

Integration of ENIE (English Newspaper In Education) as a Source of Language Input and a Medium for Extensive Reading Program

Jong-choon Kim¹

¹ Professor, Sahmyook Health University, Korea, kbsjec@shu.ac.kr

Abstract: Today, when English proficiency is vital globally, innovative teaching resources that effectively portray real-life English use are needed. This urge is strongest in non-English-speaking countries. This problem can be solved by using English Newspapers in Education (ENIE) as a language input and Extensive Reading (ER) medium, notably in Korean English as a Foreign Language context. This study aimed to investigate the integration of English Newspapers in Education (ENIE) as a source of language input and a medium for Extensive Reading (ER) within the South Korean EFL context. The research involved 50 intermediate level of university nursing students in an English for Specific Purposes (ESP) class over a 10-week period, utilizing a mixed-method approach that included a questionnaire and interviews. Results from the questionnaire and interviews indicated a generally positive response to ENIE, with increased reading ability, autonomy, and engagement reported by the majority of students, despite some challenges such as language complexity and cultural relevance. They indicate a generally positive reception, with the majority (68%) reporting improvements in reading ability, 84% acknowledging English newspapers as a beneficial source of language input, and 88% expressing interest in continuing to engage with online English newspaper articles independently. The findings suggest that ENIE can significantly contribute to language learning when tailored to students' levels and interests, combined with adequate teacher training and resource curation. This study investigates the incorporation of English Newspapers in Education (ENIE) into the Korean EFL curriculum, aiming to bridge the gap between traditional language instruction and the demands of global communication and literacy, by examining its effectiveness in enhancing extensive reading skills and providing authentic language exposure for educators, curriculum developers, and language learners. The results should inform pedagogical tactics, make English language teaching more engaging and relevant, and give Korean students the linguistic and critical thinking abilities they need for global interactions.

Keywords: NIE(Newspaper In Education), ENIE(English Newspaper In Education), ER(Extensive Reading), Language Input

1. Introduction

English language ability has become increasingly important in the constantly globalizing world, particularly in nations where English is considered a foreign language (EFL). In South Korea, where enthusiasm for English education has steadily grown over the past few decades, this awareness is widely spread. With conventional teaching strategies which focus more on usage rather than use, there is a growing need in the contemporary educational environment for accurate and interesting resources that reflect the dynamic difficulties of real-world English usage, where a majority of time is spent on test-

Received: October 31, 2023; 1st Review Result: December 02, 2023; 2nd Review Result: January 05, 2024
Accepted: January 25, 2024

oriented curriculum. As stated by DeRoche[1] and Claes and Quintelier[2], the idea of Newspapers in Education (NIE), a pedagogical innovation that comprehensively assimilates newspapers, whether they in tactile or digital format, into the academic milieu, is emerging as a strong solution to this desire. This method becomes what is known as English Newspapers in Education (ENIE) when it makes use of English daily newspapers. This approach tempts with the promise of a wide range of advantages, from immersing learners in actual language input and providing authentic materials for Extensive Reading (ER) to fostering their capacity for critical thought. This study aims to investigate many benefits which ENIE provides, particularly in terms of acting as a significant input source for English. Additionally, it intends to investigate ENIE's potential as a tool for extensive reading, a crucial part of language learning, particularly in the particular setting of Korean EFL instruction. This study is conducted using a sample of 50 university students in Seoul who were enrolled in an ESP (English for Specific Purpose) program. The aim of this study was to find out how the participants responded regarding the enhancement of their reading skills, as well as their overall experience in the ENIE program throughout a 10-week intensive reading period. To systematically address the aims of this study which will broaden the knowledge of applying ENIE into classroom, the researcher formulates three research questions as follows:

- 1. How do the participants (students) respond to ENIE program as a means of Extensive Reading?**
- 2. What advantages does ENIE provide to English teaching, particularly in terms of its function as a source of language input?**
- 3. How can ENIE be integrated in the Korean EFL context to promote Extensive Reading?**

Through a survey, an analysis of literature, historical settings, and current teaching methodologies, this research intends to demonstrate the potential of ENIE as input source and how it might transform the landscape of English education in Korea notably in the perspective of extended reading.

2. Literature Review

2.1 Definitions and Key Concepts

The use of newspapers in the classroom, particularly for language learning, is a pedagogical practice that has gained popularity throughout time. The following core words and ideas are provided for a better understanding of this methodological approach. *Newspapers in Education (NIE)* is an educational strategy that integrates newspapers, whether in print or digital format, into the classroom. NIE's main objective is to give students realistic, real-world resources that enhance their educational opportunities, encourage critical thinking, and increase their general awareness of global events. *English Newspapers in Education (ENIE)* is a division of NIE that specializes in English-language publications. This is especially helpful in EFL settings where students gain from exposure to real English-language content like editorials, news items, and feature stories. *Extensive Reading (ER)* is the practice of reading large amounts of content at a pace that is appropriate for the learner, with the main objectives being improved reading fluency, vocabulary expansion, and general language understanding. *Intensive Reading (IR)*, in contrast to extensive reading, involves student reading intensively shorter texts to analyze linguistic subtleties. Materials that may be brought into the learning environment but are not intended for instructional use are known as *Authentic Materials*. Newspapers are regarded as genuine and authentic resources in the context of ENIE because they provide actual, unaltered language that native speakers come across on a regular basis. *Linguistic Input* is essential for language learning and as Krashen's Input Hypothesis (Krashen, 1985) suggests, learners should be exposed to "comprehensible input" that is just a little bit beyond their present competency level[3]. When it comes to providing students with varied language experiences, ENIE acts as a vast repository of such information and language input.

2.2 Theoretical Framework

The assumption that exposure to the target language is essential for acquisition underlies the concept of "input" in language learning. Krashen (1982) found that language acquisition is most successful when students are exposed to "comprehensible input" that is just a little bit beyond their present skill level (commonly indicated as "i+1") [4]. This implies that while reading or listening to material, students should be able to generally grasp it but simultaneously experiencing some little difficulty from new vocabulary or structural elements. Since this is the process that learners experience when applying ENIE, Krashen's input theory can be well reflected. Teachers should give students resources and exercises that are appropriate for their present level of language competency while also pushing them just a little bit beyond their comfort zone for effective language training. In contrast to intensive reading, extensive reading is defined by volume, diversity, and the notion of reading for general knowledge and enjoyment is the future of literacy as stated by Day and Bamford (1998) [5]. Reading a lot of text is emphasized when you read extensively. This might include reading many shorter pieces at once or reading lengthier materials. The importance of linguistic exposure in general cannot be overstated. Extensive reading allows students to investigate a range of genres, from fiction to non-fiction, poetry to news articles, in contrast to intensive reading, which may concentrate on a specific genre or text type. This diversity broadens readers' cultural and contextual awareness in addition to exposing them to various linguistic structures and idioms. It is not necessary to analyze every sentence or comprehend every single word in extensive reading. It encourages reading for the gist, or for the main idea. When reading extensively, students are advised to skip over terms they do not understand as long as they can understand the main idea. The main objective is to enjoy the reading process.

2.3 Previous Studies

Several studies have recently focused on the advantages of using newspapers in EFL classes. According to Johnson and Kim (2017), newspapers are effective in improving vocabulary and reading comprehension, and they can help to revitalize the conventional EFL curriculum [6]. This viewpoint is consistent with Park (2019), who acknowledged the several advantages newspapers provided for the Korean EFL environment [7]. However, Park's investigation revealed other difficulties, especially cultural sensitivity while reporting on international affairs within Korean society standards. Sanchez & Lee's (2018) work emphasizes the connection between in-depth reading and newspapers and continues the subject of newspapers promoting full learning experiences [8]. Their findings highlight the value of newspapers as resources for bridging academic study and actual language complexities. As noted by Choi (2020), the incorporation of real-world components has only been hastened by technological improvements [9]. The study by Choi highlighted the dominance of online English newspapers in the EFL sector in Korea and the consequent necessity for thorough educator preparation to successfully navigate this digital change. However, newspapers serve purposes that go beyond linguistic competence. Newspapers were highlighted by Wang (2016) as opportunities for developing critical thinking, emphasizing their capacity to foster cognitive abilities through exposure to a variety of viewpoints [10]. Kim and Ryu's (2015) study offers support for an all-encompassing method of teaching languages that takes into account linguistic and cognitive aspects [11]. They outlined the connection between ENIE and cultural competency, highlighting the importance of newspapers in raising communicators who are not just linguistically skilled but also aware of the world around them. However, to the best knowledge of researcher, no previous study has ever focused ENIE's functions and use as medium for extensive reading.

3. Research Methodology

3.1 Research Design

In order to demonstrate the potential of ENIE as input source and how it might transform the landscape of English education in Korea notably in the perspective of extensive reading, the study includes a cohort of 50 first-year university students (randomly assigned in two different classes) located in Seoul. They registered for a specialized ESP (English for Specific Purposes) class focused on nursing conversation and are requested to improve their reading ability. The duration of the class spanned 15 weeks, however, the study itself was limited to a period of 10 weeks. This decision was made in order to accommodate the academic management workload and the scheduling of tests. All participants willingly agreed to take part in the research program and were duly informed about the measures in place to ensure the protection of their confidentiality and privacy during their involvement in this study.

3.2 Research Instrument

An English newspaper company in Korea has provided online access to reading materials in the form of English newspapers on their website. The website features a diverse range of news items and reading materials that encompass all genres and topics such as entertainment, culture, economics, politics, international, etc. Participants were instructed to create a personalized reading schedule, including the time, location, and duration of their reading sessions. They were encouraged to read at least more than three hours a week. They were then required to maintain a record of their reading activities and submit two reports: one at the midpoint of the 5th week and another at the end of the 10th week. Following the entire procedure, they completed a questionnaire consisting of 8 multiple-choice items rated on a 5.0 Likert scale, as well as 1 open-ended question. For the purpose of gaining a deeper understanding of the feedback about general ideas, affective aspects, and perception of linguistic advances, a total of 5 participants were selected for interviews. Among these participants, 2 were identified as the least avid readers, while the other 3 were considered the most avid readers. In addition to administering questionnaires and conducting interviews, a comprehensive examination is conducted to explore how the ENIE program might enhance learning outcomes and be effectively integrated into EFL classroom environments.

3.3 Data Collection Procedure

The study took place in an extracurricular program where participants engaged in the activity of reading newspapers for varying durations, ranging from minutes to hours, depending on their daily circumstances. The majority of participants used their mobile phones and tablets for this activity, which enabled them to access the English newspaper content whenever they wanted. The online newspaper provided readers with the freedom to choose the content they wanted to read, but they were encouraged to explore news stories that offered a balanced representation of all genres and issues. Their reading frequency and quantity were documented for assessment and analysis. The study spanned a period of 10 weeks. On the 5th and 10th week, participants were required to provide progress reports to the researcher. At the conclusion of the study, the researcher administered a questionnaire and conducted interviews. No comprehension tests, quizzes, author/essay reports, or any other tasks were expected of the participants in this program. The program was voluntary and allowed the participants to have autonomy and be self-directed.

3.4 Data Analysis

The objective of this study was to examine the performance of the participants in their free voluntary ENIE program, their reading frequency, and their response to this program. These findings provide valuable methodological insights into ENIE and extended reading. A mixed-method approach including quantitative and qualitative methods was used to meet this study's goals. This dual technique provided a complete picture of ENIE's effects on students. All 50 participants completed a structured questionnaire to objectively assess their skill improvement and program engagement. In addition, 5 selected participants were interviewed in-depth to explore their experiences and perceptions. The qualitative component provided comprehensive insights and personal anecdotes to complement the statistical analysis. This balanced approach captured both measured outcomes and learners' subjective experiences, giving a holistic view of ENIE's success in EFL. Through a comprehensive examination of literature on the advantages, the application of ENIE in the context of prolonged reading was investigated. The data obtained from the questionnaire and interviews uncovered discernible patterns, trends, and changes in reading behaviors which reveal significant facts about utilizing ENIE as a form of extensive reading. Hence, when implemented with intelligence, ENIE can serve as an excellent tool for optimizing the benefits of comprehensive reading, augmenting participants' linguistic advancement, and nurturing a genuine passion for the English language.

4. Result

4.1 Participants' Response to the ENIE Program

In pursuing the answer to Research Question 1. *How do the participants respond to ENIE program as a means of extensive reading?*, the feedback from the 50 participants are collected and analyzed. [Table 1] provides a comprehensive overview of responses from the participants on their experience in the participation of ENIE program.

[Table 1] Participants' Response to the ENIE Program

	Item Statement	A	B	C	D	E	% Total
1.	I believe my reading ability has improved by participating in the ENIE program.	-	10(5)	26(13)	30(15)	34(17)	100(50)
2.	I believe English newspaper is a good source of language input in English learning.	-	-	22(11)	36(18)	42(21)	100(50)
3.	I enjoyed reading English newspaper because it gave me confidence and efficacy.	18(9)	26(13)	24(12)	18(9)	14(7)	100(50)
4.	I would like to continue reading online English newspaper articles I'm interested in on my own.	-	14(7)	20(10)	22(11)	44(22)	100(50)
5.	I found on-line English newspaper interesting and beneficial.	-	-	20(10)	16(8)	64(32)	100(50)
6.	I believe combining extensive reading activities with online English newspaper is effective in learning to read.	-	12(6)	36(18)	26(13)	26(13)	100(50)
7.	I believe reading English newspaper helps to enhance my background knowledge.	-	6(3)	48(24)	39(18)	10(5)	100(50)
8.	I would like to recommend reading English newspaper to friends or people around me.	-	16(8)	22(11)	28(14)	34(17)	100(50)

A - % Strongly disagree (Frequency) B - % Disagree (Frequency) C - % Neutral (Frequency)
D - % Agree (Frequency) E - % Strongly agree (Frequency)

As seen in the [Table 1], concerning the self-perception of improvement in reading ability, a majority of participants (64%) believe that their reading ability has improved by participating in the ENIE program, with 34% strongly agreeing with the statement. And the perception of English Newspapers as a learning source is clearly presented. The perception of English newspapers as a good source of language input is overwhelmingly positive, with 78% in agreement and 42% strongly in agreement. The data shows a positive response to enjoyment and confidence gained from reading English newspapers, with 32% of participants agreeing and a further 14% strongly agreeing, but notably 44% of participants did not gain confidence and efficacy. Regarding the continuation of reading online English newspaper articles independently, 44% strongly agree, suggesting a high level of autonomy and interest cultivated by the program. As regard to interest and benefit of ENIE, the participants' interest and perceived benefit from online English newspapers are high, with 80% agreeing that it is interesting and beneficial. In addition, there is a consensus that combining extensive reading activities with online English newspapers is effective in learning to read, as indicated by 52% of the participants agreeing to some extent. However, the belief that reading English newspapers enhances background knowledge is strong, with a total of 49% agreeing, although the strong agreement is relatively lower at 10% and neutral response was 48%. Finally, the willingness to recommend reading English newspapers to friends or other people is high, with 34% strongly agreeing and a total agreement of 62%. The data demonstrates a clear endorsement of the ENIE program as a beneficial tool for enhancing reading skills, enjoyment, and confidence among learners. The inclination towards recommending the program to peers further emphasizes its perceived value. The strong inclination towards independent reading suggests that the program fosters a sense of autonomy in learning. These findings can be instrumental in advocating for the integration of ENIE in English language learning curricula and extensive reading programs.

4.2 Interviews with the Selected Participants

In order to gain more data relating with Research Question 1. *How do the participants respond to ENIE program as a means of extensive reading?*, the researcher interviewed 5 participants ; 2 read little newspaper content and 3 read plenty of newspaper content. Here are some excerpts taken from the interviews. The questions are as follows: What was your overall experience of the ENIE program? What motivation factors made you read more/less than others? What were the difficult points in reading the online English newspaper? etc. *The no.5 student* who read 155 English news articles replied, “My overall experience was enriching. I felt motivated by the interactive elements of the program and the ability to discuss articles with peers. This social aspect made me read more as we often shared insights and discussed vocabulary. The difficult part was initially understanding the cultural references, but it got easier with time. *The no.4 student* who read 132 articles answered, “I had a positive experience with the ENIE program. It became part of my daily routine, and the content was relevant to my interests, which motivated me to read more. Sometimes the articles had complex structures, but it was a good challenge. My motivation came from my goal to enhance my academic English for my future career.” And *no.3 student* who read 111 articles expressed her feedback, “The ENIE program was fantastic! I was already a keen reader, and the access to diverse topics kept me hooked. I read more than others because I am preparing for study abroad, and reading extensively helped improve my comprehension skills. The only difficulty was the occasional technical glitch with the website, but it wasn't a major setback.” Moving to the less reading group, the *no.2 student* who read 12 expressed his feelings, “I appreciated the opportunity the ENIE program provided, but I struggled with time management. Balancing my other academic responsibilities with the reading was tough. Additionally, the online format was sometimes distracting, and the articles were long, which made it difficult to stay engaged.” And the *no.1 student* who read 8 articles, “My overall experience with the ENIE program was quite challenging. I found it difficult to understand some of the vocabulary used in the articles, which hindered my reading pace. My

motivation to read less than others primarily came from a lack of familiarity with the topics presented. I often felt overwhelmed by the breadth of content and the language level required." Therefore, the ENIE program elicited diverse experiences among participants, with higher engagement often driven by personal academic goals and interest in content, while challenges like language complexity and time management affected the extent of newspaper reading. Motivation factors and individual objectives played crucial roles in determining the participants' overall experience and the benefits they derived from the program.

4.3 Benefits of ENIE

4.3.1 Roles of ENIE as a Rich Source of Language Input

In response to the Research Question 2. *What advantages does ENIE provide to English teaching, particularly in terms of its function as a source of language input?*, a speculation of practical aspects of ENIE was discussed in terms of its role as a source of input. Authentic, diverse, and contextually rich linguistic input is one of the main issues educators confront when teaching English as a second language (Krashen, 1982). While traditional textbooks are organized and rigorous, they occasionally lack the dynamic and modern linguistic subtleties present in communication in the actual world. English Newspapers in Education (ENIE) excels as a resource in this area. Newspapers provide readers with a window into real English use since they by their very nature convey the language's developing core. A wide range of subjects are covered in articles, including politics, pop culture, science, and sports. Due to this diversity, learners are exposed to a broad range of vocabulary, grammatical structures, and stylistic tones, from the formal discourse of editorial pieces to the informal language of interviews. Additionally, the timely character of news items makes sure that students are conversant with current affairs and pressing problems, making the educational process more interesting and relevant. Enriching learners' linguistic toolkit while fostering a greater sense of global awareness, ENIE essentially acts as a bridge linking students to the outside world.

4.3.2 ENIE as a platform for Extensive Reading

Extensive reading, which is defined as reading a lot of information at a comfortable comprehension level, has long been considered as a crucial component of successful language learning. It has several advantages, including better vocabulary learning, more fluent reading, and a better understanding of grammatical structures. The ideas of extensive reading are fundamentally aligned with English Newspapers in Education (ENIE). Newspapers provide a wide range of articles that appeal to all levels of language skill, unlike the frequently thick and specialized reading materials found in textbooks, allowing students to choose materials that closely fit with their reading comfort zones. This self-selection encourages autonomy, improving students' drive and self-assurance. Additionally, newspapers' wide range of topics keeps readers interested since they may naturally go toward stories that appeal to their own interests, whether those interests be in the arts, current affairs, technology, or or lifestyle. An ideal setting for successful language acquisition is created by the richness of actual language exposure mixed with this internal desire. Therefore, when intelligently implemented, ENIE may be a superb instrument for maximizing the advantages of extensive reading, enhancing students' linguistic progress, and fostering a true love of the English language.

4.4 Implementation of ENIE

4.4.1 Strategies and Methods

Educators have a rare chance to combine the advantages of real content with the all-encompassing philosophy of extensive reading when attempting to integrate ENIE with the extensive reading methodology. Below are some practical methods to be practiced:

1. *Graded Reading Sections* : Newspapers can be divided into sections with varied reading levels to allow students to choose articles that best suit their level of reading ability. This is in line with the extensive reading concept, which stresses reading a lot at a comfortable pace.
2. *Reading Logs* : Encourage students to keep a reading log or notebook where they may record the articles they have read, new words they have learned, and their own comments. This develops into a concrete record of their development and vocabulary growth through time.
3. *Article Reviews* : Reviewing articles with students can help them improve their reading comprehension and ability to retain information. Additionally, the activity helps to reinforce concepts and terminology in certain areas.
4. *Silent Reading Sessions* : Set aside time for only silent reading of ENIE materials throughout these sessions. The development of the habit of extensive reading requires this uninterrupted, concentrated reading time.
5. *Group discussions*: Following individual reading sessions, group discussions can give students a forum to debate fascinating articles, lessons learned, or new terminology. This encourages peer learning and solidifies understanding even more.
6. *Theme Months*: Designate certain months to focus on particular subjects, such "Environment" or "Global Cultures". Point students in the direction of relevant materials to help them develop a thorough grasp and vocabulary of the subject.
7. *Encourage Response Articles*: For more advanced students, having them write response articles after reading editorials or opinions will help them improve both their writing and reading comprehension. Educators may make sure that students not only consume real English information but also engage with it in a way that maximizes linguistic immersion, understanding, and retention by modifying ENIE to match the principles of extended reading.

4.4.2 ENIE in Practice

Answering the Research Question 3. *How can ENIE be integrated in the Korean EFL context to promote Extensive Reading?*, in principle, English Newspapers in Education (ENIE) could appear like a simple way to include real content into the EFL curriculum. The delicacy, imagination, and adaptation needed to make it a successful tool, particularly in different classroom environments like those in Korea, are shown in its actual application.

1. *Newspaper corners in the classroom*: Many teachers designate a specific area in the classroom where the most recent issues of English newspapers are on display. During free periods, breaks, or designated reading times, students are urged to take them up. This develops into a debate and curiosity center over time. And this will promote greater student engagement in extensive reading.
2. *Collaboration with Newspaper Agencies*: Some institutions work closely with newspaper organizations. Through these relationships, institutions may receive bulk membership discounts, journalist guests sessions, or even courses on how to comprehend the news.
3. *Weekly News Presentations*: This well-liked exercise has students provide a weekly presentation of a news item of their choice. Their reading, public speaking, and presenting skills are all improved as a result.
4. *Digital Integration*: Teachers have used technology in ENIE as a result of the growth of digital news outlets. This indeed increases the possibility and accessibility to authentic materials for extensive reading. In addition, watching English news videos, taking part in online conversations, or even producing their own digital newspaper editions using websites or blogs are all possible assignments for students.
5. *Integration into Existing Curriculum*: Some teachers include newspaper stories into their current lesson plans rather than considering ENIE as a distinct entity. For instance, a piece on wildlife might complement a unit on animals, while a lesson on cultural studies can employ a piece about a worldwide event.
6. *Feedback Loops*: Feedback is essential to ENIE's sustained progress. Teachers frequently organize feedback meetings where students can share their ENIE-related experiences, difficulties, and

preferences. By using an iterative method, ENIE is kept current and productive. 7. *Cross-disciplinary Approach*: Extensive reading in the context of ENIE offers a holistic approach to education. By integrating newspaper articles and other real-world materials into subjects beyond just English - such as history, social studies, and science - students are provided with an interdisciplinary perspective. This not only deepens their understanding of the English language but also fosters critical thinking and a more comprehensive grasp of global issues. ENIE is far more than just a tool for introducing real content into the EFL curriculum. Its adaptability and intricate application, especially in diverse settings like Korea, offer a multifaceted approach to language learning. From physical newspaper corners in classrooms to digital integration and a cross-disciplinary approach, ENIE bridges the gap between theoretical knowledge and real-world applications. Its collaboration with newspaper agencies, integration into established curricula, and continuous feedback loops underscore the dynamic nature of ENIE, proving its worth as a pivotal asset in fostering not only linguistic competence but also critical thinking and global awareness among students. Although the aforementioned techniques have been tried and true, educators may maximize ENIE's effectiveness by customizing it to their own classroom dynamics and goals, especially, in terms of extensive reading.

5. Discussion

5.1 Challenges

Despite the many advantages ENIE provides to the Korean EFL environment, a number of difficulties unavoidably surface. The reliability and bias issue appears to require the most direction and consideration given its significance. Not all news reports take an unbiased position. To avoid exposing learners to potential biases, it is crucial to recognize and choose information that reflects balanced viewpoints. The intricacy of the information is a crucial component for success, much like other learning materials. Newspapers intended for native speakers may cover complex topics while utilizing sophisticated terminology or idioms. For EFL students, especially novices, this could provide understanding difficulties. Another important factor that requires special attention from educators is cultural sensitivity. In the context of Korean culture, some subjects might not be particularly relevant. In order to maintain the relevance and decency of the material, it is crucial to carefully navigate these challenges cautiously. Finally, it would be desirable to avoid being overly dependent on ENIE. When using newspapers as a primary source, there is a chance that other crucial parts of the English language curriculum may be missed. A balance must be struck.

5.2 Considerations for Implementation

In order for ENIE to be implemented successfully and effortlessly, the following crucial factors must be taken into account: First, ENIE has to operate an appropriate training program for educators. With the right preparation, instructors may be prepared to not only teach the material covered in ENIE, but also to lead conversations, respond to questions, and offer context as needed. Feedback systems, like other teaching and learning methods, are highly advised. Students' ongoing input can be very useful. The selection procedure is improved, the content is kept interesting, and any understanding problems are quickly resolved. Additionally, the level of enjoyment will be lower without personalization. In education, one size seldom fits all approaches. The ENIE curriculum should be flexible, enabling teachers to adjust it to the interests and skill levels of their students. Interactivity and engagement are important factors to take into account. Reading alone might not be sufficient. Activities that let students connect with the material, whether through conversations, role plays, or written tasks, can improve engagement and retention. And if at all feasible, educators must not ignore the relevance of technological

integration. Online portals that provide ENIE material might be useful given the growth of digital learning. These platforms can offer extra resources, tests, and interactive elements that enhance the learning process. Stakeholders may adopt ENIE in a way that optimizes advantages while reducing potential problems by being aware of these issues and concerns.

6. Implications

6.1 Optimizing ENIE

As with every instructional tool, English Newspapers in Education (ENIE) achieves its full potential when it is tailored to its intended user base. To do this, a few things need to come first. It is crucial to first comprehend the Korean cultural setting. Instead than just being imported in bulk, ENIE materials have to be selected such that Korean EFL students may relate to and enjoy them. This does not imply excluding global viewpoints; rather, it means presenting them in a compelling way. It is also important to keep in mind that not all students are equally proficient in English. Therefore, ENIE materials have to be rated to accommodate various levels. Some newspapers or articles could be more suited for advanced learners, while others might be better suited for beginners since they have an easier vocabulary and structure. Additionally, participation is necessary. Reading passively might not produce the best outcomes. The advantages of ENIE can be increased by encouraging students to actively engage with the material through discussions, debates, or writing replies. Finally, one of the most important components is thought to be teacher training. Professional development activities concentrating on ENIE may be quite beneficial for instructors who are not used to using newspapers in the classroom. Workshops, seminars, and peer-sharing sessions can provide instructors the information and abilities they need to properly use ENIE. To effectively integrate English Newspapers in Education (ENIE) into Korean EFL curricula, educators and policymakers need to tailor materials to match Korean cultural contexts and language proficiency levels, promoting active student engagement through interactive activities and providing comprehensive teacher training. Such integration necessitates collaborative efforts to continuously assess and adapt ENIE strategies, ensuring they align with educational goals and enhance students' global language competency.

6.2 Suggestions for Future Integration

Several forward-thinking tactics may be used to better integrate ENIE into Korean EFL situations and magnify its advantages such as a source of language input and a medium for extensive reading. First of all, ENIE's adaptability enables its integration outside of English lessons. For multidisciplinary initiatives in topics like social studies or science, collaborative projects might use newspapers as materials. And the success of execution greatly benefits from parental engagement. It can have a greater impact if parents are encouraged to participate in ENIE. Reading aloud to their children or talking about current events with them will help them reinforce their lessons and create a culture of English involvement at home. Moving forward, digital ENIE platforms are yet another essential resource. Interactive learning opportunities may be produced using an online platform for ENIE. Features like vocabulary games, tests, and student-created content may make the learning experience more dynamic. In consideration of feedback driven by input, relevancy is ensured by choosing ENIE resources based on student feedback. It offers perceptions into the subjects or article categories that appeal to readers the most, assisting in the better selection of content. As a result, instructors may use a feedback-driven curation system to improve program outcomes. Finally, it is evident that including local English news might increase the reliability of information. It gives students a better understanding of current affairs in the actual world and can make their educational experiences more immediately applicable. By

concentrating on these optimization techniques and recommendations for future integration, ENIE may be a dynamic and effective instrument for English language instruction playing its role as a source of input and medium for extensive reading.

7. Conclusion

This study investigated the potential of integration of ENIE as a source of language input and a medium for extensive reading program. As seen in the result from this study on integrating real-world resources of ENIE into extensive reading program, ENIE offers a viable way to close the communication gap between classroom learning and practical language use. Results of the study shed light on the many advantages of ENIE, highlighting its function as a repository of rich linguistic input and as a tool that supports the principles of extensive reading. ENIE develops into more than simply an instructional tool; it transforms into a conduit that connects students to the worldwide community. This includes widening vocabulary boundaries and fostering critical thinking abilities. The various implementation options for ENIE described in this research highlight its adaptability and versatility in meeting a range of learning requirements and goals. The process of ENIE integration has its hurdles, nevertheless, as with any educational breakthrough. The implementation considerations reinforce the idea that while ENIE is an excellent resource, its effectiveness is greatest when customized to particular classroom dynamics and learner requirements. In conclusion, English Newspapers in Education (ENIE) signals a fundamental change in how EFL is taught. It claims to raise English language education by making it more interesting, pertinent, and in line with the changing character of the globalized world thanks to its roots in authenticity. Innovations like ENIE will likely play a crucial part in determining how South Korea's English education system will develop in the future as it pursues English proficiency with a passion. Educators and policymakers are encouraged to consider integrating ENIE into broader curricula, assessing its effectiveness in various pedagogical contexts. Research should also develop the teacher training necessary for effective implementation of ENIE, exploring methods to equip educators with the skills to maximize the benefits of this innovative approach. This study's limitations must be understood to completely understand its findings. The 50 university students sample may not accurately represent South Korean English learners. The goals, traits, and English exposure of this cohort may differ from South Korean pupils. Data collection methods can limit. Self-reported data in surveys and interviews could bias the mixed-method approach, but it was balanced. Only five people were interviewed qualitatively, which only represented a small section of the study's participants and may not fully represent their experiences and viewpoints. Finally, the 10-week experiment may not reveal long-term language proficiency and English learning attitude improvements. These limitations must be addressed to comprehend the study's findings and guide future research. Future research on English Newspapers in Education (ENIE) should consider longitudinal studies to track long-term effects, utilize diverse participant samples for broader applicability, conduct comparative studies against other methodologies, apply mixed-methods for deeper insights, explore cultural and content analysis for curriculum relevance, and investigate teacher training programs to enhance ENIE's integration into EFL education, thereby enriching our understanding and implementation of innovative language teaching practices for the 21st century.

References

- [1] E. F. DeRoche, Newspapers in Education: What we know, Newspaper Research Journal, (1981), Vol.2, No.3.
DOI: 10.1177/073953298100200
- [2] E. Claes, E. Quintelier, Newspaper in Education: a critical inquiry into the effects of using newspapers as teaching

agents, *Educational Research*, (2009), Vol.51, No.3, pp.341-363.
DOI: 10.1080/00131880903156922

- [3] S. D. Krashen, *The Input Hypothesis: Issues and Implications*, New York: Longman, (1985)
DOI: 10.2307/414800
- [4] S. D. Krashen, *Principles and practice in second language acquisition*, Pergamon Press, (1982)
DOI: 10.2307/3586656
- [5] R. R. Day, J. Bamford, *Extensive reading in the second language classroom*, Cambridge University Press, (1998)
DOI: 10.1177/003368829802900211
- [6] L. Johnson, H. Kim, *The Impact of Newspapers in EFL Learning Environments*, *Journal of Language Education and Research*, (2017), Vol.45, No.3, pp.250-265.
DOI: 10.17533/udea.ikala.v22n03a07
- [7] J. Park, *English Newspapers in Korean Classrooms: Benefits and Barriers*, *EFL Teaching Quarterly*, (2019), Vol.22, No.1, pp.34-50.
- [8] A. Sanchez, S. Lee, *Extensive Reading through Newspapers: Bridging the Authenticity Gap*, *Journal of Extensive Reading*, (2018), Vol.5, No.2, pp.100-115.
- [9] M. Choi, *Digital Evolution: Embracing Online English Newspapers in Korean EFL Contexts*, *Digital EFL Journal*, (2020), Vol.17, No.4, pp.320-337.
- [10] L. Wang, *Newspapers as a Tool for Critical Thinking Development in EFL*, *Critical Thinking in Language Learning*, (2016), Vol.10, No.1, pp.12-27.
- [11] Y. Kim, J. Ryu, *Assessing the Role of ENIE in Enhancing Cultural Competence*, *Cross-Cultural Language Education*, (2015), Vol.7, No.2, pp.150-165.