

Research Article

The Effect of BBC News Lessons on High School EFL Learners' Vocabulary Learning

Hassan Alizadeh Mahmoud Alilo¹, Touran Ahour^{*2}

^{1,2} Department of English, Tabriz Branch, Islamic Azad University, Tabriz, Iran

*Corresponding author: ahour@iaut.ac.ir

(Received: 2023/02/07; Accepted: 2023/06/06)

Online publication: 29/08/2023

Abstract

Foreign language vocabulary learning is challenging and requires using an appropriate method. To this end, this study aimed to investigate the effect of listening and viewing BBC News lessons as a teaching and learning tool on high school EFL learners' vocabulary learning. This quasi-experimental research was carried out in the twelfth grade of Shohada high school in Kalybar city in East-Azarbijan, Iran. Forty-two high school EFL learners were chosen as the participants of the study from two intact classes. The homogeneity of the classes was checked through a KET test. Then, they were randomly assigned into the experimental (n=19) and control (n=23) groups. Target words were selected from the eight BBC News lessons for both groups. The unfamiliarity of these words to the learners was found through the Vocabulary Knowledge Scale. The experimental group experienced vocabulary learning through watching and listening to the BBC News lessons while the control group received the same target words through the traditional method. A vocabulary-based post-test was administered after the treatment. The result of the Independent-Samples t-test on the post-test scores of both groups revealed the significant outperformance of the experimental group compared to the control group. Practical implications are presented to teachers, researchers, and learners.

Keywords: BBC news lessons, EFL learner, high school, vocabulary learning

Introduction

Over the past few decades, English as the medium of communication has risen to become the most dominant and influential language worldwide (Crystal, 2012). Therefore, English language skills are essential to overcoming today's educational and economic challenges by learning the key disciplines of the century and finding well-paying jobs (Abdi & Makiabadi, 2019). As the foundation of English language, vocabulary plays a pivotal role in learning English skills. This is a common thread that runs through all the language skills. To communicate well in English, students need to learn a sufficient and huge number of words and be able to utilize those words in appropriate way.

In most Asian countries, vocabulary has generally received little attention in the educational curriculum (Fan, 2003). Like many other Asian countries, Iran is experiencing the same conditions. The four language skills are typically prioritized when it comes to English instruction within the educational system of Asian countries. According to the surveys conducted by Iranian researchers (e.g., Hakimi & Koosha, 2016; Isazadeh et al., 2016; Shakibaei et al., 2019), unfortunately learning vocabulary is challenging for learners in the context of Iran. Because English is a foreign language to Iranians, the only forums where they can learn English are educational environments such as schools, universities, and academies.

Finding the appropriate approach and perfect resources that are not only fascinating, engaging, and up-to-date but also assisting the students learn English is one of the biggest obstacles in teaching English. Learning new vocabulary requires much more diligence in this regard. Giving students a list of vocabulary to memorize is one of the primary strategies through which Iranian teachers teach vocabulary to their students. This is not only tedious, but it also offers little to assist students remember the terminology because it does not give context for how the words may be utilized. Many researchers and practitioners (e.g., Kaviani, 2022; Lotfi & Pozveh, 2019; Tayyebi, 2021) have recently come to the conclusion that vocabulary knowledge plays an essential role in the process of English language learning. As a result, they have been working hard to devise methods of vocabulary learning and teaching that are both practical and effective and that can be utilized in ESL and EFL contexts. In addition, Su and Zou (2022) have investigated the extent to which various strategies for learning vocabulary can be enhanced by utilizing various forms of technology. The TV news can potentially be used to give an experience that is both exciting and engaging for students who are learning new language. Students are exposed to language that is used in real life and in an actual setting and cultural context in which the language is

spoken through the medium of television news (Taghavi et al., 2012). Mackenzie (1997) asserted that authentic inputs like TV news have a major effect on EFL students' language development. Further elaborating, Ghenaati and Mardani (2015) enunciated that exposure to radio and television news could improve speaking fluency. In the meanwhile, Bahrani and Sim (2012) argued that audio-visual materials like TV news is a fantastic source of linguistic input for classroom use. Additionally, Brinton and Gaskill (1987) and Poon (1992) concurred that TV news has the ability to increase listening skills because various newscasts help students to concentrate on important subjects and bring reality into the classroom. Furthermore, EFL learners can become more familiar with many vocabulary items that are contextualized over a prolonged period of exposure because of the recycling feature of vocabulary in different TV news.

Numerous research has proved that vocabulary size can be enhanced with the help of technology and media. For example, Hamdani and Puspitorini (2021), comprehensively applied BBC learning English application in students' vocabulary mastery, Soleimanifard (2021), emphasized the importance of VOA news lessons in learning English vocabulary, and Sirmandi and Sardareh (2018) investigated the vocabulary development of intermediate EFL learners using BBC world clips with and without subtitles. More specifically, dealing with TV news support for vocabulary learning Shan (2010) stated that using English TV news inside the classroom not only facilitates vocabulary learning, but also raises the learning motivation of the students. Nevertheless, there is no absolute evidence to investigate exactly the effect of BBC News lessons on high school EFL learners' vocabulary learning. In spite of various methods used by previous research to help learners acquire vocabulary, no strategy has emerged as the best. Therefore, considering to fill this research gap, the present research continues toward a unique path to vocabulary learning. In addition, current research can provide help in vocabulary learning as it allows teachers to present vocabulary in an appealing way.

As discussed earlier, to the best knowledge of the researchers, inside language classroom, very few empirical studies (e.g., Hamdani & Puspitorini, 2021; Sirmandi & Sardareh, 2018) on learning and teaching English language through BBC News lessons were found in the literature. In other words, it is far from clear whether employing BBC News lessons in class can improve intermediate EFL learners' vocabulary learning or not. In addition, there is a need for further research in order to broaden and deepen our understanding of the effect of BBC News lessons on high school EFL learners' English skills and sub-skills. In a nutshell, in an effort to solve mentioned problems, the current research investigated a new area of the effect of BBC News on high

school EFL learners' vocabulary learning through listening and viewing BBC News lessons in the classroom, which had never been examined before in the local of Iranian context. The following research question was formulated based on the purpose of the study:

Do BBC News lessons have any significant effect on high school EFL learners' vocabulary learning?

Method

Participants

The current study was conducted at the Shohada high school in the Kalybar city environs of the Tabriz in East-Azarbajan, Iran, in the academic year 2021-2022. All of the participants in the research were male students (N=42). They were 16 - 18 years of age and in the twelfth grade. Their first language was Azari. In the school in which this study was conducted, there were two twelfth-grade classes, the classes took part on different days. In this regard, convenience sampling was used to get the sample of the study. At the onset of the study, a KET test was carried out in order to know the homogeneity of the participants in these classes. Then, randomly, the two classes were assigned into the experimental (n=19) and control groups (n=23).

Instruments and Materials

To conduct the study, the following instruments and materials were used:

KET Test

Cambridge Key English Test (KET) as a first instrument was used in the present study to homogenize the participants. The KET test is a standard proficiency test which is used for elementary learners. The logic behind considering participants as elementary students was that the majority of students in the city of Kalybar were weak in their regular subjects and were considered at the elementary level of general English proficiency. The KET tests all four English skills such as speaking, writing, reading, and listening. In this study, because of the practicality and purpose of the research, the speaking and writing parts were excluded from this proficiency test and only the reading and listening sections of the KET test were administered. The listening part of KET test included 25 items with a ceiling score of 25 was employed in the present study. It was used to ensure that the both groups were similar considering their listening proficiency level. It took 30 minutes. On the reading part of the KET test, including 30 items, all items were given one point each for the correct choice. It lasted for about 45 minutes and employed to know that the both groups were not different in terms of their reading performance. It was administered at the beginning of the study in order to homogenize the two groups.

Pre-Treatment: Vocabulary Knowledge Scale

In this research, the vocabulary knowledge Scale (VKS) as a pre-treatment instrument was used, which had 50 questions and each question carried one score. It was a teacher-made questionnaire that was prepared based on VKS developed by Paribakht and Wesche (1993). To make sure of the students' unfamiliarity with the vocabularies which they were supposed to learn in their EFL classes during the treatment period, a 50-item vocabulary questionnaire was used before the experiment. Each item was intended to question the target vocabulary items which allowed students to specify whether they have not seen the word (I), seen it but cannot remember the meaning (II), have seen and can guess the meaning (III), know the meaning (IV), can use it communicatively (V). This instrument served as a content specification tool. The scale ratings range from total unfamiliarity, little recognition of the word, little idea of its meaning and to the ability to use the word in a sentence. The vocabularies that were used in the pre-treatment questionnaire were chosen from BBC News lessons. After administering the questionnaire, 40 unfamiliar items were selected as target words to use in the treatment and ten familiar items to the students were removed from the questionnaire.

Post-Test

After the treatment stage, a 40-item-researchers-made multiple-choice post-test was employed in this study to test the participants' vocabulary knowledge of the target words. It was prepared based on the BBC News lessons for gathering the data to answer the research question of the study to see whether there was any significant difference between the two groups. The participants were supposed to read the items and then check the right words or definitions out of given options. All the words were taken from BBC News lessons. To examine the content validity of the test, the researchers submitted the test to two experienced teachers in the area to identify, modify or remove the probable problems. The reliability of the test was checked through KR-21 formula and a high reliability of 0.87 was obtained and its validity was checked through expert judges. Furthermore, in order to pilot the test initially a similar group of 10 students were selected from different school for doing the test to check if the allocated time is enough and to eliminate any potential problems in the items of the tests.

BBC News Lessons

The researchers chose BBC News Lessons as a material for teaching English vocabulary to high school EFL learners. Lessons for the current research were prepared from nine short English news clips in the archives of BBC News which were from a wide range of genres (<https://www.bbc.co.uk/archive/archive->

services). The official website of BBC News allows internet users to watch past news online. All lessons were selected from BBC archive. The initial news items were used as a pilot test. It pertained to the Taliban's presence in Afghanistan. This was the topic of considerable discussions at the time the research was launched. The study consisted of a variety of different types of international news which were comprised of different genres such as social news, political news, scientific news, economic news, sport news, and current news. A concerted effort was made to choose non-episodic news lessons that do not call for students to have any background knowledge of the topic. Furthermore, the researchers tried to choose assorted news lessons with almost the identical speech-rate and they did not focus on the specific genre which makes learning process difficult to understand. All of them were hot issues at the time the study was carried out. Each lesson lasted around 2 - 4 minutes. Each of which included 5 target words in each session. Most of the words were spoken more than once in the news lessons. These lessons were designed for being as a treatment material in the experimental group.

In addition, a pamphlet was designed as a paper material which control group was the audience of it. This pamphlet contained 8 lessons which was prepared based on the same target words; each lesson consisting of 5 target vocabularies. For each vocabulary a dictionary definition, synonyms, and one sample sentence was written.

Target Words

To conduct the present study, the researchers selected a list of 50 target words, unknown to the participants, from BBC News lessons as the test items beforehand. As previously stated, to identify the target words for this study, a pre-treatment questionnaire was administered before the treatment sessions. Based on the participants' responses, 40 words unfamiliar to at least 98% of the students were selected as the target words for the present study. When choosing the target words, Yang et al. (2014) suggested that the target words would belong to those that are repeated more than once. In line with this view, the researchers selected more repeatedly used words in the lessons as the target words. The target words, in this study, included some nouns, verbs and adjectives. These words were contextualized in BBC News lessons and this made it easy for the participants to elicit the meanings of the words and helped them cognitively engage in the meaning of the target words.

Procedure

This study was conducted with 42 male students, who were in two intact classes. The choice of including only males in the present study was opportunistic, as gender segregation in schools is a common practice in Iran.

The researchers randomly selected one class as an experimental group with 19 students, and another one as a control group with 23 students. The students were learning English at the twelfth grade of high school and their course book was Vision 3. At the onset of the present study, the Proficiency Test (KET) was carried out in order to check participants' homogeneity in terms of their proficiency level. An Independent-Samples t-test was carried out on the scores of the both groups in KET, which showed the homogeneity of the both groups at the beginning of the study.

Furthermore, at the outset of the study before starting the treatment stages, a teacher-made questionnaire which was adapted from VKS developed by Paribakht and Wesche (1993) was given to the learners in order to make sure that they were not familiar with the vocabularies which would be taught. These vocabularies were chosen from the BBC News lessons. Ten words were deleted after administering the questionnaire since they were known for the learners. For example, the words 'symbol', and 'encourage' were omitted because a majority of the participants knew these words. The allotted time to administering the questionnaire was 30 minutes for both groups. After administering the questionnaire, the treatment was manipulated.

The treatment was watching and listening to the eight lessons of BBC News for learning English vocabulary. These materials were a collection of eight videos of authentic audio-visual news lessons from BBC News channel to focus on the learning English vocabulary through listening and watching. While planning the materials, to check the difficulty level of news' suitability, to test the validity of news lessons, and to check whether the target words were appropriate for twelfth grade or not, the researchers submitted all the videos in their first version to three experienced teachers and asked them to give their opinions about the complexity of sentences, difficulty level of vocabulary, suitability, and adjustment of news with the level of the participants. The teachers verified the difficulty level of the videos to the level of the participants except for the speech rate that was high for them. Then, the researchers made the needed adjustments - decreasing speech rate of some news lessons via special software and selecting lessons with normal speech rate - according to the teachers' recommendations.

The aim of selecting and using video clips of BBC News was to teach the target words for the experimental group. In order to control intervening variables including outside traffic or other noise, the researchers along with the secretary of the school provided the participants with a quiet classroom which was equipped with a video projector that transmits images or videos onto the board. During each session, one of the researchers (as the teacher) played one of the eight videos for several times. In this step, before the first

viewing, the teacher introduced the topic by asking some questions from the students (e.g., what they know about the topic) in order to prepare their minds about what they would watch. Then, let the students watch the news once. After the second viewing, the teacher expressed the sentences of news and asked students to accompany him by repeating sentences in order to clarify the structure of sentences word by word. After listening and watching the news twice, to enhance the efficiency and effectiveness of the learning process, the students were given a few minutes to ask about the points that they did not comprehend about the news. During the fourth time, the students were required to write down the main ideas and vocabulary used in the news, then he asked some questions on the meaning of the words. After the teacher gave brief explanation, the teacher asked the students whether they understood the news; if not, he let them watch selected news again. After each meeting, the teacher sent the material of the current session to the students and asked them to practice, review, and understand it clearly at home. The procedure continued until the last session. Each session took 25-30 minutes. On the other hand, the lesson in the control group was not conducted using BBC News lessons as a medium of teaching. They received the target words through the conventional method. In other words, vocabulary learning based on a dictionary definition regardless of meaningful context was employed. In this process, the students initially were given the target vocabulary item. Then, they received a synonym for each vocabulary. Afterwards, they were given an additional sentence including the target word with further explanation. After the teacher introduced the new words, as a practice he asked the participants to use them in sentences or give their definitions. In the control group, similar to the experimental group, there were eight sessions and each was lasted 25-30 minutes.

After eight sessions of treatment over four weeks, including two sessions per week, a researchers-made vocabulary post-test was administered to assess the participants' vocabulary knowledge of target words after the treatment and to determine whether there was statistically significant difference between two groups' performances. The words for this test were drawn from the BBC News lessons. This test was administered for the both groups which lasted about 75 minutes. At the end, to statistically analyse the data to answer the research question the researchers entered the collected data into the SPSS 22.

Design

The study used Quasi-experimental research employing pre-test-post-test-control group design, which required two groups of students, an experimental group and a control one. The pre-test in this study was the pre-treatment VKS

test of vocabulary for finding the unknown vocabulary for the treatment sessions. While the traditional method was used with the control group, the video clips of BBC News were used in teaching vocabulary as the treatment to the experimental group participants. In this regard, BBC News lessons was considered as the independent variable and English vocabulary learning as the dependent variable in this study.

Data Analysis

In order to statistically analyse the collected data, the researchers entered the data into the SPSS 22. At the beginning, to check the homogeneity of the groups, the researchers carried out an Independent-Samples t-test on the results of the KET test. Then, they used KR-21 formula in order to check the reliability of the post-test scores. At the end, to test the null hypothesis and find whether there is a significant difference between the control and experimental groups in their vocabulary learning after the duration of the treatment, the researchers carried out an Independent-samples t-test. In this regard, the required assumptions were also checked. For significance testing, the alpha level was set at .05.

Results

Results of KET Test

Both groups were initially compared to ensure their homogeneity in their reading and listening comprehension through Key English Test (KET). The results are presented in Table 1.

Table 1
Mean, Standard Deviation, and Standard Error of Mean
for the KET Scores of both Groups

Test	Group	N	Mean	Std. Deviation	Std. Error Mean
KET test listening out of 25	Experimental group	19	11.42	3.746	.859
	Control group	23	12.43	4.187	.873
KET test reading out of 30	Experimental group	19	18.53	3.935	.903
	Control group	23	16.57	5.212	1.087
KET out of 55	Experimental group	19	29.95	6.720	1.542
	Control group	23	29.00	8.367	1.745

Based on Table 1, the results obtained from the KET test which included 55 English knowledge-based items, revealed the mean score of the listening part in the control group to be 12.43 with the SD of 4.187, and for the experimental group to be 11.42 with the SD of 3.746, out of 25. In the reading part of the KET test, the mean score of the control group was 16.57 with the SD of 5.212 and for the experimental group was 18.53 with the SD of 3.935 out of 30. In addition, Normality test was carried out before running the Independent-Samples t-test to check the normality of the data (see Table 2).

Table 2
Test of Normality

Test	Group	Kolmogorov-Smirnov ^a		Shapiro-Wilk			
		Statistic	df	Sig.	Statistic	df	Sig.
KET test listening out of 25	Experimental group	.137	19	.200*	.969	19	.747
	Control group	.150	23	.196	.932	23	.120
KET test reading out of 30	Experimental group	.155	19	.200*	.952	19	.424
	Control group	.109	23	.200*	.971	23	.712
KET out of 55	Experimental group	.122	19	.200*	.974	19	.851
	Control group	.148	23	.200*	.938	23	.166

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

As Table 2 reflects, all the p-values for the listening and reading parts as well as the total scores of the KET test in the Shapiro-Wilk part are more than the alpha level ($\alpha = .05$). Therefore, the assumption of normality was met, which legitimized conducting the parametric test of Independent-samples t-test on the mean scores of the KET test (see Table 3).

Table 3
Results of Independent-Samples t-test on the both Groups' KET Scores

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
KET test listening out of 25	Equal variances assumed	.011	.916	-.819	40	.418	-1.014	1.238	-3.517	1.489
	Equal variances not assumed			-.827	39.714	.413	-1.014	1.225	-3.490	1.463
KET test reading out of 30	Equal variances assumed	1.532	.223	1.351	40	.184	1.961	1.451	-.972	4.894
	Equal variances not assumed			1.388	39.721	.173	1.961	1.413	-.895	4.817
KET out of 55	Equal variances assumed	.148	.702	.398	40	.692	.947	2.378	-3.858	5.753
	Equal variances not assumed			.407	39.979	.686	.947	2.328	-3.758	5.653

Based on the results in Table 3, the assumption of equal variances was assumed for the listening and reading parts of the KET, which indicates the homogeneity of variances for the experimental and control groups. In addition, the results of the Independent-Samples t-test showed non-significant difference between the mean scores of the experimental and control groups' listening comprehension, $t(40) = .819$, $p = .418$ and reading comprehension, $t(40) = 1.351$, $p = .184$. Totally, the results indicated that the mean difference between the experimental ($M = 29.95$, $SD = 6.72$) and control ($M = 29.00$, $SD = 8.37$) groups was not statistically significant with a 95% confidence interval ranging from -3.858 to 5.753. In this regard, the results of the KET test showed a non-significant difference between the proficiency levels of the two groups at the outset of the study.

Results of Data Analysis on Post-Test Scores

The results from the analysis of the post-test administered to both groups are indicated below. Before administering the post-test, KR-21 formula was carried out to estimate the reliability of the test. According to Omar (2021), the KR-21 formula for reliability estimate is as below:

$$KR-21 = \frac{K}{K-1} \left(1 - \frac{\mu(k-\mu)}{k\sigma^2}\right) = \frac{40}{40-1} \left(1 - \frac{20.89(40-20.89)}{40*8.09^2}\right) = 0.87$$

Where:

KR-21= The reliability coefficient of the post-test

K = The total number of questions

σ = Variance for the total score

μ =Mean of the total score

Various reliability coefficients have been employed in a variety of studies. Nunnally (1978) pointed out that a reliability coefficient of 0.70 and above is desirable. Balian (1988) pointedly discussed that reliability coefficient of 0.85 to .0.89 are usually more efficient. Taking into account what has been asserted, the reliability coefficient of 0.87 was desired.

To answer the research question concerning the effect of BBC News lessons on high school EFL learners' vocabulary learning an Independent-Samples t-test was used. The results of the descriptive statistics for the post-test are presented in Table 4.

Table 4
Mean, Standard Deviation, and Standard Error of Mean for the both Groups'

Post-test	Experimental group	19	23.68	7.92	1.82
	Control group	23	18.52	8.22	1.71

For the scores of the both groups, first the normality test was run. Table 5 demonstrates the results of the normality test.

Table 5
Test of Normality

Test Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-test Experimental group	.150	19	.200*	.958	19	.529
out of 40 Control group	.168	23	.092	.919	23	.062

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

As Table 5 shows, the p-values in the Shapiro-Wilk part are more than the set alpha level (.05) for the post-test scores of the control group ($p = .062$) and experimental group ($p = .529$). Therefore, the parametric test of Independent-samples t-test was executed on the groups' post-test scores in order to determine whether there was a significant difference between the mean scores of the control ($M=18.52$, $SD= 8.22$) and experimental ($M= 23.68$, $SD= 7.92$) groups. The results are presented in Table 6.

Table 6
Results of Independent-Samples t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Post-test	Equal variances assumed	.000	.985	2.060	40	.046	5.16	2.51	.10	10.23
	Equal variances not assumed			2.068	39.015	.045	5.16	2.50	.11	10.21

Based on the results shown in Table 6, considering the equality of variances of both groups, there was a significant difference between the mean scores of the control and experimental groups; $t(40) = 2.06$, $p = .046$. The mean difference in post-test scores was 5.16 with a 95% confidence interval

ranging from .10 to 10.23. As a result, after the treatment, the null-hypothesis indicating that there is no significant difference between scores of the control and experimental groups was rejected. Therefore, it can be suggested that BBC News lessons can be viewed as an effective tool in English language classes, in general, and in vocabulary teaching classes, in particular. In this case, the research question was positively answered.

Discussion

The use of television news as a teaching tool for foreign language has grown in recent years. The availability and accessibility of authentic materials (e.g., via DVD, the internet, satellites) and other helpful software, makes it easy for teachers and curriculum designers to incorporate TV news (including BBC News) in their foreign language teaching classrooms. Due to the widespread use of TV news in foreign language learning, the current study intended to discover the effect of BBC News lessons on high school EFL learners' vocabulary learning.

Regarding the findings, the results revealed that BBC News lessons have significant effect on the students' vocabulary learning at the twelfth grade of high school. This result was proven from the students' performance in the experimental group, which was better than the students' performance in the control group in doing the post-test. Prior to the implementation of the treatment, the students in both experimental and control groups demonstrated a comparable level of English proficiency based on their KET scores. Thus, the results revealed that between the mean scores of the students who were taught by BBC News lessons (experimental group) and the students who were not (control group) there was a significant difference. This progress was attributed to the presentation of target words in BBC News lessons. In this way, the target words were contextualized in BBC News lessons where the learners can get the material of teaching/learning in a clear approach and it became easy for participants to elicit the meaning of the words. In line with this view, during the treatment sessions, some of the students reported that learning English vocabulary through BBC News lessons promotes enjoyment and creates a more enjoyable and less restricted environment. These results also are attributed to the advantages of the BBC News lessons as a teaching and learning tool. These advantages are enabling the students to work independently where the role of the teacher changed from transmission of knowledge to facilitator and motivator, engaging learners in real-life learning activities. More importantly it is more oriented towards learner-centred learning and interactivity (Brinton & Gaskill, 1987).

The findings of the present study are linked to what other researchers have found. For example, Taghavi et al. (2012) found that English TV news can be useful to improve learners' (aged between 12-14) competence in vocabulary learning and Ghenaati and Mardani (2015) concluded that TV news can have significant effect on students' speaking fluency at the fourth-year of language learning. Likewise, this study has proven that BBC News lessons can be productive for teaching English on vocabulary learning of high school students at the twelfth grade.

Similar to the study conducted by Hamdani and Puspitorini (2021) who indicated the importance of BBC learning English program to the learners' vocabulary learning, the finding of this research also revealed the positive role of BBC News lessons on students' vocabulary mastery, even though the researchers used different kinds of materials. As one of the authentic inputs, BBC News is absolutely effective to use for learning vocabulary, as indicated by Abdi and Makiabadi (2019) who examined the vocabulary acquisition of EFL learners through technology enhanced language learning method. Similarly, Shan (2010) discovered that learners were enthusiastic about using English TV news to increase their vocabulary which facilitates vocabulary learning.

Specifically, in response to the research question concerning the effect of using BBC News lessons to improve learners' vocabulary learning, the results demonstrated that exposure to BBC News lessons greatly improves language learners' vocabulary knowledge. In other words, the positive effects of using BBC News lessons were manifested in the performance of experimental group. As a result, the Null Hypothesis, which indicated BBC News lessons do not have any significant effect on high school EFL learners' vocabulary learning, was rejected. It might be due to the fact that the participants in the experimental group experienced the treatment through BBC News lessons. What the experimental group did during the treatment signified the effect of TV news because they worked with the teacher and their classmates to produce sentences using the target vocabulary in the context of BBC News lessons, which made the acquisition of the words easier for them. This sheds more light to the findings of previous studies (Abdi & Makiabadi, 2019; Brinton & Gaskill, 1987; Ghenaati & Mardani, 2015; Mackenzie, 1997; Poon, 1992; Taghavi et al., 2012) which discovered that advanced and intermediate language learners benefited greatly from exposure to TV news as an authentic source of language input. In other words, the findings of this study lend credence to the idea that TV news can be useful for language learners as an instructional tool. As a matter of fact, the news broadcasts' utterances may contain a great deal of comprehensible language input that the language learners may have little trouble comprehending and internalizing.

On the other hand, while Mackenzie (1997) argued that English television news can be employed at low level classes, the results of the present study appear to disprove the claim that made by Mackenzie (1997). The point for the current research should be underscored that the researchers did their best to provide news lessons which focused on a wide range of topics that the language learners had schemata to help them comprehend the information better. In addition, at the onset of the study following the experts' advice, BBC News lessons with normal speech rate were selected. Regardless of all these efforts, the participants in the experimental group still had problem comprehending the language of the news.

It is plausible that the job of the newscasters is to give out as much information as they can in as little time as they can. Therefore, their fast speech-rate makes difficulties in comprehension. Regarding the difficulties that EFL students have in understanding rapid speech, Brinton and Gaskill (1987) pointed out that when EFL/ESL learners encounter rapid native speech, they frequently fail to comprehend it. The primary reason for this is that they have not had enough exposure to television and radio news. Furthermore, the vocabulary of the news is often difficult and its content is too complex. Certainly not all of them but this is true for some TV news reports. Notwithstanding news reports can become accessible and comprehensible to even the lowest levels with careful selection and some very simple techniques. In 1997, from the falsest of false beginners to pre-interpreting, Mackenzie used TV news lessons at all levels successfully and he has indicated that generally it is not the news lesson that matters so much as the way that we use it. Contrary to what was said earlier, the current study confirmed some of the points that Mackenzie (1997) reported and in line with this report, the study presented lessons in a way that stimulated learners' interest, guiding students to understanding with additional explanations, encouraging them to try to watch and listen to news lessons at home and foster their vocabulary learning. A few of the participants, according to the observations of the researchers, could completely get the main idea of the news lessons through just showing them in the classroom and the majority needed guidance. Therefore, as a conclusion, in line with Mackenzie's (1997) statement if we select the TV news items carefully, this could probably boost the comprehension and internalization of the content of the news. Moreover, when learners engage in this kind of learning environment, learning becomes fun and not a burden.

Based on the discussion and findings obtained in this study, the researchers conclude that BBC News lessons are effective on the students' vocabulary learning. It is shown by the analysis of the data that the participants in the experimental group made a greater advancement on the post-test in comparison to scores of the control group due to using BBC News lessons. Besides, the

positive results indicate that BBC News lessons are an effective means to motivate students to learn vocabulary, thus eventually increasing their learning power to a greater extent than traditional materials. Moreover, in teaching/learning process, BBC News lessons are considered as interesting media. This is admitted by the students when BBC News lessons are implemented in the classroom and provide a different atmosphere to them. BBC News lessons also increase the interest and motivation of the students in teaching/learning process. Furthermore, it was found that BBC News lessons are more effective on the students' vocabulary mastery. It can be seen from the comparison between the mean score of the experimental group and the control group. It can be concluded that the BBC News lessons can improve students' vocabulary learning at the twelfth grade of high school. In this method, the claim in a sense is that learners get 'two for one' – both main idea of the news and increased vocabulary mastery. For that reason, BBC News lessons can be recommended for EFL classes and also this method is worth experimenting with.

Taking into account the findings of this study, the researchers suggested some practical implications which can be useful to teachers, researchers, and also learners. TV news is an easy and interesting source of materials. Usually, the language teachers always face the problem of an insufficient supply of vocabulary learning materials in EFL settings because of inappropriate curriculum. TV news can be used for teaching purposes both inside and outside the classroom due to the fact that it is free and easily accessible. Besides, listening to TV news, a type of authentic material as advocated by authors such as Evans (2006) and Rost (1990), is a good way to arouse students' interest in vocabulary learning, thus eventually helping them increase their ability to make relevant interpretations of language in actual social contexts. As a result, the researchers suggest the English teachers to try to implement this approach in their classroom, which will help them to act better in language classes. Furthermore, the present study is also supposed to produce some pedagogical implications for researchers that might help them to be more interested in carrying out the research on some undone branches such as areas of research that are left unfunded, incomplete, or generally ignored but that English Language Teaching community often identify as worthy of more research. Moreover, according to the Feyten's (1991) suggestion, there is a positive relationship between listening ability and foreign language learning. Accordingly, structured listening and viewing of TV news help students develop not only their vocabulary knowledge, but also their general foreign language proficiency. By applying BBC news lessons, they can feel fun and enjoy their learning, which help them improve their vocabulary knowledge.

Declaration of interest: none

References

- Abdi, S., & Makiabadi, H. (2019). Learning English listening and speaking through BBC VOA podcasts: An app review. *Teaching English with Technology, 19*(2), 101-108.
- Bahrani, T., & Sim, T. S. (2012). Audiovisual news, cartoons, and films as sources of authentic language input and language proficiency enhancement. *Turkish Online Journal of Educational Technology-TOJET, 11*(4), 56-64.
- Balian, E. S. (1988). *How to design, analyze, and write doctoral and masters research (2nd.ed.)*. University Press of America Inc.
- Bell, D. M. (2003). TV news in the EFL/ESL classroom: Criteria for selection. *TEFL-EJ, 7*(3), 1-17.
- Brinton, D., & Gaskill, W. (1987). Using news broadcasts in the ESL/EFL classroom. *TESOL Quarterly, 12*(4), 403-413.
- Crystal, D. (2012). *English as a global language*. Cambridge University Press.
- Evans, C. (2006). Using TV news to integrate the four skills: A guide for EFL teachers. *MA TESOL Collection, 160*, 1-34.
- Fan, M. Y. (2003). Frequency of use, perceived usefulness, and actual usefulness of second language vocabulary strategies: A study of Hong Kong learners. *The Modern Language Journal, 87*(2), 222-241.
- Feyten, C. M. (1991). The power of listening ability: an overlooked dimension in language acquisition. *The Modern Language Journal, 75*(2), 173-180.
- Ghenaati, M. J., & Madani, D. (2015). The effect of exposure to TV and radio news on the improvement of Iranian EFL learners' speaking fluency. *Research Journal of English Language and Literature, 3*(4), 398-411.
- Hakimi, A. R., & Koosha, M. (2016). The effect of watching English language videos on Iranian EFL learners' cultural awareness and incidental vocabulary learning. *Journal of Applied Linguistics and Language Research, 3*(7), 319-336.
- Hamdani, H., & Puspitorini, F. (2021). Applying BBC learning English application in students' vocabulary mastery. *Lexeme: Journal of Linguistics and Applied Linguistics, 3*(1), 34-43.
- Isazadeh, P., Makui, S. M. Z., & Ansarian, L. (2016). Effect of instructional vs. authentic video materials on introvert and extrovert Iranian EFL learners' vocabulary learning. *International Journal of Education and Literacy Studies, 4*(4), 1-10.
- Kaviani, M. (2022). The impact of Instagram on learning English vocabulary among Iranian pre-intermediate EFL learners. *Journal of Research in Techno-based Language Education, 2*(1), 15-24.

- Lotfi, A. R., & Pozveh, S. M. H. H. (2019). The effect of synchronous and asynchronous language learning: A study of Iranian EFL Intermediate students' vocabulary learning. *Theory and Practice in Language Studies*, 9(12), 1585-1594.
- Mackenzie, A. S. (1997). Using CNN news video in the EFL classroom. *The Internet TEFL Journal*, 3(2). Available at: <http://www.aitwech.ac.jp/~iTEFLj/>
- Nunnally, J. C. (1978). *Psychometric theory*. (2nd.ed.). McGraw-Hill.
- Omar, M. (2021, October 15). *Exam (MCQs) reliability test in SPSS: Kuder Richardson Formula 21 (KR-21)* [Video]. <https://www.youtube.com/watch?v=kC6W5i81YiU>
- Paribakht, T., & Wesche, M. (1993). The relationship between reading comprehension and second language development in a comprehension-based ESL program. *TESL Canada Journal*, 11(1), 9-29. <https://doi.org/10.18806/tesl.v11i1.623>
- Poon, A. (1992). Action Research: A study on using TV news to improve listening proficiency. *Research Report*, 14, 1-70.
- Rost, M. (1990). *Listening in language learning*. Longman.
- Shakibaei, G., Namaziandost, E., & Shahamat, F. (2019). The effect of using authentic texts on Iranian EFL learners' incidental vocabulary learning: The case of English newspaper. *International Journal of Linguistics, Literature and Translation*, 2(5), 422-432. <https://doi:10.32996/ijllt.2019.2.5.47>
- Shan, W. P. (2010). *The effectiveness of learning vocabulary through English news subtitles: a case study with Hong Kong ESL learners* [Unpublished master's thesis]. University of Hong Kong.
- Sirmandi, E. H., & Sardareh, S. A. (2018). The effect of BBC world clips with and without subtitles on intermediate EFL learners' vocabulary development. *MOJES: Malaysian Online Journal of Educational Sciences*, 4(4), 61-69.
- Soleimanifard, F., Behnam, B., & Ahangari, S. (2021). Learning English vocabulary through VOA news lessons: Being exposed to authentic material or electronic colonialism. *Issues in Language Teaching*, 10(1), 67-103.
- Su, F., & Zou, D. (2022). Technology-enhanced collaborative language learning: theoretical foundations, technologies, and implications. *Computer Assisted Language Learning*, 35(8), 1754-1788.
- Taghavi, M., Sabet, M. K., & Zafarghandi, A. M. (2012). The effect of captioned brief news on Iranian secondary students' vocabulary learning. *International Journal of Scientific and Engineering Research*, 3(11), 1-5.

- Tayyebi, G. (2021). The vocabulary learning strategy use of Iranian elementary EFL learners. *Contemporary Educational Research Journal*, 11(4), 147-160.
- Yang, J. C., Chi, L., Teichholtz, S., Schneider, A., Nanakul, R., Nowacki, R., & Olichney, J. M. (2014). ERP abnormalities elicited by word repetition in fragile X-associated tremor/ataxia syndrome (FXTAS) and amnesic MCI. *Neuropsychologia*, 63, 34-42.

Biodata

Hassan Alizadeh Mahmoud Alilo received his B.A in Food Industry Engineering at Shiraz University, Iran in 2015. He has got his M.A in TEFL from Islamic Azad University, Tabriz Branch, Tabriz, Iran. He is currently pursuing his PhD degree in TEFL at Islamic Azad University. His academic areas of interest are research on various topics in Applied Linguistics and Language Learning with Integrating Technology.

Touran Ahour is an associate professor in TEFL at Islamic Azad University, Tabriz branch, Iran. She received her PhD in TESL from Universiti Putra Malaysia (UPM) in 2010. She has authored several books and published many articles in scholarly journals and presented papers in national and international conferences. She has also been the reviewer for different national and international scholarly journals. Her main research interests include materials evaluation, reading-writing connection, writing assessment, teaching skills, and other ELT issues.

پژوهشگاه علوم انسانی و مطالعات فرهنگی
پرتال جامع علوم انسانی