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TEACHING RUSSIAN AND ENGLISH LOANWORDS IN KAZAKH VIA “NEWSPAPERS IN EDUCATION” FRAMEWORK

Abstract. This study explores the use of newspapers as a pedagogical tool to teach Russian and English loanwords in Kazakh using the Newspapers in Education (NiE) framework. In the multilingual post-Soviet context of Kazakhstan, loanwords play a significant role in both academic and everyday discourse; however, structured teaching methods are still lacking. This study presents and evaluates a newspaper-based instructional model that helps students recognize, analyze, and contextualize loanwords in authentic texts. A mixed-methods design was used in three stages: framework development, a six-week intervention, and a post-course evaluation. Ninety third-year students of the Kazakh language and Literature program at Korkyt Ata Kyzylorda University took part in the intervention, which involved analyzing newspapers from the Soviet times to the present day. Activities included group presentations using the Jamboard platform, semantic interpretation, and etymological analysis. A post-course Likert scale survey revealed strong student agreement with the value of the method and high internal reliability (Cronbach’s alpha = 0.924). Participants reported increased vocabulary, sharpened critical thinking, and increased awareness of borrowings. The results demonstrate how effective newspaper-based learning is in promoting vocabulary development and intercultural literacy, providing useful information for curriculum developers and language teachers working in multilingual environments.

Keywords: loanwords, Newspapers in Education (NiE), Kazakh language, Russian loanwords, multilingual education, authentic materials, language pedagogy

Introduction

Newspapers, as a form of real-world discourse, introduce students to a variety of language structures, contemporary vocabulary, and text genres. Unlike traditional textbooks, which often rely on simplified or contrived content, newspapers present language in its natural, contextualized form, developing both communicative and critical literacy skills. The Newspapers in Education (NiE) program, implemented in over 52 countries, is an example of such a pedagogical approach that connects formal curricula with real-world information and develops critical 21st-century competencies. Programs like NiE show that newspapers are more than just sources of information about current events. Using newspapers in teaching has been shown to significantly improve students’ media literacy. NiE programmes aim “to inspire interactive approaches to teaching and to develop a generation of critically thinking and informed citizens”, as Simons et al. (2020) note. According to their study of 219 teacher candidates and 454 teachers in Flanders, newspapers were widely used, especially when they were distributed freely. More importantly, teachers were more likely to successfully integrate newspapers into their lessons when they used them and encouraged students to create their own media content.

“This reflects a pedagogical shift towards active learning strategies based on media engagement and critical consumption”. Claes and Quintelier (2009) offer further empirical support in their study of the Flemish NiE initiative, which involved over 3,400 secondary school students. They found that participants followed the news significantly more often, especially online, and demonstrated a modest but measurable increase in political knowledge. Importantly, vocational school participants showed greater gains in identifying school as a

source of political information, suggesting that NiE may be an equalizing mechanism for underrepresented or less academically inclined student groups. Newspapers stimulate pedagogical innovation when used in classrooms. Simons et al. (2020) found that teachers were highly satisfied with the NiE program, with over half of them believing that media literacy was necessary to teach. The use of the materials in classrooms continued beyond the two weeks, with 35% of teachers continuing to use the materials regularly. Teachers valued the versatility of newspapers and the opportunities they provided for cross-curricular learning, especially in reading, writing, and social studies. Importantly, newspaper use increased over time as teachers recognized the motivational power of news stories, especially for disadvantaged students or those with special needs.

This is consistent with earlier findings by Yapp et al. (2023), who reported that students who read newspapers in school were more likely to become regular readers, supported by commercial and societal benefits.

In addition to general literacy and engagement, newspapers can promote deeper critical thinking, particularly in science education. Head et al. (2020) demonstrated this in a study involving 61 students who critically read newspaper articles with scientific content. Their results showed that well-structured reading tasks that included the reasoning elements suggested by Riyanti et al. (2026) enabled students to carefully analyze evidence, identify bias, and evaluate claims using their scientific knowledge. For example, students reading about graffiti removal or Olympic swimsuit achievements were asked to identify the author's assumptions, evaluate the validity of the claims, and draw conclusions supported by scientific evidence. Although students initially trusted the text implicitly, by the end of the lesson, many began to question the credibility of the sources and recognize the lack of scientific evidence in journalistic texts. This illustrates how newspaper-based learning can promote higher-order thinking skills such as evaluation and synthesis.

Newspapers act as "living textbooks" that reflect the immediacy of social, political, and scientific events. As Song et al. (2025) suggested, newspapers can help students understand the core concepts and generalizations of the social studies curriculum while developing their reading, critical thinking, and problem-solving skills. Unlike traditional textbooks, newspapers offer topicality, relevance, and multiple perspectives, making them ideal for interdisciplinary learning. Claes and Quintelier (2009) note that NiE programs expose students to a variety of newspaper genres, including political analysis, sports commentary, and economic reporting, thereby expanding their vocabulary, comprehension strategies, and ability to distinguish between facts, opinions, and arguments. Moreover, students acquire functional media skills that extend beyond the classroom and into the public sphere.

NiE programs are particularly effective at engaging students from less privileged or professional backgrounds. Research shows that when students who do not have newspapers at home participate in NiE activities, they develop stronger attachments to the media as a lifelong habit. For example, Head et al. (2020) found that students initially unfamiliar with science journalism began to critically evaluate information through reading assignments. Similarly, evidence from Claes and Quintelier (2009) suggests that NiE reduces gaps in political knowledge and tolerance across socioeconomic groups. The use of newspapers also promotes differentiated instruction. Teachers in Simons et al. (2020) emphasized the value of adapting NiE materials for students with special needs and advocated for greater digital access to improve inclusivity. The increasing availability of online archives and digital tools, such as *Gopress* and *Newspaper Maker*, further facilitates personalized learning and media production, key skills in today's information society. Research also identifies some limitations and challenges associated with their use in educational contexts; however, newspapers have significant pedagogical potential in developing media literacy, civic engagement, and critical thinking. These shortcomings are due to both structural and pedagogical issues, including the

brevity of presentation, inadequate teacher training, student misconceptions, and the nature of journalistic content itself.

Another key issue is the superficial or mechanical use of newspapers in the classroom. As noted by Simons et al. (2020) and Claes and Quintelier (2009), some teachers view newspapers as mere routine tasks rather than opportunities for critical analysis. Teachers may rely heavily on the ready-made exercises provided by NiE programs without tailoring them to the specific needs or interests of their students. This reliance may result in students experiencing the tasks as monotonous or lacking depth. In qualitative interviews, students noted that such tasks sometimes felt “childish” to them. They involved little more than guessing names or summarizing articles, which did not encourage deeper understanding or critical analysis.

Students often accept newspaper content uncritically, especially in the absence of experience in media discourse analysis. Head et al. (2020) found that many high school students assumed that information published in newspapers must be accurate simply because it appeared in print. For example, students accepted erroneous scientific claims in an article about graffiti without questioning the lack of empirical evidence. Some even justified their acceptance by stating, “It is true because it’s in the newspaper”. This tendency to equate publication with truth highlights the risk of reinforcing naïve epistemologies when newspapers are not integrated into pedagogical approaches that explicitly teach source criticism. Students often struggle to apply critical thinking skills learned in school to real-life media consumption, despite structural interventions. Head et al. (2020) highlight that while students can engage in reflective thinking in the classroom, applying this thinking to external, uncontrolled contexts, such as interpreting online news or overcoming media bias, remains challenging. Many students were unable to distinguish between facts, opinions, and scientific evidence when analyzing course texts. The abstract nature of critical literacy, compounded by students’ limited prior experience with structured discussions or epistemological training, further hinders this transfer.

The success of newspaper-based pedagogy depends largely on teachers’ media literacy and pedagogical beliefs. Simons et al. (2020) found that the most consistent users of NiE materials were teachers who regularly incorporated media creativity into their teaching. However, many teachers lacked confidence in their ability to evaluate or teach media content, especially digital content. Teachers may avoid using newspapers altogether or revert to traditional lecture-based approaches that undermine the interactive goals of NiE programs in the absence of adequate professional development. Newspaper content is not always a perfect match for learning objectives, particularly in science and mathematics. As Head et al. (2020) noted, scientific information in newspapers is often simplified, anecdotal, or competition-based, making it difficult to directly align with the structured knowledge taught in classrooms. For example, many articles lack a theoretical basis, experimental data, or methodological transparency, limiting their usefulness for developing scientific thinking. Therefore, educators must make additional efforts to contextualize newspaper content and help students interpret it critically, a task that not all educators are prepared or have the resources to undertake. Finally, inequalities in access to and proficiency in digital technologies may limit the effectiveness of newspaper-based learning, especially as programs increasingly shift to online delivery. Simons et al. (2020) highlights that some educators and students did not have access to digital archives or learning platforms, limiting their ability to explore different sources or compare perspectives. Educators also lamented the lack of open access to online newspaper archives, which required subscriptions or special access codes. Such barriers prevent students from verifying information or conducting comparative analysis of sources, undermining one of the main goals of media education.

Thus, this study aims to apply the Newspaper in Education (NiE) program to teaching loanwords in Kazakh. Several objectives were formulated to achieve this aim:

- To examine the strengths and limitations of the “Newspaper in Education” (NiE) program.
- To develop an instructional framework based on the NiE approach to teaching loanwords.
- To implement this framework in teaching Russian and English loanwords in Kazakh using newspaper materials.
- To assess the effectiveness of the educational intervention through a participant survey.

Methods and organization of the research

This study used a mixed methodological approach (Kolisnychenko et al. 2025; Pregoner, 2024; Robinson & Williams, 2024) implemented in multiple stages to examine the effectiveness of teaching English and Russian loanwords in Kazakh using newspapers as teaching materials.

Phase 1: Theoretical Foundation and Framework Development

The first stage was devoted to the theoretical investigation of the “Newspapers in Education” (NiE) program. A comprehensive literature review was conducted to identify the pedagogical implications, advantages, and limitations associated with the NiE approach. Existing research on NiE was analyzed to assess the critical function of newspapers as authentic teaching resources, especially in the context of language acquisition. The researcher developed a customized teaching framework adapted for teaching loanwords in Kazakh using newspapers. This framework aimed to address previously identified shortcomings of the NiE program and to increase student engagement in learning real language data.

Phase 2: Instructional Implementation

In the second phase, the researcher implemented the new methodology into a six-week curriculum at Korkyt ata Kyzylorda University. Three groups of third-year students majoring in Kazakh Language and Literature participated in the project. The curriculum was designed to help students identify, analyze, and contextualize English and Russian loanwords found in contemporary Kazakh-language newspapers. Students were asked to complete tasks such as identifying loanwords in articles, exploring their etymology, and discussing their use in various fields, including politics, science, and technology.

Phase 3: Survey and Data Analysis

All students (N=90) were administered a structured survey to assess their perception of the curriculum and its impact on their understanding of loanwords after the end of the curriculum period. The survey included 20 Likert scale items (Kusmaryono et al. 2022) assessing students’ engagement in learning from newspapers, vocabulary development, etymological awareness, and perceived difficulty in dealing with borrowings.

The quantitative survey data were analyzed using the Statistical Package for the Social Sciences (SPSS) (Habes et al. 2021). The Cronbach’s alpha coefficient was 0.924, indicating a high level of reliability (Table 1). This suggests that the scale items demonstrate excellent internal consistency and are likely measuring the same underlying construct. In addition, the Cronbach’s alpha value calculated for the standardized items is slightly higher at 0.925, confirming the consistency of the scale even with standardized responses. According to generally accepted cutoff values, a Cronbach’s alpha value above 0.9 is considered excellent, indicating high reliability of the instrument for research or evaluation purposes.

Table 1
Scale reliability statistics

Reliability Statistics		
Cronbach's alpha	Cronbach's alpha based on standardized items	N items
,924	,925	20

Research results and discussion

Loanwords are an integral component of modern language systems, reflecting historical contacts, cultural exchange, and dynamic vocabulary development. In an increasingly globalized world, including loanwords in language teaching is not just useful; it is vital to equipping learners with the linguistic and communicative resources they need to interact effectively in a variety of contexts. One of the main justifications for teaching loanwords is their role in bridging lexical gaps. Many loanwords enter a language because the native lexicon lacks precise terms for certain foreign or new concepts. This is especially true in the fields of science, technology, economics, popular culture, and world politics. Learners unfamiliar with these loanwords may be unprepared to engage in debates, interpret media content, or understand academic texts in these areas. Teaching loanwords provides learners with access to and expression of contemporary realities that may not yet be represented in their native language proficiency. These words are commonly found in everyday communication, media, advertising, education, and entertainment. Mastering loanwords allows learners to understand and interpret authentic materials more effectively, thereby improving their overall language proficiency. Using loanwords correctly helps promote fluency and contextual appropriateness in both formal and informal settings, as many of them are used in spoken and written language.

Another important reason for including loanwords in the teaching process is to prevent misunderstandings. Loanwords often undergo semantic shifts, phonological adaptation, or morphological changes when acquired in the host language. Learners may mistakenly believe that a word borrowed from a familiar language retains its original meaning and pronunciation, which leads to false cognates and linguistic interference. Structured teaching helps clarify these discrepancies by explicitly explaining the changed meanings, functions, and phonological structure of loanwords in the new context. This prevents errors in interpretation and usage that can hinder effective communication. Loanwords serve as a valuable resource for developing intercultural competence that goes beyond their linguistic function. They often carry cultural, historical, or ideological connotations of the source language. Teachers can help students develop a deeper understanding of cultural diversity and global interconnectedness by exploring the origins, evolution, and sociocultural implications of loanwords. This approach encourages students to think critically about the interaction of languages and the influence of social factors, migration, globalization, and media on vocabulary.

Furthermore, incorporating loanwords into instruction is consistent with effective vocabulary acquisition strategies. Loanwords that are phonologically or morphologically similar to words in learners' native language can serve as cognitive anchors, enhancing retention and inferential learning. Recognizing these familiar elements helps learners decode meaning more effectively and expand their vocabulary. This form of linguistic scaffolding builds on learners' existing knowledge and improves their ability to make the cross-language connections that are essential for language development.

Finally, there is a pressing practical need to teach loanwords to meet real-world communicative needs. In many linguistic contexts, particularly in multilingual societies or globalized sectors such as media and education, loanwords are common. Ignoring loanwords is risky leaving learners unprepared for the realities of communication outside the academic setting in the classroom. Students will often encounter loanwords, whether they are reading an

article, watching a movie, or participating in a conversation. Detailed instruction ensures that they not only recognize and understand these words, but also use them confidently and appropriately. Teaching loanwords is essential, especially for pre-service teachers.

However, despite the growing recognition of the importance of loanwords in language education, there remains a noticeable lack of structured pedagogical approaches and methodologies specifically designed to teach them. This gap poses a serious challenge, especially in a multilingual context where loanwords play a crucial role in communication and culture. An educational framework for the systematic teaching of Russian and English loanwords in the context of the Kazakh language was developed to address this issue. This framework not only provides a structured method for introducing and contextualizing loanwords but also contributes to the development of learners' linguistic awareness, vocabulary acquisition, and intercultural competence.

English and Russian loanwords were taught within the framework of the Newspapers in Education (NiE) programs over a six-week teaching period for several reasons. The integration of authentic materials is becoming increasingly important, and newspapers are becoming one of the most pedagogically valuable resources in the context of contemporary language education. Their role in teaching borrowings, terms borrowed from one language and incorporated into another, is of particular importance, especially in multilingual societies and globalized language environments. Newspapers not only reflect actual language use but also reflect ongoing lexical borrowing, making them an ideal medium for teaching borrowings in meaningful contexts.

First, newspapers serve as a rich source of authentic linguistic information, often including loanwords from dominant world languages such as English, Russian, and Arabic. These loanwords appear in a variety of registers and genres, from headlines and editorials to advertisements and cultural commentary, giving learners natural access to loanwords used in real life. According to research on the use of newspapers in language teaching, learners benefit from exposure to vocabulary in context, where meaning is reinforced by surrounding, linguistic, and thematic cues. Such contextualization improves both the recognition and retention of loanwords.

Second, the use of newspapers allows teachers to illustrate the functional and stylistic role of loanwords. Loanwords are often used to convey modernity, accuracy, or relevance to global discourse, particularly in areas such as business, technology, fashion, and international politics. Newspapers provide current and relevant examples of such usage, allowing students to observe how loanwords are used to create tone, reflect socio-cultural trends, or appeal to a particular audience. This not only enriches students' vocabulary repertoire but also enhances their sociolinguistic competence by helping them understand why and how loanwords are used in public discourse.

Furthermore, learning loanwords through newspapers promotes critical reading skills and vocabulary development. Students are encouraged to infer the meaning of unfamiliar loanwords by analyzing headlines, context, visuals, and topical content. This process facilitates deeper engagement with text and develops independent learning strategies. As noted in the literature, such skills are essential for students to become independent language users who can navigate unfamiliar lexical units in various communicative contexts.

Importantly, newspapers also provide a platform for studying the linguistic transformation of loanwords, including phonological adaptation, semantic shift, morphological integration, and code-switching. Newspaper articles allow for comparative analysis of the source language and the adapted loanword in the target language when used in the classroom. For example, students can analyze how English words are transformed when integrated into Kazakh and discuss any changes in meaning or usage.

Moreover, using newspapers as a source for learning loanwords promotes interdisciplinary and cross-cultural inquiry. Students are exposed to vocabulary that reflects the interrelationships of cultures and languages by reading articles on international relations, scientific innovations, and global entertainment. Loanwords serve as linguistic evidence of cultural exchange, and newspapers serve as a gateway to understanding these cross-cultural dynamics. This not only promotes language acquisition but also develops students' global literacy and cultural sensitivity.

Ultimately, teaching loanwords through newspapers is consistent with learner-centered pedagogical principles that emphasize relevance, authenticity, and engagement. Activities such as identifying, categorizing, and analyzing loanwords can be tailored to the interests and academic needs of learners. They also promote collaborative learning, critical discussion, and application of learned knowledge to real-life situations. This approach is effective in reaffirming learners' linguistic realities while simultaneously promoting formal language development in multilingual classrooms, especially in post-Soviet or postcolonial contexts.

A key component of the course was a longitudinal study of Russian and English loanwords in Kazakh through the lens of historical and contemporary newspapers. Students were assigned a comparative assignment that involved analyzing newspaper articles published in three different periods: the Soviet era, the early years of Kazakhstan's independence, and the present, to provide learners with a deeper understanding of lexical borrowings and language change.

Students systematically identified Russian and English loanwords embedded in newspaper discourse throughout the course. Each identified term was analyzed for its meaning, etymological origin, and, where appropriate, a Kazakh equivalent. This process not only strengthened skills in lexical analysis and semantic interpretation but also deepened understanding of linguistic adaptation and cultural mediation. Particular attention was paid to tracking the evolution of the function, frequency, and connotation of loanwords in the selected historical periods. For example, Russian lexical loanwords often dominated and were ideologically entrenched in Soviet-era publications. At the same time, English loanwords began to play an increasingly prominent role in technology, commerce, and youth culture.

Importantly, students were encouraged to go beyond simple lexical identification and engage in critical discourse analysis. They explored how socio-political contexts impacted the meanings and roles of borrowed words, including the strategic use of borrowed terms to signal modernity, prestige, or ideological affiliation. This critical approach highlighted the dynamic nature of language and the interplay between language, power, and identity. Students discussed issues such as lexical purity, linguistic nationalism, and the cultural implications of borrowing in postcolonial language settings.

Students presented their findings using the *Jamboard* digital platform to consolidate learning and facilitate collaborative knowledge construction. This interactive tool allowed them to map linguistic trends, share comparative examples, and reflect on their observations visually. The use of *Jamboard* not only facilitates student engagement and interaction with peers but also integrates digital literacy skills, aligning with contemporary pedagogical practices in language education.

Figure 1

Examples of student analysis of loanwords from Soviet-era, post-independence, and contemporary Kazakh newspapers using the Jamboard platform



Figure 2

Visual presentation of loanword categorization and etymological mapping by students during the instructional intervention



This learning component demonstrated the pedagogical value of combining authentic materials, historical analysis, and digital tools in teaching loanwords. It allowed students to reflect on the lexical layers of the Kazakh language critically, understand the socio-historical factors influencing language change, and appreciate the nuances of the development of loanwords from Russian and English in a multilingual context.

Upon completion of the course, students were asked to complete a questionnaire to evaluate the effectiveness of the teaching methodology. Table 2 presents descriptive statistics for the 20-item scale designed to assess students' perceptions of the use of newspapers to

facilitate understanding of loanwords in the Kazakh language. Each item was rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Responses were received from 90 participants, with item 20 having a smaller sample size (N=73), likely due to missing responses for individual items. The mean values indicate a generally positive attitude toward the use of newspapers to teach loanwords, with most items' mean values ranging from 3.54 to 4.09. The highest mean (M=4.09, SD=0.830) was found for item 18 (“Learning about the etymology of loanwords deepens my understanding of global language influences”), indicating that students particularly valued the etymological component as a significant cognitive advantage of this approach. Similarly, item 4, 8, and 19, all with means about 4.00 or higher, reflect students' understanding of the importance of vocabulary development, domain-specific use of loanwords, and their relevance to academic and professional discourse.

Items with moderately high mean values were item 3 (M=3.86), suggesting that encountering loanwords in authentic news contexts enhances comprehension, and item 20 (M=3.86), suggesting the need to include more lessons devoted to learning loanwords from the media. Other highly rated statements include Item 17 (M=3.92), which deals with the replacement of some loanwords with native equivalents, and Item 5 (M=3.91), which deals with critical thinking prompted by translation tasks.

At the lower end of the spectrum, item 9 (“Teaching loanwords in the context of newspapers is more beneficial than just learning them from textbooks”) received the lowest mean score (M=3.54, SD=0.781), although it was moderately positive. This may indicate a perception that while newspapers are useful, they are best used in conjunction with more structured materials such as textbooks. Similarly, items 7 and 13, concerning the Russian-English transfer path of loanwords, received scores below the overall item mean, indicating perceived difficulty or complexity in these patterns (M=3.58 and M=3.57, respectively). Item standard deviations are generally low to moderate (ranging from 0.758 to 0.949), indicating relatively uniform responses across participants. The greatest differences in responses were observed for items 7, 8, 12, and 13, possibly due to different levels of awareness or experience with loanwords derived from Russian.

The descriptive results demonstrate a positive perception of newspaper-based learning as an effective tool for understanding, contextualizing, and critically analyzing loanwords in Kazakh. Students value the importance of etymological analysis, contextualization of usage, and multilingualism developed through such integrative learning.

Table 2

Results of the survey on students' perceptions of instruction using newspaper-based loanwords

	N	Minimum	Maximum	Mean	Standard deviation
1. Learning loanwords through newspaper articles helps me better understand their meaning and usage.	90	1	5	3,63	,827
2. The method of analyzing loanwords in newspapers is effective for language learning.	90	1	5	3,73	,818
3. I can understand loanwords when they appear in a real context, such as a news article.	90	2	5	3,86	,758
4. The task of finding loanwords and providing their definitions and etymology helped improve my vocabulary.	90	1	5	4,00	,861
5. Creating equivalents for loanwords in Kazakh encouraged me to think more critically about the language.	90	2	5	3,91	,793
6. Taking screenshots of loanwords in real articles made the learning process more interesting.	90	2	5	3,73	,832
7. Loanwords in Kazakh are mostly borrowed through Russian rather than directly from English.	90	1	5	3,58	,936

8. I noticed that most loanwords are used in specific fields such as technology, economics, or politics.	90	1	5	3,93	,934
9. Teaching loanwords in the context of newspapers is more beneficial than just learning them from textbooks.	90	1	5	3,54	,781
10. The use of trilingual education in Kazakhstan (Kazakh, Russian, English) makes it necessary to understand loanwords in all three languages.	90	2	5	3,91	,774
11. I feel more confident reading Kazakh newspaper articles after learning about loanwords.	90	1	5	3,70	,867
12. The adaptation of foreign words into Kazakh using Russian language patterns is an effective strategy.	90	1	5	3,77	,937
13. I believe that borrowing from English through Russian creates additional challenges for Kazakh language learners.	90	1	5	3,57	,949
14. I can distinguish whether a loanword comes from English, Russian, or another language.	90	1	5	3,66	,850
15. Newspaper articles provide authentic examples of how loanwords are used in everyday communication.	90	1	5	3,79	,868
16. I believe loanwords enrich the Kazakh language.	90	1	5	3,88	,885
17. Some loanwords should be replaced with original Kazakh equivalents when possible.	90	1	5	3,92	,824
18. Learning about the etymology of loanwords deepens my understanding of global linguistic influences.	90	1	5	4,09	,830
19. Loanwords are an important part of modern Kazakh, especially in academic and professional settings.	90	1	5	4,03	,785
20. I think more classes should focus on identifying and understanding loanwords in media and public discourse.	73	1	5	3,86	,805
N valid (according to the list)	72				

Conclusion

This present study addresses a topical and pedagogically significant issue at the intersection of vocabulary teaching, multilingual education, and the use of authentic materials. In the era of linguistic hybridity, cultural exchange, and rapid globalization, teaching loanwords has become a critical aspect of contemporary language education. Loanwords, as lexical units borrowed from other languages, not only fill semantic gaps but also serve as markers of historical, cultural, and technological change. Their prevalence in contemporary discourse, especially in the media, education, and professional spheres, requires language learners and future teachers to be able to interpret, contextualize, and use them appropriately. Integrating newspapers as pedagogical tools creates an authentic, dynamic, and contextually rich environment that facilitates achieving this goal.

The primary aim of the study was to implement the “Newspapers in Education” (NiE) program to develop and evaluate a pedagogical framework for teaching loanwords from Russian and English in the Kazakh language. Four main objectives were achieved to achieve this goal: (1) to explore the strengths and limitations of the NiE program; (2) to create a structured teaching framework based on NiE principles; (3) to execute this framework through a six-week teaching intervention with the Kazakh Language and Literature students; and (4) to assess its effectiveness through student feedback and statistical analysis.

The study employed a mixed-methods approach. In the first stage, the theoretical foundations were laid through a literature review on NiE and loanword pedagogy. In the second stage, the framework was piloted with three student groups at Korkyt Ata Kyzylorda University. The learning content included an analysis of newspapers from the Soviet, post-independence, and contemporary periods, with students identifying, categorizing, and contextualizing loanwords. In the third stage, 90 participants completed a 20-item Likert scale survey to assess their perceptions of the teaching methodology. High reliability (Cronbach’s

alpha = .924) confirmed the internal consistency of the instrument. The results of the study were overwhelmingly positive. Survey responses indicated that students found newspaper-based learning effective in expanding vocabulary, increasing awareness of the etymology and uses of loanwords, and developing critical reading skills. Tasks related to etymological analysis, academic relevance, and the multilingual context of Kazakhstan received particularly high scores, indicating that students appreciated both the cognitive depth and the real-life applicability of the approach. Students also noted the role of newspapers in providing reliable examples of the use of loanwords and appreciated the opportunity to critically analyze the transformation of vocabulary across historical periods. The use of the *Jamboard* platform further facilitated student engagement, digital literacy, and collaborative analysis.

The study had its limitations despite these promising results. The duration of the educational intervention was relatively short (six weeks), limiting the possibility of long-term tracking of retention or transfer. The sample was drawn from a single institution and a single discipline, which may affect the generalizability of the results. Moreover, qualitative data, such as interviews with focus groups, could have enriched the interpretation of the students' experiences, while the survey provided quantitative information. Another issue relates to the complexity of Russian-English-Kazakh lexical transfers, which some students found difficult to untangle, highlighting the need for additional support in future iterations of the program. This study is of particular value to language teachers, curriculum developers, and applied linguists working in multilingual and post-Soviet settings. It offers an empirically grounded and pedagogically innovative framework for incorporating loanwords into language teaching through the use of authentic materials. It is particularly relevant for teacher education programs aimed at preparing pre-service teachers to teach in trilingual environments. More broadly, the study contributes to ongoing debates about the integration of media literacy, critical thinking, and culturally responsive pedagogy into language education. The study confirms the enduring educational potential of real texts in developing multilingual competence and global awareness, demonstrating how newspapers can serve not only as a source of linguistic information but also as sites for cultural and linguistic inquiry.

Conflict of Interest Statement

The author declares no potential conflicts of interest regarding the research, authorship, or publication of this article.

The use of artificial intelligence (AI)

The capabilities of AI were used to search and analyze the references and perform preliminary language editing.

Author contribution

The author confirms the sole responsibility for the conception of the study, the presentation of results, and manuscript preparation.

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