CHAPTER -I

INTRODUCTION

1.1 Preliminaries:

   English is the 'Lingua Franca' of the world. It has become a dominant language as a result of globalization. With the IT revolution and most of the software of the operating system being in the English language, a new utility for writing and oral communication in English language has emerged. English is the world's most important language having communicative and educational value. It is used all over the world not out of any imposition, but because of the realization that it has certain advantages. A very important reason for regarding English as a world language is that the world's knowledge is enshrined in English. It is a progressive, dynamic and flexible language.

   One person out of every four on the earth can be reached through English. Quirk, Rondolph, (1995:2) Points out, "There is now something like 250 million people for whom English is the mother tongue or first language".


   "Everything will be exposed in English

   So delegates and lovers understand."

   The latest in agriculture, architecture, literature, dance and music is available in English. English as an international language is a logical requirement in an era of worldwide information sharing and commercial exchange. It is used as a means of international communication across national boundaries among speakers of other languages. "The communication explosion and mass media, like the radio and television, command millions of worldwide listeners and spectators" (Rao, 1992:40).

   English is a jewel in the crown of culture today. All over the world various aspects of culture find their expression through English. It is "a window on the world of advanced technology and industrial development" (Alptekin; et. al. 1990:22). If we look at the media we find that over 50% of the world's newspapers, over 50% of
world's scientific and technical periodicals and more than 60% of world's radio stations use English as a medium of communication. English is required by the world for greater understanding. Because of the rapid spread of industrial development, science and technology, international trade and commerce and the close interdependence of nations, English has become a world language.

1.2 Place of English in India:

As a result of the intimate contact of 150 years with the British, India adopted English as a part and parcel of administrative field. The British people introduced English in our educational system in order to produce cheap clerks for their colonial administration. English helped the growth of nationalism, which ultimately freed India from foreign fighters. It served as a great unifying force in India's freedom struggle.

English deserves to be regarded as a world language. Under the new scheme of education, it has acquired the status of a third language in most of the states and union territories of India. In India it continues to be the medium of instructions in colleges and universities and is also the language of administration. It plays an important role in various fields as following:

i) English is an official language of administration; the status of the Associate Official Language of the union for an indefinite period has been granted by an act of Parliament in 1963.

ii) It is a court language.

iii) It is playing an important role in social life; the highly educated and sophisticated sections of our society find it more convenient to talk in English.

iv) It is the language of international industry, trade and business.

v) It is a link language.

vi) It is a library language.

From the above it can be concluded that English plays an important role in our life. It was of great importance in the British India.

The people cannot think of taking India into the 21st century without capitalizing English. The Kothari Commission, (1995:7) has said that no student be
considered to have qualified for a degree unless he/she acquired a reasonable proficiency in English. We shall have to retain English as library language if we want to keep abreast with the latest knowledge in various fields such as science, law, medicines, space, technology etc.

India is a multilingual nation. Twenty two languages have been recognized in the Indian constitution for official use. The Government of Maharashtra has accepted the three language formula: Hindi as the national language, Marathi as the regional language and English as the international language, which continues to serve as the associate link language of the Indians. English plays the role of a second language in India today. It is at the heart of the Indian society and culture.

1.3 Characteristics of English Language:

Some of the important characteristics of English are as follows:

i. Any language that has a past, present and future is called a progressive language and English is progressive.

ii. It has its own system of words, phrases and sentences.

iii. The phonemes, morphemes and syntax which are part of a language structure are its own.

iv. It has its own grammar, script and system of writing.

v. It has a vast treasure of literature which touches every part of life.

vi. Being a living language, it has more advanced level of its development. It has great power of expressing abstract general ideas.

vii. Any number of delicate shades of meanings can be expressed with equal ease in English.

1.4 Teaching - Learning Situation in Maharashtra:

In December 1999, the Government of Maharashtra chalked out a new policy for the teaching of English in view of its importance as an international language, and also as the consequence of rapid advancements in technology and liberal economic policies. The ever-growing craze for English medium schools was also taken into consideration while drawing up this policy. The Government of Maharashtra decided
to provide for the teaching / learning of English along with the mother-tongue from standard one. It was decided to implement this decision from June 2000.

Though Hindi is the National language, English plays the role of link language. The correspondence between the Central Government and the State Governments is mostly conducted in English.

1.5 Present Condition of Teaching - Learning of English Language:

Today English is taught as a foreign language. Some of the problems have become especially challenging in the context of the complex Indian situation. Students of the rural colleges face a number of problems. English is their second language. Learning a second language means acquiring a system of rules, but just as a very little is known about these rules, even less is known about how such rule systems are acquired. Students find themselves unable to express in English. They have no idea of proper sentence structure. Students do not know proper pronunciation, spellings, and grammatical rules. The sole objective of the learner is to get the exam. passed. If we compare a graduate of present time with a graduate of the past, the result is shockingly amazing. Students in the rural areas as well as urban areas do not realize the importance of English as a language of communication.

The main problem with students is to teach them to speak their second language with correctness and precision because they never hear it spoken correctly at home. The teacher in vernacular simply helps the child to increase his vocabulary, to improve his reading habits and to acquire an impressive style of speech and writing. The mother-tongue is taught without causing any strain. Learning of mother-tongue is the product of total natural environmental conditions where as learning of a foreign/second language depends upon the experimental conditions of the school. The learning of English is now exclusively a formal affair. It is the responsibility of the school where the teaching of second/foreign language is taken up with definite objectives, where expert teachers make use of up-to-date material and methods – approaches with accuracy in order to achieve the desired goals without causing much strain to the children.

The first reason is that they have been taught English through Grammar - Translation method. This method makes them dependent on their mother-tongue.
Whatever they read, they translate it into their own vernacular. Because of GT method, they have no vocabulary of English. One of the serious shortcomings of the ELT situation in India, particularly at undergraduate level is the lack of definite statement of objectives of teaching English. The real problem lies in the fact that from syllabuses and examinations, it is usually impossible to discover what are the objectives of teaching English. In the sphere of ELT, we continue to stick to old methods and approaches. Students do not get ample library facilities in the colleges. The teacher is the great 'dictator' because he/she dictates the notes in the class. There is no teaching; there is only coaching and reproduction. Students get degrees without any reference to the skills and abilities in the area concerned. Students don't go to their own classes to see what is happening there and how English is taught in large classes.

English language teaching should be functional. Teachers have to take into account the motivation of the learner, the availability of resources for teaching English, and the conditions of the classes.

1.6 Causes of Low Standard of English in India:

We have included English in our curriculum as a second language or as a language of practical utility. But there are certain problems which need special efforts and change. According to Gokak, V. K. (1995:19), “Teaching of English is in a chaotic state today.”

The teacher of English who has to face these problems should be familiar with the nature and scope of these problems and should know how to organize his teaching at various levels, in order to minimize their adverse effects. Some of the problems have become especially challenging in the context of a complex Indian situation in which the student must study his mother-tongue, and learn English as well. The conditions under which English is taught and learnt and the reasons for its low standards in our schools and colleges are as under:

- **Little Understanding of the Aims of Teaching English:** The first and foremost problem is regarding the goals in teaching English. There was a time when perfect proficiency in English was considered the be-all and end-all of education in India. In those days mere comprehension of the language, was
not enough. But now, English is not to be studied as an end in itself, but as a means to an end. English does not cover the entire field of education, but it is only an important window that opens on the West. We have to keep this window wide and open enough to give us a clear view of the Western scene. If our students can grasp correctly the meaning conveyed through standard English, the aim of teaching English is fulfilled. Thus, comprehension should be the main objective of teaching English. The primary aim of teaching English at this stage should be to concentrate on the fundamental skills of the language.

The teachers focus on English only from the examination’s point of view. Students are also unaware of the objectives of learning English. Our objectives of teaching English should be practical and in keeping with the standard of proficiency achieved by our students.

- **Faulty Methods of Teaching English:** In Indian colleges, teachers are still using the old “Translation-cum-Grammar” method of teaching. The methods and techniques used by the teachers are faulty and outdated. The program of teaching is carried out by faulty methods in the classroom. The grammar translation method is quite defective to acquire the fourfold objectives of language learning. For example – a teacher comes to class, opens textbook and starts reading himself and then tells the meaning of some lines or all lines in Marathi or Hindi. Everything cannot be translated as it is in Marathi or Hindi. Everything cannot be translated as it is in Marathi or Hindi. For instance, if a teacher in Maharashtra asks his/her student to translate the following sentence of Marathi into English: “Maaza Gala Baslay” then the students will try to translate the sentence as their teacher teaches them; they might give the answer as: “My neck is sitting” or “My neck Sat.” The actual and correct answer is “My throat is upset” or “I have a sore throat.” The new approaches like structural and situational are not popular with our teachers. The teachers do not know the real principles of language teaching. They must try to enable the student to speak, read and write English perfectly.

- **Class-room Conditions:** This condition includes number of students in a class, the physical arrangements for the class, teaching materials such as chalk,
blackboard, audio-visual aids, print and non-print media, library, etc. There has been an ever-increasing rush for higher education during the last twenty years and on account of this, classes have become overcrowded. The increasing number in the classroom is bound to affect the teaching of English adversely. Language learning is a skill to be drilled. It is not mere information to be given to the students. The size of the classes everywhere is considerably large and thus, students’ participation in the classwork is quite impossible. The ratio of students in relation to teachers is not proportional.

- **Dearth of Competent Teachers of English:** In India even at the college level a large number of students have to be given elementary lessons in the language. The teacher does not bother to classify the aims and objectives of teaching English. The teacher of English is incompetent to realize the need for and significance of English in the new perspective. He/She teaches the subject since it is included in the syllabus. Students learn it just to pass the time. Those students who have a better standard resent it. Many teachers in schools and colleges who are teaching English neither have enough knowledge of English nor are familiar with the latest developments in English. They lack the technique of second/foreign language teaching. Their knowledge of English is inadequate and their pronunciation is faulty.

- **Defective Textbooks and Curriculum:** The textbooks which are prescribed are not suitable and attractive. The university syllabus does not fully satisfy the present objectives of the teaching of English. Books are often prescribed which reflect English life and culture and are less understood and appreciated by students. The topics which are in the syllabus do not give any practical knowledge to the students. Students read the textbooks only to get pass in the examination. Again, oral work is very much neglected. Whatever the students learn from their books, they do not use it in their day-to-day affair.

The textbooks of English are needed to be of very high standard. In fact the standard of textbooks can be improved if they are written by teachers teaching English in schools and colleges.
• **Variation in English Syllabus:** In India there is no single syllabus for the whole country, because our educational system is not nationalized. At present there are three different stages at which the teaching of English is introduced.

a) **Early Stage (age of 6-9 years):** In parts of West Karnataka, West Bengal, Maharashtra, Rajasthan and in public schools, it starts from class I to III.

b) **Middle Stage (age of 11-12 years):** In parts of West Bengal, Kashmir, Orissa, Delhi, M.P. and U.P. English is introduced at the beginning of secondary education.

c) **Later Stage (age of 14 years):** In some states e.g. Gujarat. English is taught during the last four years of secondary education.

There is no single syllabus for the whole country at Graduate and Postgraduate level. This variety in syllabus brings variation in achievement. It is needed to design a syllabus with clear objectives right from the level at which English begins with the level where English ceases to be a compulsory subject in the curriculum.

• **Lack of Audio-Visual Aids:** There is a dearth of even simple visual aids like flash cards, charts, blackboard, pictures etc. in our schools and colleges. There is a lack of tape-recorder, lingua phone, filmstrips, audio cassettes, language laboratory, etc. Newspapers, magazines, textbooks etc. are not available in the library. There are very few audio-visual aids available and it is insufficient for the teachers to use it effectively. Some are so costly that the schools and colleges can only afford to buy a few.

• **Shortage of Time:** The teachers of English have four lectures per week for the teaching of English in colleges, but in most of the colleges, classes are not held owing to the lack of adequate number of teaching staff. Sometimes teachers rush to the syllabus completion. The teacher also doesn’t have time to carry out the interaction with the students in English. We discover half the time, i.e. 25 minutes are gone in translation and students get just 25 minutes or less than that to listen to English language. The teacher doesn’t ask questions, give illustrations and simple practical skills.
• **Mother-Tongue Interference**: Most of the problems arise due to the interference of mother-tongue in speaking English. Both the teachers and the students are very fluent in talking in their own mother-tongue. But they forget the essence of pure language. When they speak in their mother-tongue, they sometimes use English words in the midst of the sentences. They forget that the every language differs in stress, intonation and pronunciation. For instance, the most commonly used English word is ‘Hello’, it is also pronounced in different types. The stress and intonation of the Marathi language are also put on ‘Pen’, which sounds to us as ‘painful’ in English. Here pain is a completely different word and possess a different meaning.

• **Unsatisfactory Supervision**: The supervisory staff is far from qualified to maintain and improve teaching standards in English. Many of them are totally unaware of the new structured syllabus in English. As such, they provide themselves psychological resistance to the introduction of the right technique of teaching English in schools and colleges. Most of the teachers fail to supervise the students’ homework or their potentials.

• **Faulty Examination System**: The examination in English puts a lot of premium on recitation rather than on language mastery. Though they know to read and write English, they do not achieve the skill in spoken English. The teachers still cling to the old method of examination. Besides, no attempt is made to realize the real aims of teaching English language through examination. Equal weightage must be given to spoken and written English in the syllabus. Exercises in spoken English should be implemented in classroom for better results. However, Pune University included oral/Practical examination in compulsory subject at F. Y. Bom, T.Y.B.A General Paper III, F.Y.F.E Paper I, S.Y. Bsc. Optional English level.

• **Defective Evaluation System**: Evaluation in English is another great problem in our country. One of the factors responsible for the deterioration is the pattern of question-setting. Our evaluation procedure is purely based on essay-type questions. The teacher also teaches only those aspects which are important for the examinations. Teachers, students are not given proper orientation and teachers are blamed for this. Some marks should be reserved
for internal tests also, which is also lacking in the evaluation system. Hence it could not measure the entire development of the student in English. The marks awarded to the students do not entirely indicate the level of achievement of the students. The traditional evaluation process only measures the knowledge aspect of the student and do not measure the skill. For example, speaking, communicative/conversational and writing skills.

English occupies a place of prestige in our country, but at the same time we must accept that the standard of its teaching has deteriorated vastly and that is why it is essential to know the problems of teaching English in India at undergraduate level in the colleges. Teachers have to use and evolve alternative materials, methods and approaches that will be in tune with the objectives. The defects in the procedure in teaching ELT should be removed consciously.

1.7 Objectives of Teaching English at the College Level:

The success of teaching depends on planning. The teacher has to plan his activities on the basis of the needs of his students, society and the situation in the schools and colleges. The teacher's task is divided into three steps - a) Planning b) Execution i.e. directing and coordinating activities in the class, c) Evaluation. In order to obtain the best result, the teacher should plan his lessons well. He/she should use the best of the available material, techniques and methods in the execution of a lesson.

In India English now exists as a second language and it should be taught as a language and not as a literature. The objectives of teaching English at the college level should be as following:

1. To be able to understand simple English when spoken.
2. To be able to speak correct and simple English at various levels.
3. To read simple English with maximum understanding.
4. To write simple English correctly.
5. To enrich competence in using spoken as well as written English.
6. To develop students’ interest in English literature.
7. To develop the habit of reading daily English newspapers.
8. To develop the habit of reading magazines.
9. To develop the personality of students in globalization.
10. To develop the habit of using resource material, e.g. Dictionary, Thesaurus etc.
11. To give the enjoyment of wider thoughts and emotional pleasure to others.
12. To give an acquaintance with literary persons, their work, their ideas, thoughts and experiences.
13. To select and appreciate the beauties and ideas contained in prose and poetry.
14. To develop critical thinking and the spirit of enquiry of students.
15. To acquire vocabulary sufficient to help the student in the use of English.

The above objectives of English teaching in Indian colleges are seldom realized in actual practice. The objectives enlisted above cover an ambitious plan of teaching. For many teachers these objectives are nothing more than an empty dream. Instead of planning for teaching, the teachers plan for the success of their candidate at the examination, and the real objectives throw into the background.

1.8 About the Title:

The title of the present study is "AN INVESTIGATION INTO TEACHERS' USE OF THE PRINT MEDIA AND THE INTERNET AS TOOLS FOR TEACHING OF ENGLISH LANGUAGE."

The researcher has tried to find out how Print Media and the Internet provides some possible variety of contexts for the effective teaching and learning. Teachers can use newspapers, magazines, textbooks, dictionaries, as a significant means for the teaching of grammar and vocabulary items of English. The Internet also provides different learning activities to the students.

1.9 Key Concepts:

The researcher describes various key concepts such as Print Media, Internet, approaches, English language teaching and learning, reference materials, Newspapers, Magazines, Textbooks, Dictionary, Information and communication Technology (ICT), linguistic skills etc.
1.10  Review of Literature:

Practically all human knowledge has been preserved in books and libraries, and this treasure has been transmitted from generation to generation. This vast and rich store of human experience and equipments always remain a source of inspiration of those, who are on the part of the exploration of human endeavor, human achievements and mysteries of natural phenomenon, whether they may be philosophers, scientists or research workers or men of letters. No researcher can afford to overlook, what has already been achieved in the field of his interest. The researcher must be well acquainted with up-to-date information, about what has been taught and done in the particular area, from which he intends to take up a problem of research. This enables him to avoid the risk of duplicating and helps him in the formation of basic theories, assumptions or hypothesis in deciding, what appropriate method should be suitable for his study in collecting comparative data, useful in interpretation. Lastly, such an effort also adds to the general scholarship of the author.

Print media and the Internet are the most common media found in almost every part of educational institute. Newspapers, magazines, dictionaries, textbooks are tools of Print media. They serve the interest of the larger groups. According to Hancock (1996:72) When literacy was low, Print media were required to appeal to a limited audience and writer could write according to his wishes. With the spread of education and literacy, the readers of Print media also became larger. This resulted into popular writing. Newspapers as mass media today do not just observe and report, but ask, pursue, investigate, doubt and demand. Newspapers offer wider variety of reading material and viewpoints of many people and thus provide a better comprehension of the affairs and issues. The need for media education has been realized all over the world. It is education of communication.

Media education aims at developing the knowledge, skills and attitudes which will engage the growth of critical awareness and greater competence among the users of electronic and Print media. (Kumar, 1995: 15).

Mass media in India (1994:47) report mentions that English newspapers which are read by the middle classes in the cities denote as much as 17.4 percent of space to develop while Hindi newspapers denote only 14.1 percent.
The fact that newspapers are topical is both an advantage and a disadvantage. They are the freshest of all tools in the language classroom and at the same time those with the shortest shelf-life (Hossain, J. 2008: 44).

Nunan, D. (1990:15) explains the degree of difficulty of a text which is affected by a number of factors. These include the grammatical complexity of the text, the density of information, the degree of information recycling, the amount of low-frequency vocabulary, the explicitness of the information, the discourse structure, and whether or not the information is presented in chronological order. All this applies equally to newspaper materials.

Bhattachareja, A. (1997:12) says that newspapers provide backgrounding and informative comments to be read at leisure. Newspapers do not just observe and report, but ask, pursue, teach, investigate, doubt and demand.

Bukhari, A. Z. (2006: 131) comments that the press is an informal but very influential agency of education. The press includes newspapers and magazines. They provide a variety of information. The newspapers are very useful for the study of languages. Students learn many new words and many new expressions. Likewise a lot of information on various subjects is available from newspapers which can be used in daily teaching.

Sanderson, Paul (1999: 3) found that newspapers contain a wide variety of text types and language styles which are not easily found in conventional language learning materials. A judicious and sensitive teacher can encourage different teaching activities by engaging students in enjoyable activities using varied and stimulating newspaper materials.

According to Patil, Z. N. (1992: 15), pictures are the best visual-aid. Every picture tells a story. All the teachers need a good supply of newspapers and magazines and a pair of scissors. He / she can build his own collection of pictures that can be used for all kinds of storytelling, dialogue building to essay writing. In this, cartoons are a good resource.

Heaton, J. B. (1990: 107) states that, in everyday life, students may sometimes be required to describe people, objects, places, and even processes. Sometimes they have
to write about sequences of events, incidents, etc. and give directions. Pictures provide students with ideas for such tasks, enabling them to give their full attention to use written language.

Golani, T. P. (1993: 127) advocates that the cartoon is a terse and unique way of expressions. The newspapers and magazines have popularized cartoon, in a great deal, as a device of expressing an idea, or a viewpoint. It has proved very effective and thought provoking. The educational value of the cartoon is generally accepted by the educationists, who said, that within the past decade an impressive number of teachers, throughout the country, has accepted cartoon as a valid teaching device.

Magazines appeal to an expanding range of reading tastes and interests. Magazines provide space for the ideology or viewpoint of the concerned activists, academicians or policy makers. These magazines contribute to raise new ideas, refine them and raise the level of both academic and activist debates. Magazines as Print media cannot compete with radio and television as far as fastness of the news is concerned, but they serve independently as a supplement to these media by offering details of the news with through reporting and coverage.

Pointing out the functions performed by the magazines, Defleur and Dennis (1991:136), said “The magazines as a contemporary medium continues to serve surveillance functions, monitoring what is going on, transmitting the culture, and entertaining the population. Its most notable function; however, is correlation – that is, interpreting the society by bringing together diverse facts, trends and sequences of events. Magazines, in essence, are the great interpreters of what is happening in society”.

English teaching magazines responded in different ways to the policy reforms because Chinese educational systems were, as Biggs (2009: 2) notes, “embracing global aims and practices of education while striking an interesting balance with Chinese beliefs about teaching and learning.”

Sampredo and Hillyard (2004: 3), advocate expanding, English language learning to include global issues because of their relevance to students’ lives and experiences as global consumers. They focused that the point of learning English as a foreign
language is to be able to communicate in English, which is the “principle vehicle of global consumerism.”

According to Day and Bamford (2004: 4), Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language. Students can choose what they like and read it independently. Extensive reading is meant to be enjoyable with words that are familiar to the student, although a few new ones are included.

A textbook guides students in learning in schools and colleges. Students use it continuously and constantly. Each word of the textbook has not only to be read by every student, but is also expected to be understood. A textbook enables student to learn through his own efforts. It provides an opportunity for a student to reflect and evaluate. A student can find the specific information he needs in a book. He can review material he has read from time to time to clear up uncertainties. Lee,W. (1995: 3) states that the text must be compatible with the course objectives i.e., it can improve the language skills. In addition, teachers must consider the length of the text and their teaching approach. Further, a variety of text types must be selected, such as articles, advertisements, weather forecasts, interviews, poem, radio talks, etc.

Richards (2001: 6) found that textbooks continue to play an important role in language teaching and provide a useful resource for both teachers and learners. He further comments that textbooks should be regarded as one of the many resources teachers can draw upon in creating effective lessons. Yang and Cheng (2010: 3) state that teachers should bear in mind the following rules of thumb when they prepare for a communicative or a cooperative activity:

- Teachers should feel free to adapt textbook activities.
- The activity must be authentic.
- The activity must be purposeful and meaningful.

According to Tickoo, M.L. (2003: 257), one single composite textbook represents instructional materials; it may be the most reliable source of security and continuity for the teacher and students alike. Most language teachers own one or more dictionaries; most believe they use them well. Many also teach their students how to
use their dictionaries. Why they may one need to learn more about them? The answer is in two parts: one, studies show that even advanced second language users do not use their dictionaries well and two, recent advances in lexicography have made it possible to add substantially to what the learners’ dictionaries can provide.

**Cindy, Leaney (2007: 2)**, states that there is a tremendous amount of information in a good dictionary. Helping students tap into that information efficiently is one of the best ways to help them become independent, lifelong language learners. **Jackson, K. M. (2003: 6)** found that the dictionary serves a greater purpose than just to provide students with the definition of a word that they are not familiar with. Dictionaries also provide students with information about the parts of speech that a word is synonyms, antonyms and phonetic spelling. All are essential to the expansion of a students’ vocabulary.

Dictionaries are a valuable tool for the students in their learning process and it limits the amount of time a student raises their hands to spell a word. Students need to learn that they are able to use a dictionary for spelling a word, find a meaning or to assist in pronouncing the word, (**Despirit Debbie, 2006:11**).

**Chi, Amy Manlai (1994: 2)** states that dictionaries have long been recognized as a useful learning tool and there are many innovative and specialized dictionaries in the market. It is believed that dictionary skills should be integrated into the English syllabus and taught explicitly in class.

**Bamigbose, A. (1994:7)** says that when the people are well informed, they become more active participants and members of society. This is also true about learning that when students are taught through good channels; they learn better, therefore, the importance of both the electronic and Print media in teaching language skills such writing skill cannot be overemphasized.

**Behra, Sunil Kanta (1994:3)** in his presentation, ‘The Ivory Tower of Learning or How Relevant is Our Mass Communication Pedagogy?’ gave several useful suggestions for the improvement of media education in the country. One of which needs to be implemented straight away: UGC should conduct refresher and training courses in mass communication for teachers. The teachers should find short-term
placements in various media organizations to get sufficient media exposure and also exposed to the new technology. On the one hand, researchers such as Kilickaya and Kim (2004:4) claim that authentic materials can be used by intermediate and advanced students only.

Mukhopadhyay, (1991: 211) thinks that new explorations in the field of educational technology have to contribute in a substantial way to the process of teaching and learning in the educational system, in general, and the open universities, in particular. Butts, David (2002: 3), advocates that students should be introduced to a wide range of media….. They should be given opportunities to analyze and evaluate such material…. and consider how attitudes, values and meanings are communicated.

Shaikh, Shirin (2010: 88-96) pointed out, “It has long been felt that language teaching methods are more likely to be successful if they are more ‘natural’. The process of learning in the language classroom should not be too different from the process by which a child acquires his mother-tongue. Communicative approach to language teaching certainly provides better opportunities for language teaching.

In an age of electronic revolution, learning takes place through various sources. Recently, computers and the internet have started influencing learning. All these media are very powerful to reach, teach and enrich. According to Singhal and Rogers (2001: 202), the communication media like telecommunication, radio, television, cable, satellites and the Internet are driving this social shift towards an information society. It is more interactive and can send information and receive feedback.

Sanjay, B.P. (2002: 202), comments that internet centers and related initiatives in many states are indications of the will to facilitate and provide a common place to participate and enjoy the benefits of the knowledge society. Advances in telecommunication technologies have significantly helped in the creation of the so called ‘global village’.

Saiprasad, A. (2001: 203) states that web-based course delivery offers a complex learning and teaching environment. A vibrant learning community can be created using different teaching strategies, activities, and technologies.
Sansanwal, D.N. (2005 : 06): states that ICT provides Online interaction facility. Students and teachers can exchange their ideas and views, and get clarification on any topic from different experts, practitioners, etc. It helps learners to broaden the information base.

With the help of technology one can teach and learn efficiently and perhaps more effectively. To cite a few references here, let’s have a look what goes on: “The teachers who adapt technology for English language teaching as a second language are really benefited. The students who use it really enjoy it and learn a lot of the academic words they need. The audio-visual aids make the classroom environment live and interesting to the students. They can learn English by the direct method and in a very natural way” (Dixit Pushpa, 2009: 19).

Careca, Samuca. (2007:101) found that the growing emphasis on enhancing students’ self-directed learning focuses on individually and socially constructed meaning. To foster and support critical thinking and reasoning, students must be given opportunities in the classroom to use technology. Technology fosters and supports a constructivist approach to learning when used as a tool in the process of making meaning and supporting inquiry. Krajka, Jaroslaw (2007: 3) Internet based lessons, as opposed to course book lessons, demand the active role of the teacher in searching for materials, adapting them to the level of the class, creating tasks to be executed in the classroom. Teachers become material developers. Three types of electronic communication are possible within a single class: teacher-student communication, out-of-class electronic communication, and in-class, real time electronic discussion. Nowadays, the Internet is giving immense popularity in foreign language teaching and more educators and learners are embracing it (Lee, Johnny, 2001: 2).

Print media and the Internet serve some important functions. They are useful in making instruction more effective and meaningful. Review of literature suggests that a large number of educational courses and students rely on the Internet applications and more so in the case of English language teaching and learning. Print media is an effective tool for teaching and learning of the English language.
In summary, the place of Print Media - Newspapers, Magazines, Textbooks, Dictionaries, Thesaurus and encyclopedia is very important in teaching and learning of English language skills. Online teaching and learning is a reality today.

1.11 Reasons for Selecting Print Media and the Internet as Tools of English Language Teaching and Learning:

The ELT situation in India has been changing. We need to look at it periodically and take stock of the situation and orientate ourselves in consonance with changing times. Newspapers as mass media today do not just observe and report, but ask, pursue, investigate, doubt and demand. It is true that they cannot compete with radio and television. Newspapers and magazines offer wider variety of reading material and viewpoints of many people and thus provide a better comprehension of the affairs and issues. Shardaprasad, (1997:33) pointed out, "In the print medium, the most striking difference in the last fifty years is the growth of newspapers ".

Use of Print media and the Internet are still behind in English language teaching and learning. What is the role of Print media in language teaching and learning process? The reasons are as follows:

i. English Newspapers are looked upon as an important channel of communication. It gives abundance of vocabulary of different topics like politics, education, sports, health etc. This coverage of topics can make the learners' vocabulary prosperous.

ii. Newspapers reveal to us the day-to-day happenings around us. So comprehension of the events and related vocabulary is easy to memorize. Newspapers provide samples of all kinds of English ranging from regional dialects to standard varieties.

iii. Newspapers and magazine have a practical orientation and are expected to have an immediate application. Both have functional aspect.

iv. Newspapers and magazines are less expensive and easily available anywhere. Students as well as teachers can buy them easily.

v. Newspapers and magazines give awareness of current affairs to the students. Students read newspapers and magazines to enhance the understanding of grammar items. E.g. Tenses, Prepositions, Parts of speech etc.
vi. It is one of the important parts of Print Media. Interest about words and their usage can be generated among students and they should be made aware of the importance of this tool. It is a reference book. It gives different types of information. It is explained at the beginning of the dictionary.

vii. Textbook occupies an important place as a Print media in education. The textbook becomes a potent tool in the hands of a teacher to teach the skill of a language.

viii. Textbook is a source of information, but a course of study. It is set of unit plans. Textbooks stimulate active learning of language. Textbooks include all types of oral illustrations, questions, description and narratives etc.

ix. The encyclopedia is a reference book. It is a dictionary which includes various types of words and their detail information. It provides variety of information on various topics. Students read widely. They also develop skill of story writing as well.

Print media play a vital role in teaching and learning of the English language. In the world of globalization, Information and Communication Technology (ICT) is a key to all walks of life. Information Technology is a computing of knowledge, data interpretation, information, analysis, knowledge in a faster way. The Internet has evoked the interests of educational researchers and media professionals alike. The Internet has tremendous potential as a tool for teaching English language. The Internet can be used as a tool in the process of teaching and learning of English language in the following ways.

i. Being powerful and useful instructional tool, it is an ideal mechanism for encouraging students for learning.

ii. The Internet provides different learning activities.

iii. The students can find information, assess and communicate their discoveries with others.

Everyone needs to explore ways to find materials on the Internet and experiment with using them to improve one’s teaching. The present research aims at to show how Print media and the Internet provides some possible variety of contexts for the effective teaching and learning.
1.12 **Statement of the Problem:**

The issue of poor and wrong presentation of the writing skills of the English language had been noticed among undergraduate students in Nashik district, Maharashtra.

Print Media- Newspapers, Magazines, Dictionaries, Textbooks, are a reservoir of language items and using these items in the teaching and learning of English seems to have a lot of promise. The Internet is a source for activities and material for English language teaching. However, many teachers may not have the technical skills to make full use of these resources.

Therefore, this study investigates the impact of the Print media and the Internet as resources for effective and interesting teaching of the English language.

1.13 **Objectives of the Research:**

Teaching-learning is a process. Any process must be tended to lead a certain direction. The objectives of research are as follows:

i. To find out teachers’ attitudes toward using authentic materials, i.e. Print media and the Internet in the FL classrooms.

ii. To find out whether the effective use of the Print media and the Internet in teaching English in classroom situations is possible.

iii. To identify the actual practices followed by FL teachers in teaching grammar and vocabulary items in various colleges.

iv. To help teachers to experiment with media to evaluate new methods, techniques, materials and teaching-learning ideas.

v. To develop students' interests in learning English through Print media. i.e. newspapers, magazines, dictionaries and textbooks etc.

vi. To explore, how the teachers can provide an environment through the Internet in which learning activities are interesting to the students.

vii. To demonstrate, how Print Media is useful as a tool for teaching grammar and vocabulary items in English.

viii. To find out whether the use of the Internet in the classroom can improve students' language skills.
ix. To find out the concept of Information and Communication Technology (ICT) as known to teachers and students.

x. To provide guidelines and suggestions to the teachers and students to improve the teaching and learning of English through the Print media and the Internet.

This research has been developed bearing in mind all these objectives.

1.14 Hypotheses of the Research:

In reformulating objectives in the Indian context today, the researcher has to take into account the motivation of the learners, the availability of resources for teaching English.

The research includes the following hypotheses.

i. English language teachers use the Print media i.e. newspapers, magazines, textbooks, dictionaries and modern technology i.e. the Internet in FL classrooms.

ii. Teachers’ practices with the help of the Print media and the Internet, influence English grammar and vocabulary teaching.

iii. Teachers are influenced by Media and various pedagogical factors that guide them in determining their practices for teaching grammar and vocabulary items of the English language.

iv. Teachers have positive attitudes toward using authentic materials in FL classes. They believe such materials improve students’ language skills, i.e. writing and expose them to the real language.

v. There is no significant difference between students to use and learn through the Print media and the Internet-based learning activities and those who do not in their performance in writing skill.

Thus, if the teacher uses print material and the Internet, he or she would certainly enhance the effectiveness of teaching and learning of the English language.

1.15 Research Questions:

As a result of the problem discussed above, the following research questions are raised.
1. Do the teachers prefer to use authentic materials?
2. What are the sources that teachers would use to obtain authentic materials?
3. What are the teachers' attitudes toward the Print Media and the Internet in their FL classes?
4. Do the media education programs influence the teachers in the English Language teaching?
5. Will there be any difference in the performance of students who use the Print Media and the Internet in writing skills?
6. What activities, ideas and techniques do teachers of grammar and vocabulary possess when teaching grammar and vocabulary items in classrooms?
7. Do the tasks include varied approaches?
8. Do the teachers use the Print media and the Internet as tools for teaching English language?

1.16 Limitations of the Research:

The present research intends to use the Print media i.e. newspapers, magazines, dictionaries, textbooks, thesaurus and encyclopedia and the Internet.

For the purpose of data collection, nine colleges in Nashik district are selected. The scope of this study is limited to undergraduate classes, i.e. SYBA, Compulsory English. Only twenty students from each college are selected at random. The area of the research is limited to M.V.P. Samaj, Godavari Shikshan, Mandal, V.N. Naik Society and K.K. Wagh Education Society's urban, semi-urban and rural colleges of the Nashik district, Maharashtra.

There are various language items to learn, but the researcher has concentrated only on the grammar and vocabulary parts of English language teaching. The news items from newspapers and magazines belong to a particular period, i.e. from August 2011 to April 2012. The researcher has used some newspapers and magazines for his study. He has cut and used news items from The Times of India, Indian Express, the Day View and Outlook, Time, India Today Magazines, Reader's Digest. The researcher has used limited areas of textbook and the Internet activities in his teaching. In some rural colleges the Internet facility is not available.
1.17 Significance of the Research:

The researcher believes that the present study is useful in classroom teaching at the college level. It has been proved that the goals of teaching English are seemed to be an unrealistic conventional syllabus, lifeless teaching methods have miserably failed to produce results of language learning.

The researcher uses Print media as a tool for teaching of various vocabulary and grammar items in the contexts. The Internet develops vocabulary and grammar items of the students. Print media is visual, colourful and attractive. It is interactive so the students are attracted towards it. Learners of English language use different types of reference skills. The studies of media help them to acquire the necessary communication skills. The Internet provides authentic language materials. It enhances the students' level of literary taste. Media literacy is an access; to analyse and use of the ability of media information.

- Advantages of Print Media and the Internet:
  i. Print Media creates interest for learning among the students.
  ii. It saves time because it explains the idea precisely and easily.
  iii. If students don't understand anything, they can go over it again and again.
  iv. By the use of Print media, the burden of the teacher is reduced.
  v. It is old and cheapest.
  vi. Students learn reference skills from it.
  vii. Students learn and develop Information and Communication Technology (ICT) skills.

Print media and the Internet are helpful in motivating students to learn the English language. This research has significance that can be derived from the use of the Print media and the Internet for teaching and learning of the English language.

1.18 Conclusion:

Chapter One gives a broad overview of the present study. It tries to give an explanation of the place of English in India and characteristics of the English language. It shows teaching - learning situation in Maharashtra. This chapter gives a clear idea about the present condition of teaching – learning of English as well as the
causes of the low standard of English in India. It also shows the aims and objectives of teaching English language at the college level. It offers the title, key concepts, review of literature, the reasons for taking Print media and the Internet as tools of English language teaching – learning. It shows statement of the problem, the objectives, the hypotheses, the research questions, the limitations and the significance of this research.