materials:

As language teachers, it is their responsibility to help EFL students in developing their language skills. In fact, using newspaper articles as authentic materials in ELT classrooms is one of the best strategies that make the process of teaching more interesting. Thus, teachers should not deny the fact that students respond more positively and favorably towards materials they find interesting. Instead, they should select the newspapers that contain an easy and simple language so that the learners can participate actively in the given tasks with high motivation and a lot of enthusiasm. Sanderson (1999) stated that "our students' motivation is crucial to the success of the lesson, and it can be a fruitless and frustrating task to try to make

them work with materials they simply so not like” (p. 8). In other words, language teachers need to find the interesting materials to avoid students' bored because their motivation is very important to the success of the course.

b) The Appropriateness of Materials for the Students in Terms of their Existing Knowledge:

In order to make the process of language teaching effective, teachers should know how to integrate the new information with ones' existing knowledge (e.g. cultural knowledge of the world, subject-specific knowledge). However, choosing a material that is totally above the students' level of understanding will discourage them to learn the new information. When choosing the material to be taught in ELT classrooms, the teachers have to consider at least some information from the students' background knowledge. As a result, students will understand the material easily and get involved in classroom interaction.

c) The Appropriateness of Materials for Students in terms of Language Level:

If the language presented in the chosen material requires a detail and in-depth understanding from the learners, they may soon lose motivation and interest because the language is simply too difficult for them to understand. Thus, language teachers should choose the appropriate material that would be taught to students with regard to their different language levels. In this sense, Sanderson (1999, p. 8) claimed that teachers have several options to consider: give them the adequate help and preparation to work with more challenging materials, choose materials that suit the students' language level, and choose tasks which are achievable by students at their current level. Therefore, considering the students' language level plays an important role in helping the teachers to adopt the appropriate material that will be easily understood by students.

d) The Use of Only Materials from Today's Newspapers:

Although it seems more preferable to use the news of the day in newspaper-based-lessons, language teachers do not consider it as a practical process. It is worth mentioning that most activities in the prescribed textbooks are well connected with 'eternal' news items, or what is known in newspapers' register as 'soft' news. These are news of stories which do not usually concerned as headline news and they are extremely difficult to put a date on (Sanderson, 1999, p. 9). Consequently, teachers should use materials from today's newspapers without forgetting the steps to choose the appropriate material which has been discussed above.

e) The Use of Newspaper Materials that are not from English-Language Newspapers:

In ELT classrooms, most teachers tend to instill positive attitudes in their students towards working with English-language newspapers and towards reading generally in English both inside and outside the classroom. However, presenting texts and materials to students in their mother language will greatly affect their language skills progress and frustrate their opportunity to practice the target language using the suitable material. In spite of this, the possibility to include other related materials that are not from English-language newspapers is not completely ignored for language teachers. According to Sanderson (1999), the key point to bear in mind for teachers when making such decision is to be perfectly clear about their lesson objectives and the skills that they want to make the students practice in.

1.8. Advantages and Disadvantages of Using Newspaper Articles:

Using newspaper articles in the language learning process became beneficial for students. However, using this kind of authentic materials may have advantages and disadvantages when using them for teaching and learning.

Among the most important advantages of using newspaper articles are, inexpensive, available, and readily obtainable. Moreover, most of them are available on line so learners can easily access them and obtain different kinds. Through newspaper articles, students learn new vocabulary in a context, which can later be used during communication or discussion.

There is a great variety of newspaper articles, they use different language styles and deal with different subjects and topics. All of these factors make the news articles interesting and motivating for students to work with. In addition to that, newspaper articles can be used as a teaching material to develop not only vocabulary but also grammar and students will be able to integrate all skills necessary for learning a foreign language in a natural way. Therefore, teachers should choose an appropriate authentic article with a strong human interest element. For example, headlines and pictures which accompany newspaper articles are very helpful for students to make them predict what the article is about before reading the text.

On the other hand, newspaper articles may contain a lot of disadvantages. One of them is that newspaper articles often contain difficult and complex language structures and unneeded vocabulary items and sometimes these vocabularies may not be relevant to learners' needs. Moreover, it would be a time consuming activity. Newspaper articles may also contain many words related to cultures and notions that are difficult to comprehend for many students and thus, they might be learning unnecessary vocabulary.

It could be concluded that using newspaper articles in teaching and learning a foreign language, may have advantages and disadvantages. Therefore, teachers should consider using them carefully and select the appropriate articles when teaching to enable students understanding difficult words.

Conclusion:

Using authentic materials in general and newspaper articles in particular in teaching and learning a foreign language, have a great importance in the development of language skills and vocabulary and it is more suitable to English language because there is a variety in the presentation of news and the language. Therefore, this section provided several definitions of authentic materials, in addition to its major types and the meaning of non-authentic materials. It discussed newspaper articles as an authentic material and the importance of using them in EFL classes. Additionally, it highlighted the role of newspaper articles on vocabulary learning and how to choose suitable articles. Finally, it presented the advantages and disadvantages of using newspaper articles in teaching and learning English vocabulary.

Chapter two

Chapter Two: Methodology, Data Analysis and Data Interpretation

Introduction:

This chapter is the practical framework of the research. It includes the description and the analysis of the main research instrument implemented in this study in order to collect data which is a questionnaire that has been administered to third year LMD students of Mohammed Seddik Ben Yahia University. It has been used to find out their opinions and attitudes towards using newspaper articles in enhancing their English vocabulary. So, the most appropriate research design to be adopted is the quantitative one. Therefore, the main concerns of this chapter include the population of the sample, then the description of the students' questionnaire, followed by its analysis and interpretation. Finally, the research findings are presented to fulfill the aims of this study, which investigates the attitudes of EFL learners towards the use of newspaper articles in enhancing their vocabulary

2.1. The Students Questionnaire:

A questionnaire was used to collect data; the questionnaire was administered to third year LMD students at Mohammed Seddik Ben Yahia University in the department of English, in the second semester of the academic year 2020. The questionnaire was online, it was posted on third year students' Facebook group and also on the Facebook page of the department of English, and we have received only 33 answers from a population of about 300 students.

This questionnaire aimed to investigate the members of the selected sample's (students of third year LMD in the English department) attitudes towards using newspaper articles in enhancing their vocabulary. Moreover, it permits the researcher to ask the participants a set of questions that reflect their point of view about learning vocabulary through newspaper articles.

2.1.1. The Aims of the Questionnaire:

The questionnaire is designed to explore students' attitudes towards using newspaper articles in enhancing their English vocabulary and whether they find them useful tools for learning vocabulary.

2.1.2. Description of the Questionnaire:

This questionnaire includes a series of different kinds of questions. It is a mixture of closed ended questions where students are required to answer by "yes" or "no", or picking up the most appropriate answer from a number of choices, and open ended questions where they are asked to give their opinions or explain their choices. It is divided into four sections.

The first section is about the background information of students where they are asked to indicate how long they have been studying English in the first question, and asking them if they enjoy learning English in the second question. The second section deals with vocabulary. It composes of five questions. In the third question students are supposed to indicate if vocabulary is important, somehow important, or not important at all. Then, question four is concerned with students' difficulties they face with unknown words. Question five aims to find out which approach they prefer in learning new vocabulary. In the sixth question, EFL students are asked if they found learning vocabulary easy, difficult, or very difficult. The last question (seven) is required to know what makes words difficult for students.

Section three is about newspaper articles as an authentic material and it involves five questions. In question eight students are asked if they know the meaning of an authentic material. Question nine and ten are asked to explore the kind of authentic materials students prefer to be used in classroom and how often teachers use it. In question eleven students are asked if they benefit from using newspaper articles in learning vocabulary, learners who answer "yes", are asked to justify their answers. In question twelve, students are asked

whether they face problems and difficulties when teachers use newspaper articles in teaching vocabulary. In this question, students who answer “yes” are required to justify their answers by choosing an option from the given ones.

The last section entitled students' perception towards the use of newspaper articles, it consists of three questions. Question thirteen is asked for the purpose of knowing whether using newspaper articles are helpful to develop students' vocabulary or not. In the second part of this question, students who say “yes” or “no” are asked to justify their answers. In question fourteen students are asked to express their opinions whether using newspaper articles help them developing their receptive and productive skills or not. Then, they are required to justify their choices. The last question aims to find out whether students consider newspaper articles helpful in remembering words easily or not. In the second part of the question, they are obliged to justify their choices.

2.1.3. Administration of the Questionnaire:

The questionnaire of the present research was specifically addressed to third year LMD students at the department of English of Mohammed Seddik Ben Yahia University, Jijel. The target population of this study includes three hundred (300) students; thirty three (33) of them were included in this study. The reasons behind choosing the third year students is that they were studying English using authentic materials, and they may have prior knowledge about the use of newspaper articles in learning vocabulary. More importantly, they become familiar with the English language, so they may not face many difficulties in understanding the language presented by newspaper articles.

The questionnaire was created using Google Forms and it was published online on third year students Facebook group and on the Facebook page of the department of English. It is important to mention that the questionnaire took place in August 2020, and the participants

were given enough time to answer all the questions, and they answered the questionnaire without showing any hesitation.

2.2.1 Analysis and Interpretation of the Questionnaire

Section One: Background Information:

Q1: How many years have you been studying English?

Table 01

Numbers of Years Students Have Been Studying English

Options	Subjects	Percentage %
Three years	12	37 %
Four years	2	6%
Seven years	3	9%
Ten years	12	36%
Eleven years	1	3%
Twelve years	3	9%
Total	33	100%

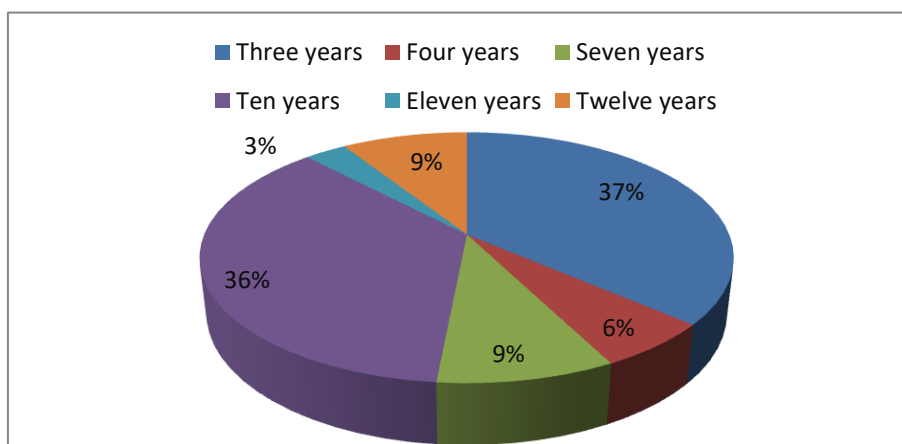


Figure 1: Numbers of Years Students Have Been Studying English

The first question is concerned with the number of years students have been studying English. Twelve students (37%) answered that they have been studying English for three years. Only two students (6%) have been studying English for four years, and three ones (9%) for seven years. Twelve students among thirty three (36%) have been studying English for ten years. However, only one student (3 %) have been studying English for eleven years, and the rest three students (9 %) have been studying English for twelve years.

These results show that the majority of students have been studying English language for more than three years, so, they may have a very good background in English.

Q2: Do you enjoy learning English?

Table 02

Learners' Enjoyment in learning English

Options	Subjects	Percentage
Yes	33	100%
No	0	0%
Total	33	100%

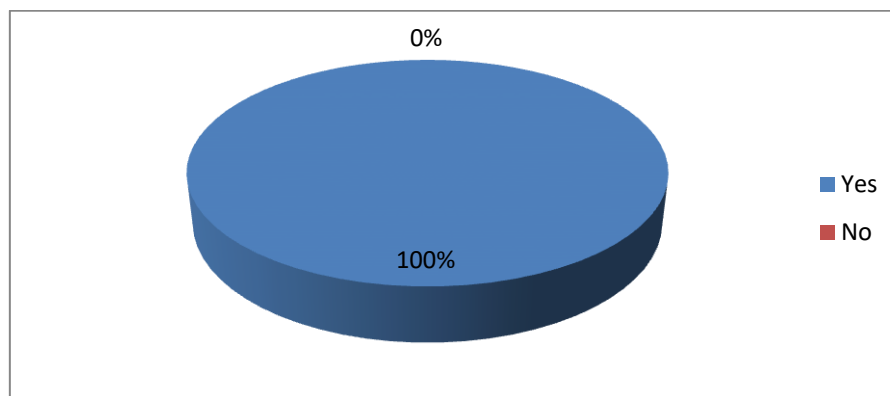


Figure 2: Learners' Enjoyment in Learning English

In the second question, the students are asked if they enjoy learning English or not. All the participants (33) claim that they enjoy learning English since it is their specialty. So, as it is shown in the above table, third year LMD students take pleasure and enjoy learning English language.

Section two: Vocabulary

Q03: How important do you think learning vocabulary is?

Table 03

Vocabulary Importance

Options	Subjects	Percentage%
Very important	31	94%
Somehow important	2	6%
Not important at all	0	0%
Total	33	100%

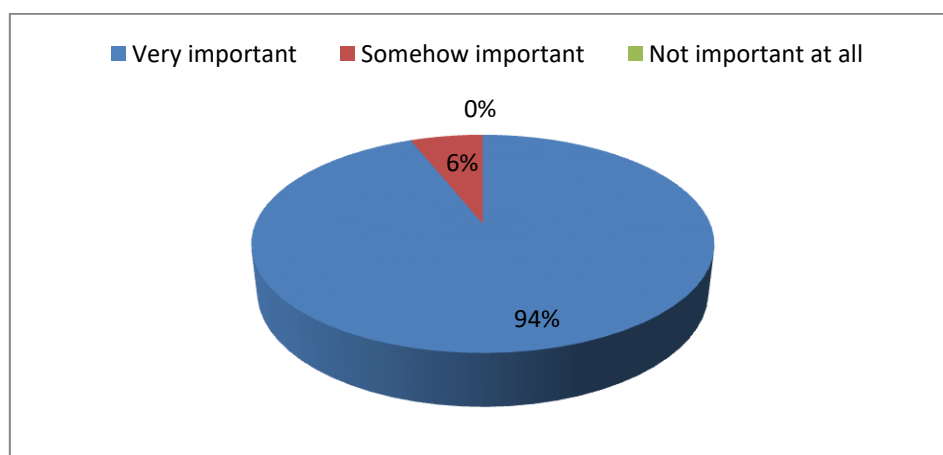


Figure3: Vocabulary Importance

This question queried to indicate how much vocabulary is important in learning English. From the results recorded above, (94 %) of students think that vocabulary is very important, while (6 %) claimed that learning vocabulary is somehow important. However, no one answered that vocabulary learning is not important at all. We can notice that the majority of students consider learning vocabulary as a very important aspect since it is the core of language learning and the basic of language skills. Without vocabulary, learners cannot know the meaning of new words and express their ideas and communicate with others easily.

Q04: What do you do when facing difficult words?

Table 04

Strategies used by Students when facing Difficult Words

Options	Subjects	Percentage%
Ask your teacher	6	18%
Guess the meaning from the context	17	52%
Check it in the dictionary	10	30%
Total	33	100%

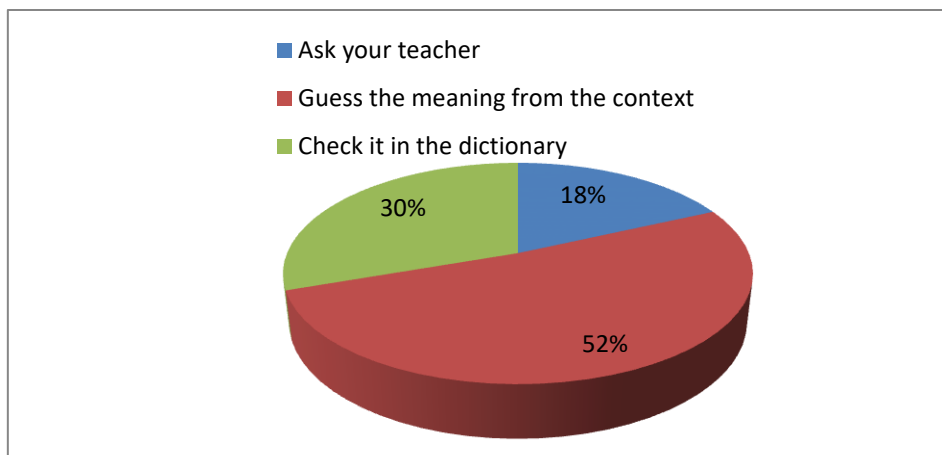


Figure 4: Strategies Used by Students when Facing Difficult Words

The fourth question involves the most extremely used learning strategies by students when they face difficult words. From the above table, seventeen students (52 %) prefer to guess the meaning of the difficult words from the context, and ten students (30 %) favor to check it in the dictionary. Whereas, the rest of them (18%) prefer to ask their teacher. From these results, we can notice that learners search for the difficult words individually either by

guessing their meaning from the context or checking it in the dictionary. This means that students make individual efforts in order to learn new words.

Q05: Which approach do you think is considered to be the best for learning new vocabulary?

Table 05 *Approaches to learn New Vocabulary*

Options	Subjects	Percentage%
Direct approach	23	70%
Indirect approach	10	30%
Total	33	100%

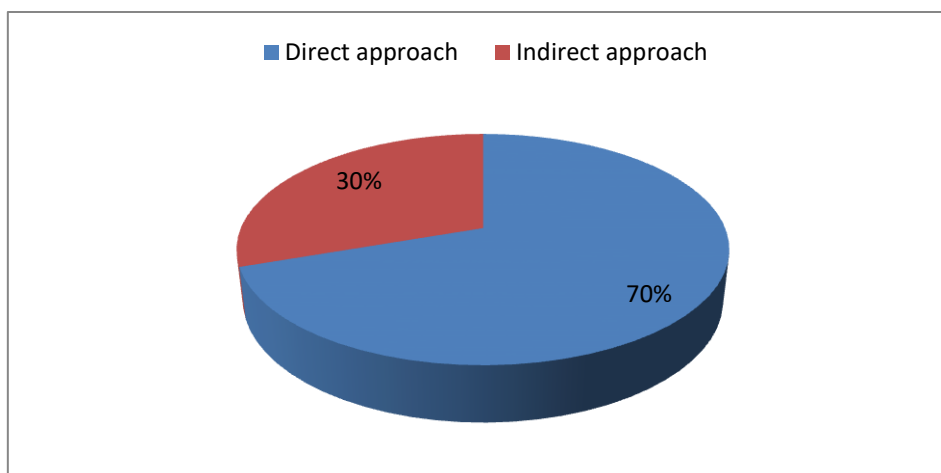


Figure 5: Approaches to Learn New Vocabulary

This question was addressed to students to explore which of the best vocabulary approaches students prefer to use. The results on the above table show that the majority of students (70%) favor to learn vocabulary directly and some of them (30 %) prefer to use the indirect approach.

From these results, we can understand that the majority of students prefer to learn vocabulary directly, that is to say, it is one of the most important vocabulary approach.

Q06: Do you find learning vocabulary?

Table 06

Students' Experience towards Vocabulary Learning

Options	Subjects	Percentage%
Easy	12	36%
Difficult	21	64%
Very difficult	0	0%
Total	33	100%

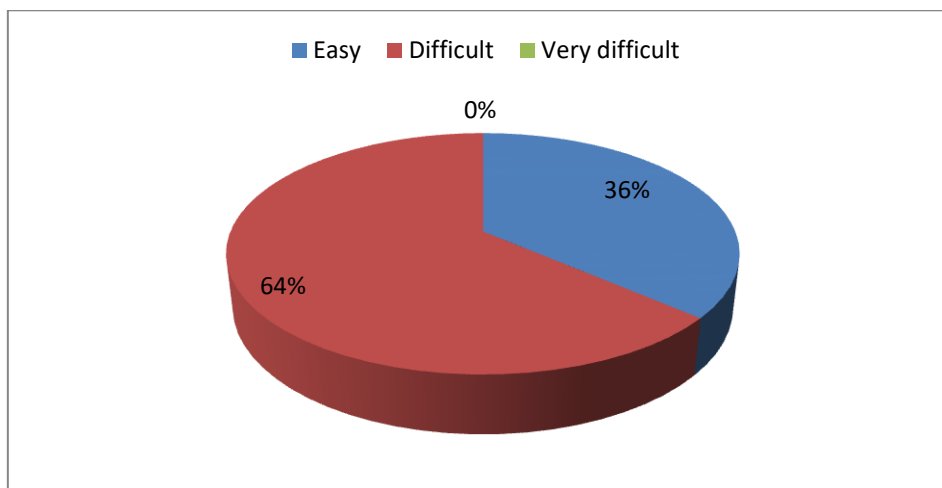


Figure 6: Students' Experience towards Vocabulary Learning

This question seeks to discover how EFL students find learning vocabulary. The majority of respondents (64 %) agree that learning vocabulary is difficult; this indicates that learners face some problems in learning new words like when learning the words with several

meanings, and so on. However, (36%) of students said that vocabulary is easy to learn, and no one of them answer that vocabulary is very difficult.

Q07: In your opinion what make words difficult?

Table07

Aspects of Words Difficulty

Options	Subjects	Percentage%
Its pronunciation	13	40%
Its meaning	10	30%
Its spelling	10	30%
Total	33	100%

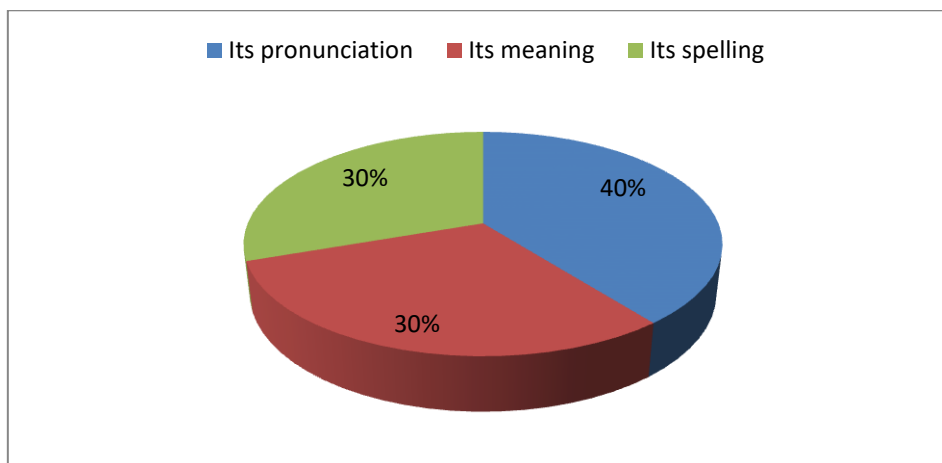


Figure 7: Aspects of Words Difficulty

Question seven was posed to students to investigate which aspect of learning new words creates difficulties for them. The results show that thirteen students (40%) have difficulties with words pronunciation since the spoken form is not always equivalent to the written form of a given word. However, ten students (30 %) claim that words meaning is the main problem

that makes words difficult, whereas, the rest ten students (30%) find difficulties in words spelling because there are some words that contain silent letters and they find it a big problem.

Section three: Newspaper Articles as an Authentic Material

Q8: Do you know the meaning of an authentic material?

Table 08

Students' Recognition the Meaning of Authentic Material

Options	Subjects	Percentage%
Yes	29	12%
No	4	88%
Total	33	100%

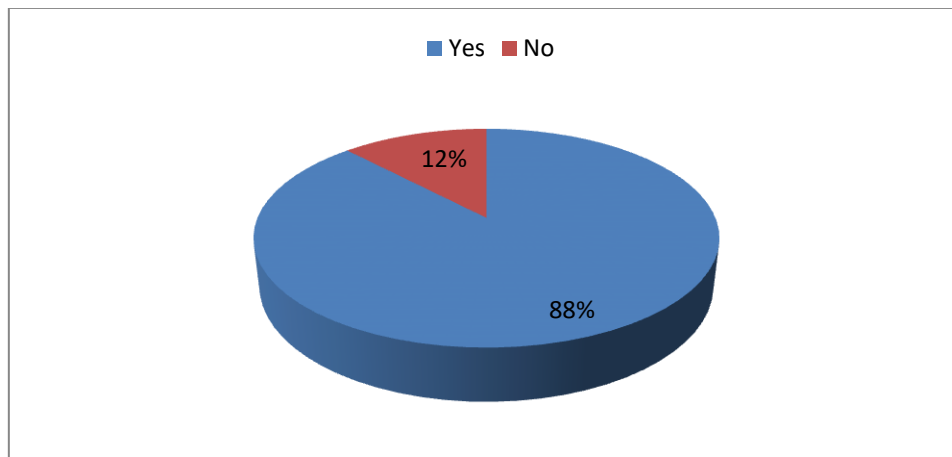


Figure8: Students' Recognition of Authentic Material

This question was asked to activate students' prior knowledge about the meaning of an authentic material or not. Twenty nine students (88 %) know what is meant by an authentic material, whereas, the rest four students (12 %) do not. We can deduce that students have prior knowledge of the authentic materials or they are using them in class.

Q09: Which kind of authentic materials do you prefer to be used in classroom?

Table 09

Kinds of Authentic Materials Students prefer to be used

Options	Subjects	Percentage%
Written authentic materials	8	23%
Aural authentic materials	5	15%
Audio-visual authentic materials	21	62%
Total	33	100%

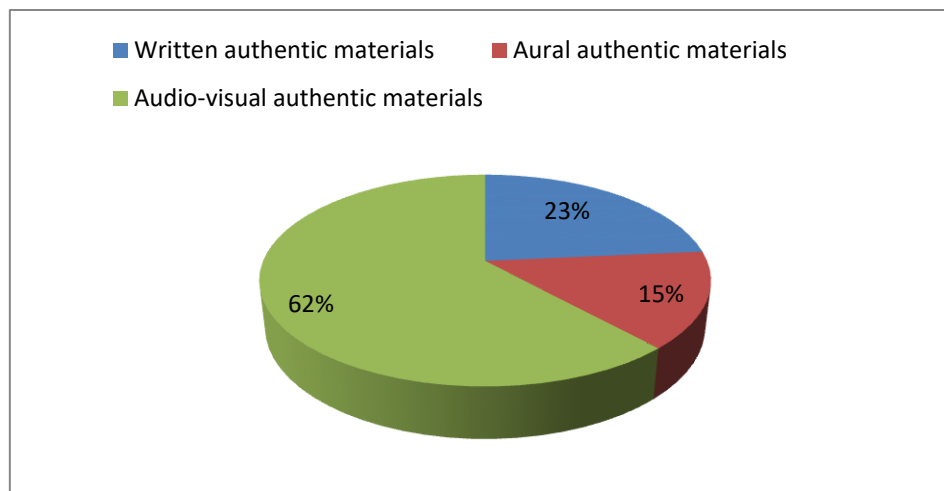


Figure 9: Kinds of Authentic Material Students Prefer to be used

This question is aimed to show if the students know the kinds of authentic materials and which one they prefer to be used in the classroom. Twenty one students out of thirty three (62%) prefer to use audio-visual authentic materials. However, eight students (23 %) like written authentic materials and the rest of them (15 %) choose aural authentic materials.

It can be noted that the majority of students prefer the use of audio-visual authentic materials in classroom, because they might find this kind very easy to use and meaningful at the same time. As well, they might help learners to attach the language learning with their real life.

Q10: How often do your teachers use authentic materials in the classroom?

Table 10

The frequency of Teachers' use of Authentic Materials in the Classroom

Options	Subjects	Percentage%
Always	4	12%
Sometimes	17	52%
Rarely	12	36%
Never	0	0%
Total	33	100%

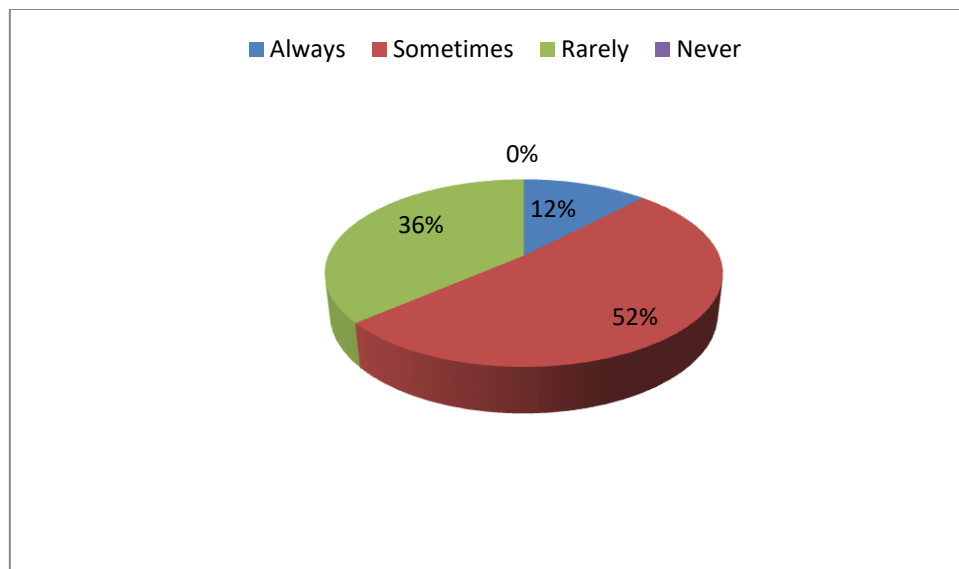


Figure 10: The Frequency of Teachers' use of Authentic Materials in the Classroom

This question is addressed to students in order to confirm the use of authentic materials in EFL classes by their teachers, and how often they are used. Seventeen students (52 %) assert that their teachers use authentic materials “sometimes”, while twelve students (36 %) assert that their teachers use authentic materials “rarely”, while four students (12 %) assert that their teachers use authentic materials “always”, and no student (0 %) asserts that their teachers use authentic materials “never”.

argue that their teachers “rarely” used them. Only four students (12 %) claim that their teachers “always” use authentic materials and no one of them choses “never”.

From these results, we notice that the rare use of authentic materials by the teachers might be that certain resources are inaccessible and that the use of them in the classroom will demotivate students because many lexical items used in the target language are missing.

Q11: Do you think that using newspaper articles as an authentic material is beneficial for you in learning vocabulary? Why?

Table 11

The Benefits of Using Newspaper Articles in Learning Vocabulary

Options	Subjects	Percentage%
Yes	25	76%
No	8	24%
Total	33	100%

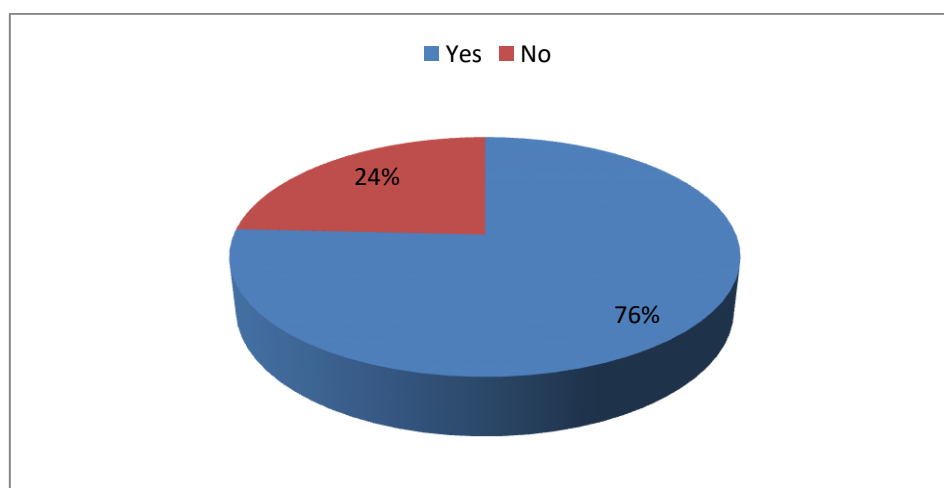


Figure 11: The Benefits of Using Newspaper Articles in Learning Vocabulary

This question was asked to discover the usefulness of newspaper articles as an authentic material while learning vocabulary. The majority of students (76 %) agree on its benefits. However, only eight students (24%) answer with “no”.

These are some students' justifications:

- Yes it is beneficial since I can acquire New Vocabulary form it
- Yes, because by using them we can improve our skills and learn new words easily
- Yes because it contains various vocabulary and structures and cultural information
- No, I find its vocabulary difficult to be learnt.
- No, because in newspaper articles the words used in are formal and difficult
- No, it is not. Because students feel bored when they find themselves obliged to learn vocabulary from it, they prefer something enjoyable and easy to use and not a time consuming material. (SIC)

The results above indicate that most of the students confirm that newspaper articles are beneficial in learning vocabulary. We can conclude that students think that using this kind of authentic materials when learning English vocabulary is very helpful to improve their language skills and acquire new words from it.

Q12: Do you find difficulties and problems when the teacher uses newspaper articles for teaching vocabulary?

Table 12

Students' Difficulties with Newspaper Articles

Options	Subjects	Percentage%
Yes	12	36 %
No	21	64%
Total	33	100%

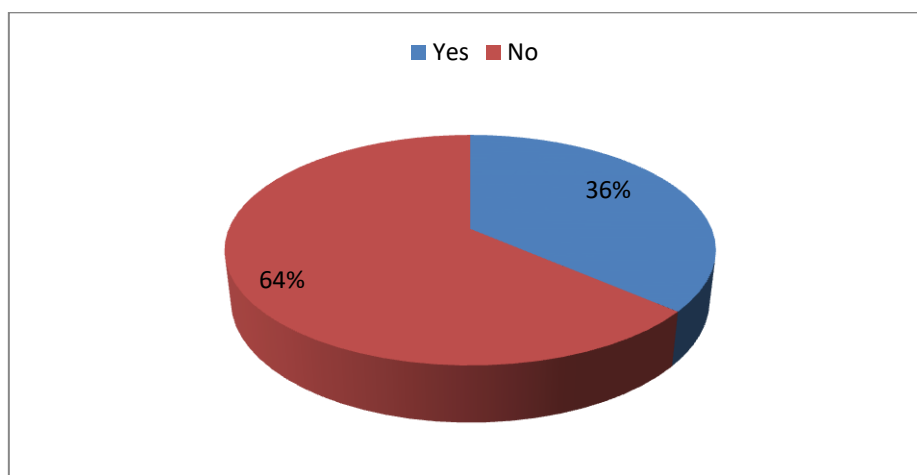


Figure 12: Students' Difficulties with newspaper Articles

This question seeks to find out if students encounter difficulties when their teacher uses newspaper articles in teaching vocabulary. The results above reveal that (64 %) students do not face any problem; whereas, (36 %) come across difficulties when learning vocabulary within this authentic material.

If yes, what are they?

Table13

Kinds of Students' Difficulties with Newspaper Articles

Options	Subjects	Percentage%
Its language is sometimes difficult to understand	7	15%
Contain difficult vocabulary	4	31%
We don't use the language we have learnt from the articles	2	54%
Total	33	100%

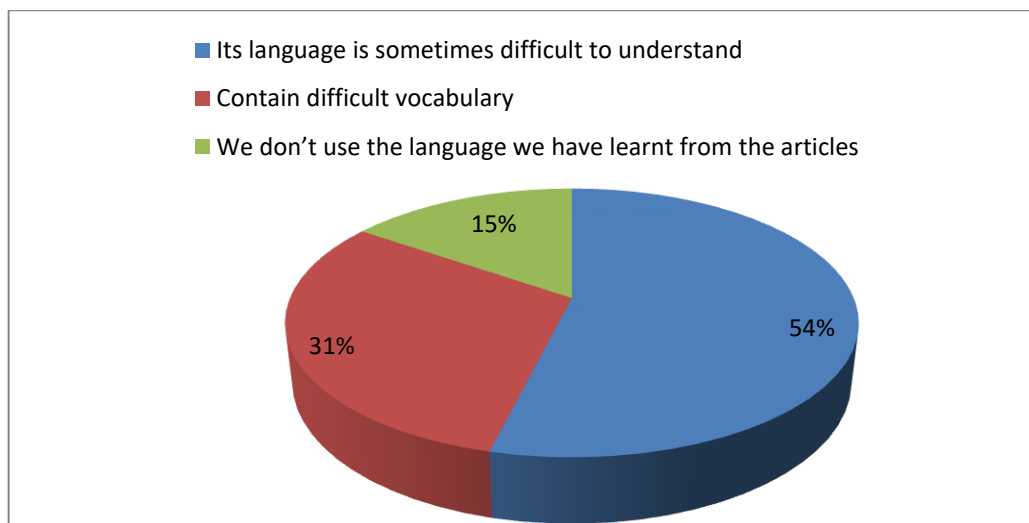


Figure 13: Kinds of Students' Difficulties with Newspaper Articles

In the second part of this question students who answer with “yes” are asked to indicate why, and some items are given to them to justify their answers. The results in the above table

show that (54 %) students answer that these difficulties are because the language of newspaper articles is sometimes difficult to understand. However, (31 %) of them claim that they contain difficult vocabulary, and (15 %) of the participants answer that they do not use the language they have learnt from these articles.

We may conclude that most of students do not find problems and difficulties when their teacher use newspaper articles to teach vocabulary because it is a useful and enjoyable material and it contains an understood language.

Q13: Do you think that using newspaper articles can help you develop your vocabulary?

Table 14

The Impact of the Use of Newspaper Articles on Vocabulary Learning

Options	Subjects	Percentage%
Yes	31	94%
No	2	6%
Total	33	100%

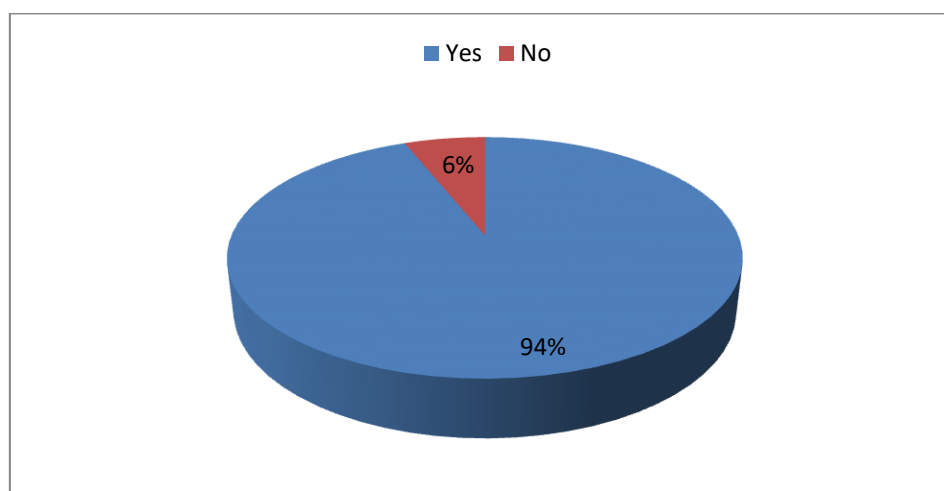


Figure 14: The Impact of the Use of Newspaper Articles on Vocabulary Learning

In this question, the students are asked if the use of newspaper articles can help them develop their vocabulary or not. The majority of students (94 %) answer with “yes” and only two students (6%) claim that newspaper articles do not help them in developing their vocabulary.

If yes, how does it help?

In the second part of the question, students who answer “yes” are asked to justify their answers. They gave us different justifications:

- When you read newspaper articles you will receive extra knowledge in different fields
- It help me developing my vocabulary by knowing new words and improve my language skills
- It enhances my ability to understand ideas and think more logically. The more words we have, the more it helps to communicate in a more attractive way. (SIC)

If no, why does not it help?

Students who answer “no” state the following justifications:

- It contains difficult words
- It is boring. (SIC)

Q14: Do you think that using newspaper articles help you develop your receptive and productive skills?

Table 15

The Role of Newspaper Articles in Developing Receptive and Productive Skills

Options	Subjects	Percentage%
Yes	29	88%
No	4	12%
Total	33	100%

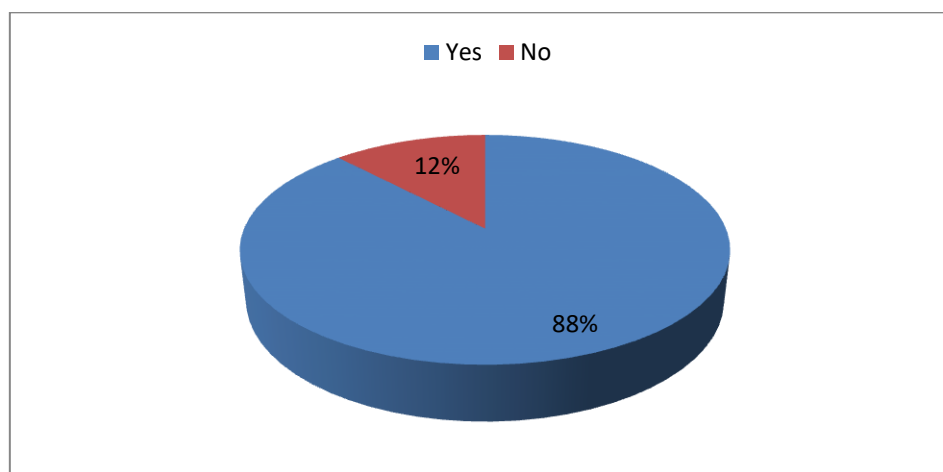


Figure 15: The Role of Newspaper Articles in Developing Receptive and Productive Skills

The fourteenth question aims to find out if the use of newspaper articles helps them developing their receptive and productive skills or not. The results show that the majority of students answer with “yes” (88 %), while (12 %) of them answer with “no”. So, we can notice that most of students find newspaper articles helpful in developing their receptive and productive skills.

If yes, how does it help?

Some students justified their answers as follow:

- To learn how to express and define Real life situations.
- By developing the skill of writing and reading, learning new terms and increasing the ability to concentrate and absorb.
- It helps me to speak and express my ideas using different words and enables me to understand the meaning of words easily when I'm exposed to listen. (SIC)

If no, why does not it help?

Students who said “no” gave us the following justifications:

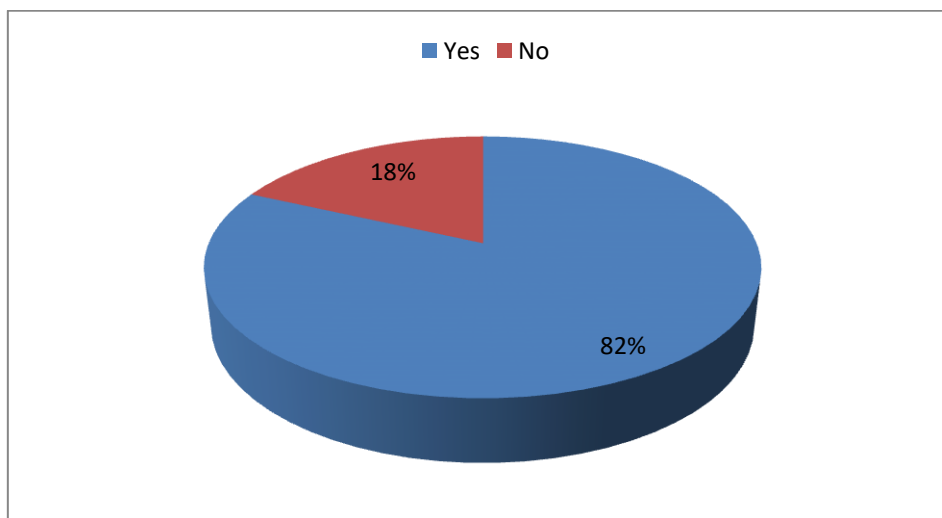
- Its language is too difficult to understand.
- It contains words that I can't understand it easily and remember it. (SIC)

Q15: Do you think that using newspaper articles help you remember words easily?

Table 16

The Impact of Newspaper Articles on Remembering Words

Options	Subjects	Percentage%
Yes	27	82%
No	6	18%
Total	33	100%

**Figure 16: The Impact of Newspaper Articles on Remembering Words**

The last question aims to discover whether newspaper articles help students to remember words easily or not. 82 % of students think that this kind of authentic materials can be helpful. Therefore, remembering new and different words from newspaper articles can be an important aspect. They lead students to develop their vocabulary knowledge. On the other hand, 18% of students think that newspaper articles cannot help them remembering words easily because they contain difficult meaning. Moreover, they might be a big problematic for them and that requires more effort from the learners to understand it.

If yes, how does it help?

Students who answer with “yes” gave us different justifications:

- Newspaper articles always deal with social news and topics that are not distant from you so, you understand what you read easily and understand every word.
- The goal is to transfer knowledge of new words from short memory to long-term memory, which helps us remember words easily.
- Yes, the more u repeat words the more it stakes in your mind, as a consequence you'll remember it easily. (SIC)

If no, why does not it help?

Students who answer with “no” also gave us justifications to their answers:

- It is not beneficial at that point.
- Because sometimes we find that the language used is difficult to understand.
- I don't think that using newspapers articles will help you remembering new words that are up to your practice and memorization... etc. (SIC)

2.2.2. Discussion

This research study investigates third year LMD students' attitudes towards the use of newspaper articles in enhancing their English vocabulary. From the overall analysis of the students' questionnaire, a number of findings and conclusions are drawn; hence, it showed considerable positive attitudes towards learning vocabulary through newspaper articles.

The findings of the questionnaire indicate that the great majority of third year students have great interest on learning English and they find it enjoyable. However, students show that learning new words can be a big problem for them, so they use different strategies such as checking the meaning of words in the dictionary or guessing their meaning from the context. The problems and the difficulties that students encounter when learning new words are the large number of words' pronunciation and meaning. Moreover, students demonstrate that the best learning vocabulary approach is the direct one. They recognize the meaning of authentic materials and they support using them in learning English vocabulary. In addition, the students' favorable type of authentic materials is the audio-visual authentic materials since they help them to focus more and more on their learning process. However, teachers sometimes use authentic materials in the classroom because they contain difficult language and difficult words. The results obtained from this study also have shown that learners benefit from the use of newspaper articles as kind of authentic materials since they serve learners' vocabulary learning, as well as they prepare them for real life situations. This is why students do not find difficulties when their teacher uses newspaper articles when teaching vocabulary. The current study also investigated students' attitudes towards using newspaper articles in learning vocabulary. Third year LMD students' state positive attitudes towards learning vocabulary through newspaper articles, they argue that using this kind of authentic materials can help them developing their vocabulary easily. It also shown that newspaper articles help students developing their receptive and productive skills. Moreover, students in this study

assert that newspaper articles play a major role in remembering words easily since these articles could be used as a motivational way of remembering words.

As it was hypothesized so far, this study confirms the hypothesis that EFL students success in enhancing their vocabulary when using newspaper articles due to their positive attitudes towards it. That is to say, third year LMD students hold positive attitudes towards using newspaper articles in learning vocabulary and the majority of them consider them as useful material since it is rich of different topics and cultural ideas that motivate students to learn new vocabulary easily.

2.3. Limitations of the Study

The present study confronted some problems that disrupted its proper accomplishment and this led to certain limitations.

✓ One important weakness is the Corona Virus which has transformed the study completely. The closure of universities and the suspension of transportation led to many difficulties to carry on the research with students and also to meet the supervisor.

✓ The population of the sample should include all third year LMD students of Mohammed Seddik Ben Yahia University; but, we have dealt with only 33 students. This is because the questionnaire was online; we posted it on the Facebook group of third year students of the same university, and also on the page of the English department and this led to the lack of students' answers to the questionnaire.

✓ The lack of sources especially those that are related to the use of newspaper articles in learning vocabulary.

2.4. Pedagogical Recommendations for Future Research

Based on the study limitations, we suggest some recommendations for future research in the field. This research aims to investigate students' attitudes towards using newspaper

articles in developing their English vocabulary, so it is recommended for teachers to use this successful type of authentic materials in EFL classes for teaching vocabulary. Therefore, the universities administrators should provide newspaper articles as an authentic material to facilitate students' learning. Both students and teachers would find it as a motivating method for learning and teaching vocabulary.

It is recommended for further research that students would investigate the effects of newspaper articles on different skills and aspects of language such as in speaking, pronunciation, etc. Additionally, students who will investigate this topic in the future should address a larger number of EFL students in order to obtain different results that allow them to make a successful research.

Conclusion

This research study investigates students' attitudes towards using newspaper articles in enhancing their vocabulary. This chapter contains a detailed analysis and interpretation of the data obtained via the questionnaire. According to the research findings, learning vocabulary by using newspaper articles has given positive attitudes on third year students' vocabulary development. Therefore, this kind of authentic materials could promote students to learn vocabulary and increase their motivation for using more materials. At the end of this chapter, some encountered limitations are referred to in the study, as well as proposing a set of pedagogical recommendations for further studies in order to make a better achievement.

General conclusion

General conclusion

At the present time, vocabulary is considered as an important element to learn new languages. The current study investigates third year LMD students' attitudes towards using newspaper articles in developing their English vocabulary. The research work is divided into two major chapters; the first one is about the theoretical framework of the study, while the second one covers the practical part of this study. The theoretical part consists of two sections; the first one provides an overview of vocabulary in the learning process. It sheds light on vocabulary definition, its importance, its aspects and also its major types (receptive and productive). It discusses the approaches of vocabulary learning (implicit and explicit) and it highlights vocabulary learning strategies. Additionally, it presents vocabulary difficulties faced by students. However, the second section tackles the most important issues related to the use of newspaper articles as an authentic material in learning vocabulary. It provides a general definition of authentic materials and presents its major types in addition to the definition of non-authentic materials. It sheds light on newspaper articles as one of authentic materials. Furthermore, it discusses the strategies used in choosing suitable newspaper articles and also the importance of using them in EFL classes, and it highlights the advantages and disadvantages of using them at the end of the section.

In the second chapter which is the practical part of the study, one tool is used to collect data. An online questionnaire is published to 33 third year LMD students of Mohammed Seddik Ben Yahia University to investigate their attitudes towards using newspaper articles in learning vocabulary. The results obtained from this questionnaire are analyzed and discussed the main findings followed up by a conclusion.

The findings of this research study revealed that the majority of students have positive attitudes towards learning vocabulary through newspaper articles. Therefore, the hypothesis

of the present study is confirmed. That is to say, using newspaper articles helps in developing students' vocabulary. Hence, further research is recommended to investigate the effect of these newspaper articles on the four language skills. It would also be beneficial to study the learners' difficulties of using authentic aural materials in the EFL classroom.

References

References

Adult Basic Education Practitioner's Committee. (2005). Back to basics: vocabulary.

[http:// Abe Florida. Org/PDF/ brochers/ Back to Basics- June 2005.pdf](http://AbeFlorida.Org/PDF/broachers/Back%20to%20Basics-June%202005.pdf).

Amir, A., Mohsen, M., Yousef, M., & Ali, A.P. (2014). The effect of explicit and implicit vocabulary instruction on the reading comprehension of university students via online classroom. *International Journal of Multidisciplinary and Current Research*. ISSN: 2321-3124.

Asgari, A., & Mustapha, G. B. (2011). The type of vocabulary learning strategies used by ESL students in university Putra Malaysia. *English Language Teaching*. 4(2), 84-89.

Berardo, S.A. (2006). The use of authentic material in the teaching of reading. *The Reading Matrix*, 6(2), 60-68.

Cannigham, A., E., & Stanovich, K., E. (1997). Early reading acquisition and its relation to reading experience and ability ten years later. *Development psychology*, 33, pp. 934-945.

Carter, R. (2001). *Working with texts: a core introduction to language analysis*. Psychology Press.

Catalan, R., M., J. (2003). Sex differences in L2 vocabulary learning. *International journal of applied linguistics*, 13(1), 54-77.

INVESTIGATING THE STUDENTS' ATTITUDES TOWARDS USING NEWSPAPER ARTICLES

Cleermans, A., Destrebecqz, A., & Boyer, M. (1998). Implicit learning: News from the front. *Trends in Cognitive Sciences*, 2(10), 406-416.

De Vera, L. V. (2015). Incorporating authentic materials in activities for English Minor Program courses. *The journal of Rikkyo University Language Center*, 34, 105-113.

Dienes, Z. (2012). Conscious versus unconscious learning of structure. In P. Rebuschat & J.N. Williams (Eds). *Statistical learning and language acquisition* (pp. 337-364). Berlin: Mouton de Gruyter.

Ellis, N. (1994). *Implicit and explicit language learning an overview*. In N.Ellis (Ed.), *implicit and explicit learning languages*, (pp.1-31). London: Academic Press.

Gass, S.,M., &Slinker.L. (2008). *Second language acquisition: An introductory course* (3rd Ed). NY: Routlege Taylor & Froncis Group.

Genhard, J. G. (1996). *Teaching English as a foreign language: A teacher self-development and methodology*. Ann arbor: the university of Michigan press.

Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language teaching*, 40(2), 97.

Grains, R., & Redman, S. (1986). *Working with words: A guide to teaching and learning vocabulary*. Cambridge: Cambridge University Press.

Guariento, W., & Morley, J. (2001).Text and task authenticity in the EFL classroom.*ELT journal*, 55 (4), 347-353.

Harmer, J. (1991).*The practice of English language teaching*. London: Longman.

INVESTIGATING THE STUDENTS' ATTITUDES TOWARDS USING NEWSPAPER ARTICLES

Harmer, J. (2001). *The practice of English language teaching*, 3rd Edition. London: Pearson Education.

Hatch, E., & Brown, C. (1995). *Vocabulary, semantics and language Education*. Cambridge: Cambridge University Press.

Hornby, A. S. (2000). *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.

Hornby, A.S., (1995). *Oxford advanced learners' dictionary of current English*. Oxford: Oxford University Press.

Hwang, C. C. (2005). Effective EFL education through popular authentic materials. *Asian EFL Journal*, 7(1), 90-101.

Kilickaya, F. (2004). Authentic materials and culture content in EFL classrooms. *The Internet ELT Journal*, 10 (7). *Language Training*, 38(2), 20-23.

Kramash, C. (1993). *Context and culture in language teaching*. London: Longman.

Morrow, K. (1977). *Authentic texts and ESP*. In S. Holden (Ed), *English for Specific Purposes*. London: Modern English Publications.

Nation, I.S.P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Neuman, S. B., & Dwyer, J. (2009). Missing in Action: Vocabulary Instruction in Pre-K. *The reading teacher*, vol. 62(5).

INVESTIGATING THE STUDENTS' ATTITUDES TOWARDS USING NEWSPAPER ARTICLES

Nunan, D., & Miller, L. (1995). *New ways in teaching listening*. Washington: TESOL.

Pemagbi, J. (1995, July). Using newspapers and radio in English language teaching: The Sierra Leone experience. *In English Teaching Forum* (Vol. 33, No. 3, pp. 53-55).

Ur, P. (1991). *A course in language teaching: practice and theory*. Cambridge: Cambridge University Press.

Perruchet, P. (2008). Implicit learning. IN J. Byren (Ed), *learning and memory: A comprehensive reference* (Vol. 2: Cognitive psychology of memory, pp. 597-621). Oxford: Elsevier.

Rao, P. S. (2019). The Effective Use of Authentic Materials in the English Language Classrooms. *Humanities*, 7(1), 1-8.

Rao, P. S. (2019). The Impact of Using Newspapers on Teaching Language Skills to the Second Language Learners of English. *ELT Vibes*, 5(2), 154-170.

Reber, A. S. (1993). *Implicit learning and tacit knowledge: An essay on the cognitive unconscious*. Oxford: Oxford University Press.

Rebuschat, P. (Ed.) (2015). *Implicit and explicit learning of languages*. Amsterdam: John Benjamins.

Richards, J.P. et al (1985). *Longman Dictionary of Applied Linguistics*. Harlow: Essex, Longman.

Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge : Cambridge University Press.

Sanderson, P. (1999). *Using newspapers in the classroom*. New York: Cambridge University Press.

Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.

Schmitt, N., (1997). Vocabulary learning strategies. In N. Schmitt, and M. McCarthy, eds. *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge University Press, 199-227.

Shu-Chin, S. (2008). Attitude of students and instructors toward authentic materials in selected adult TESL programs. In *Aletheia Conference on Foreign Language Teaching and Cross-Cultural Studies* (pp. 171-188).

Slanks, D.R. (2005). Implicit learning. In K. Lambert & R. Goldstone (Eds), *Handbook of cognition* (pp. 202-220). London: Sage.

Suresh, B.M. (2014). Authentic texts as pedagogic tools in English language classroom. Retrieved from: http://www.scholarcritic.com/papers/vlil_9.pdf. Accessed on 07/062017.

Takaç, V. (2008). *Vocabulary learning strategies and second language acquisition*. Clevedon, UK: Multilingual Matters.

Thornbury, S., (2002). *How to teach vocabulary*. Harlow: Pearson. Education Limited.

Umam, K. (2010). *Improving the students' vocabulary mastery with the Jakarta post newspaper articles* (Thesis Paper). Jakarta: Universitas Islam Negeri.

Widdowson, H. G. (1990). *Aspects of language teaching*. Oxford: Oxford University Press.

Widdowson, H. G. (1973). *An applied linguistic approach to discover analysis*. (Doctoral dissertation, University of Edinburg).

Wilkins, D. (1972). *Linguistics and language teaching*. London: Edward Arnold.

INVESTIGATING THE STUDENTS' ATTITUDES TOWARDS USING NEWSPAPER ARTICLES

Wong, V., Kwok, P., & Choi, N. (1995). The use of authentic materials at tertiary level. *ELT journal*, 49(4), 318-322.

Appendix

Appendix A

Dear third year students,

You are kindly invited to answer the following questionnaire that aims to investigate and explore students' attitudes towards the use of newspaper articles in enhancing their English vocabulary. Your contribution is very important for the present research, please do it seriously and sincerely.

Section one: Background Information

-Please tick (√) your appropriate answer:

1. How many years have you been studying English?

..... years.

2. Do you enjoy learning English?

a. Yes

b. No

Section Two: Vocabulary

3. How important do you think learning vocabulary is?

a. Very important

b. Somehow important

c. Not important at all

INVESTIGATING THE STUDENTS' ATTITUDES TOWARDS USING NEWSPAPER ARTICLES

4. What do you do when facing difficult words?

a. Ask your teacher

b. Guess the meaning from the context

c. Check it in the dictionary

5. Which approaches do you think is considered to be the best for you to learn new vocabulary?

a. Direct approach

b. Indirect approach

6. Do you find learning vocabulary?

a. Easy

b. Difficult

c. Very difficult

7. In your opinion, what makes words difficult?

a. Its pronunciation

b. Its meaning

c. Its spelling

Section Three: Newspaper articles as an Authentic Material

8. Do you know the meaning of an authentic material?

a. Yes

b. No

9. Which Kind of authentic materials do you prefer to be used in classroom?

a. Written authentic materials

b. Aural authentic materials

c. Audio-visual authentic materials

10. How often do your teachers use authentic materials in the classroom?

a. Always

b. Sometimes

c. Rarely

d. Never

11. Do you think that using newspaper articles as an authentic material is beneficial for you in learning vocabulary? Why?

.....

.....

.....

12. Do you find difficulties and problems when the teacher uses newspaper articles for teaching vocabulary?

a. Yes

b. No

If yes, what are they?

- a. Its language is sometimes difficult to understand
- b. Contain difficult vocabulary
- c. We don't use the language we have learnt from the articles

Section Four: Students' Perceptions towards the use of newspaper articles

-Please give your opinion about the questions below:

13. Do you think that using newspaper articles help you develop your vocabulary?

a. Yes

b. No

If yes, how does it help?

.....

.....

.....

INVESTIGATING THE STUDENTS' ATTITUDES TOWARDS USING NEWSPAPER ARTICLES

If no, why does not it help?

.....

.....

.....

14. Do you think that using newspaper articles help you develop your receptive and productive skills?

- a. Yes
- b. No

If yes, how does it help?

.....

.....

.....

If no, why does not it help?

.....

.....

.....

15. Do you think that using newspaper articles help you remember words easily?

- a. Yes
- b. No

INVESTIGATING THE STUDENTS' ATTITUDES TOWARDS USING NEWSPAPER ARTICLES

If yes, how does it help?

.....

.....

.....

If no, why does not it help?

.....

.....

.....

Thank you for your kind collaboration

Résumé

Cette thèse tente de faire la lumière sur les opinions et les croyances des étudiants quant à l'efficacité de l'utilisation d'articles de journaux pour enrichir leur vocabulaire. Cette recherche a supposé que si ce type de matériel original était utilisé pour enseigner l'anglais aux élèves, cela améliorerait leur vocabulaire et les motiverait à apprendre. Cette thèse se compose de deux chapitres principaux, le côté théorique de l'étude et comprend deux parties, la première traite de l'importance du vocabulaire et la deuxième sur l'utilisation d'articles de journaux dans l'enseignement du vocabulaire. Le deuxième chapitre est consacré à l'aspect pratique de l'étude, et une forme de travail de terrain y a été mentionnée. Pour y parvenir, nous avons utilisé un outil de recherche, le questionnaire, que nous avons distribué aux étudiants de troisième année LMD du département de langue anglaise à l'Université de Mohammed Seddik Ben Yahia-Jijel. Ce dernier vise à connaître l'opinion des étudiants sur l'utilisation d'articles de journaux dans l'apprentissage du vocabulaire. Les résultats ont été positifs, car la majorité des élèves ont donné des opinions positives sur l'apprentissage du vocabulaire à travers l'utilisation d'articles de journaux

ملخص

تحاول هذه الأطروحة تسليط الضوء على آراء و معتقدات الطلاب اتجاه فعالية استخدام مقالات الصحف في تعزيز مفرداتهم. افترض هذا البحث أنه إذا تم استخدام هذا النوع من المواد الأصلية في تدريس الطلاب اللغة الإنجليزية, فسوف تعزز مفرداتهم و تحفزهم على التعلم. تتكون هذه الأطروحة من فصلين رئيسيين, الجانب النظري من الدراسة و يشمل جزئين, الأول تناول أهمية المفردات و الثاني عن استعمال مقالات الصحف في تدريس المفردات, أما الفصل الثاني فقد خصص للجانب العملي من الدراسة, و قد تمت الإشارة فيه إلى شكل من أشكال العمل الميداني, و لتحقيق هذا قمنا باستعمال أداة واحدة للبحث و هي الاستبيان و الذي قمنا بتوزيعه على طلاب السنة الثالثة لقسم اللغة الإنجليزية في جامعة محمد الصديق بن يحيى-جيبل. هذا الأخير يهدف إلى معرفة آراء الطلاب حول استخدام مقالات الصحف في تعلم المفردات. وقد كانت النتائج إيجابية, إذ أن غالبية الطلاب أعطوا آراء إيجابية حول تعلم المفردات من خلال استعمال المقالات الصحفية.

