3.1 Preliminaries:

Language is a means of communicating thoughts and feelings. It is also a means of communicating information. Man alone uses language for communication. As Bolinger, Dwight, (1995:38) says, "Language is species - specific. It is uniquely human trait, shared by the culture so diverse and by individuals physically and mentally so unlike one another". Language is not merely the medium of instruction at all levels of education. It is the medium of growth. It provides capacity for preservation and communication of intellectual life. At a higher level, it provides the medium of fresh and free thinking and research.

Nowadays the best single measure of the intelligence of an educated is the size of the vocabulary. This is the age of speech machines; telephone, mobile, radio, television have increased and enlarged the powers and functions of the language on the world stage. Print media provides the kind of optical and tactile pleasure that no other media can match. It has to learn a new language of local and global. The study of second language gives an 'insight' into the quality of the mother-tongue by means of comparisons - comparing the two cultures. One of the aims of teaching foreign language is developing a sense of social tolerance and responsibility as a citizen of the world.

The ever-growing need for good communication skills in English has created a demand for English teaching all over the world. The worldwide demand for English has created a requirement for quality language teaching and language teaching materials. Learners desire to master English to a high level of accuracy and fluency within a short span of time

3.2 Language as a Skill Subject:

Language is a skill subject and the four basic skills are listening (understanding), speaking, reading and writing. Listening and reading are passive skills, whereas speaking and writing are active skills. All the four skills have equal
importance. Not a single skill can be neglected, however the emphasis to be laid on these skills may differ at various stages of teaching. According to Gurrey, P. (1995:33) "It is necessary that the Indian student should not only understand English when it is spoken or written, but also that he should be able to speak and write it".

Following diagram can be used for this..

Figure 3.1 : Four - fold skills and objectives of English language teaching – learning.

3.3 Principles of Language Teaching – Learning:

There are certain basic principles common to all good language teaching. Since these principles are fruitful for teaching all languages, they are called general principles of language teaching. Some of the principles that must be kept in mind by language teachers are as follows:

I] The Principle of Naturalness:

The mother-tongue is learned more easily because a natural environment exists for learning it. But this is not true for a foreign language/second language. An effort is to be made to provide the child with a natural environment for learning this foreign language. For this following points should be considered.

a. Dialogue with students in our language.

b. Encouraging students to converse only in foreign language.

c. Arranging group discussions.
II] The Principle of Exposure:

For teaching foreign language, teacher should try to expose students to an environment loaded with the foreign language. For this the teacher can take the following steps:

a. Distribution of pamphlets in foreign language.

b. Forming a foreign language speaking club in the school or college.

c. Displaying charts with slogans written in English on the walls etc.

e. Taking students to watch English movies.

d. Slides show in English.

III] The Principle of Habit Formation:

Language is the instrument of all subjects. So it should be automatic, i.e. a habit. In language teaching the following habits should be formulated for students.

a. Imitating,

b. Repeating,

c. Spelling,

d. Reading aloud with exact articulation,

e. Silent reading,

f. Using correct grammar,

g. Using words in their proper context,

h. Correct pronunciation,

i. Consulting dictionary,

j. Going to the library,

k. Speaking with proper intonation and accent,

and the habit of reading newspapers, journals, story books etc., should be formulated for students. According to Palmer, (1995:49) "Language learning is essentially a habit forming process, a process during which we acquire new habits".
iv] The Principle of Motivation:

As motivation is at the core of learning, it plays a very important role in language learning. Therefore, special techniques are required to motivate students to learn the foreign language. This principle, though applicable to all subjects, is of special interest to the teacher of English. It is in fact the principle of interest. Learning English is a process and gives considerable mental strain to the learner. Therefore, the teacher tries his best to reduce strain by making use of pictures, models and objects in the class. The conversational approach, the situational approach can effectively diminish the dullness and monotony that is likely to befall the students. The success of a lesson very much depends upon the introduction of the lesson. The students feel that they are acquiring knowledge with their own efforts. Correlation is another way of creating interest in the lesson. The students constantly feel that their knowledge of English is increasing and that they can readily use it. The program of teaching should have variety in teaching methods, in the classroom activities of the students. The other ways of arousing interest are:

a) Linguistic games,

b) Use of audio-visual aids,

c) Sympathetic attitude and cheerful disposition of the teacher in the class,

d) Making good use of the blackboard.

V] The Principle of Selection:

This principle is based on the assumption that it is not possible to teach the whole system of the language within a short period. Because only limited things can be taught within a limited period so teacher has to select matter. While selecting the teaching matter the following points have to be kept in mind.

Principles of selection:

a) Frequency: Those words and sentences should be selected which have a high frequency of occurrence (which are used in a large number of times) or which are frequently used e.g. book, pen, table etc.

b) Range: Every word has its range. The range shows the number of situations in which a word can be used. For example, consider the word ‘sky’ and ‘have’.
‘Sky’ can be used only in one situation, whereas ‘have’ can be used in three situations.

i. They have read the book.

ii. Have these books.

iii. They have three books.

For teaching, select the word having a large range.

c) **Availability:** For this, the teacher has to see (a) if the word is convenient to teach, textbook, colour, desk, etc. because of their availability in the classroom, (b) if the word is useful as a plate, spoon etc. because of their indispensable availability in the house. Words with these characteristics, i.e. convenient to teach and useful should be selected.

d) **Teachability:** Words differ in teachability. They can easily teach the word ‘flower’ by showing a flower or by sketching a flower or even by showing a picture of the flower.

VI] **The Principle of Gradation:**

One of the important maxim of teaching is "proceed from simple to difficult" and "From the most useful to least useful". Selected words and structures are to be arranged in order suitable for teaching. This is called gradation.

vii] **The Principle of Interest:**

To arouse interest in the students, teachers can make use of the following:

a. Audio-visual aids: Pictures, charts, records, etc.

b. Print Media: Newspapers, magazines, thesaurus etc.

c. Undertaking various activities such as speaking, reading, writing etc.

Lessons can be made interesting by utilizing objects, pictures, interesting etc. and by allowing all students to do something as well as to say something; by giving full play.
viii] The Principle of Learning by Doing:

It places more emphasis on acquiring the skill by doing. For foreign language acquisition, written work, pronunciation, reading, spelling, writing, listening are essential activities. Students should be given a good practice of these.

ix] The Principle of Accuracy and Correctness:

Accuracy means to make use of right or exact words. According to this, only those words should be used which impart meaning in contexts. Following things are necessary for this,

a. The selection of word should be right.

b. Use of a word should be economical.

c. Expression should be impressive.

Correctness also imply the accuracy of pronunciation, intonation, spelling, structure and articulation.

X] The Principle of Multiple Line of Approach:

The teacher should adopt many approaches judiciously and rationally selected to reach the goal. Following are various approaches which can be used:

a. Functional - notional

b. Situational

c. Structural

d. Procedural syllabus

e. Behavioral

f. Context - based

h. Communicative, etc.

If a teacher wants his teaching to be fruitful and his learning should be accelerated, the above principles have to be followed. The principles of language study have got the vital importance of learning a foreign language like English. These help to acquire the fourfold skills with minimum efforts. No doubt, the principles are supposed as ways and means to achieve the end.
The English language has many aspects which are to be given equal weightage in the teaching process. Many researchers in the field of teaching methodology have been done research and various methods, devices and techniques have been evolved. But it is the fact that not a single method or technique is useful in teaching all aspects of language. The teacher has to follow the many sided approach in teaching one topic. The same topic can be taught by different methods and techniques at different levels. Some words can be introduced with the situational approach, whereas some words can be introduced by grammar-translation method. While teaching prose and poetry, teacher has to use different techniques. Anyhow fourfold skills of language learning must be achieved by many approaches. Reading, Writing, Speaking, Listening, and Doing Things.

Concerning any Problem or Question at Issue-be it.

- EVERYDAY PERSONAL PROBLEMS
- MORAL, SOCIAL, POLITICAL AND ECONOMIC PROBLEMS
- TECHNICAL AND PROFESSIONAL PROBLEMS

AND LEARNING TO THINK AND REASON OUT

ENVIRONMENTALLY
HISTORICALLY    PSYCHOLOGICALLY
MULTI - CULTURALLY TECHNOLOGICALLY
SOCIOLOGICALLY
PHILOSOPHICALLY ECONOMICALLY GEOGRAPHICALLY
MORALLY SCIENTIFICALLY AESTHETICALLY POLITICALLY
AND IN MANY OTHER WAYS

(The presentation format is adopted from a Bulletin for the International Conference on Critical Thinking, Vol.1, No.2).

Figure 3.2 : A Model of language teaching-learning.
3.4 Approaches to English Language Teaching-Learning:

It was during the first half of the present century, the teaching of English as a foreign language emerged as an autonomous profession. This was basically the result of a change in the perception of the role of English in post-colonial societies. The assumption behind the curriculum in the nineteenth century was that the objective of such a study would be the assimilation of British culture through the medium of English literature. In the early twentieth century, there emerged the notion of English as a second language, with a utilitarian function in the communication of knowledge. Nowadays, English has started to be recognized as a part of the local literary and cultural tradition of post-colonial societies because of its use in imaginative and creative contexts. The approach to English language teaching (in terms of curriculum, materials, etc.) has also necessarily had to change in view of these changes in the perception of the role of English.

Due to research in various techniques in the field of language learning and teaching some classroom techniques as methods or approaches were adopted to teach English. Due to changing form and the status of English, many methods and approaches have been adopted to teach this language. The shortcomings of one method or approach gives birth to another method or approach. To achieve the objectives of English teaching, the teacher must adopt the adequate method or approach.

- Some Indices of Good Approach:

Some of the indices which are used to evaluate the usefulness of an approach are as following:

a. The best approach is that through which maximum objectives can be gained.

b. The approach should follow the maxims of teaching.

c. The approach should be such that the whole course can be completed within the prescribed time.

d. The approach should be suitable for both small and large sized classes.
3.4.1 Structural Approach:

This approach is a direct outcome of the efforts and researches done by the British Council in Institute of Education, University of London and many others. The basis of this approach is that in learning a foreign language, mastery of structures is more important than the acquisition of vocabulary. Structural approach means the arrangement of words in such a way as to form a suitable pattern of sentences. This approach is also known as 'New approach' or 'Aural-oral Approach'. In India, Tamil Nadu is the first state to have this approach in vogue. Afterwards Central Institute of English, Hyderabad, played a leading role to popularize this approach in the rest of the country.

- **Meaning of Structural Approach:**

  According to Brewington (1995:86), "Structural approach is a scientific study of the fundamental structures of the English language, their analytical and logical arrangement". Structures are the tools of a language, so they must not confuse with sentences. Structures do not need any grammatical background, whereas sentences are grammatical order of words.

- **Types of Structures:**

  In the Structural approach, there are four kinds of structures namely-  
  
  a) **Sentence Patterns**: A sentence pattern is a model for sentence which is of the same shape and construction although made up of different words.  
  
  b) **Phrase Patterns**: Phrase is a word or a group of words which expresses an idea without its being a sentence of clause, e.g. in the school, with a knife, on the desk etc.  
  
  c) **Formulas**: Formulas are those words which are used on certain occasions, e.g. How are you? Thank you; etc.  
  
  d) **Idioms**: 'Idioms like, 'born with a silver spoon', 'at the eleventh hour' etc. come in this category.

- **Procedures of Teaching:**

  In structural approach every structure is taught separately. Generally the following five steps are involved.
a) Presentation of items in appropriate situation with the teacher.
b) Oral drill by the students of the situations created in step (i).
c) Presentation of items in some new situation.
d) Oral drills by the students of situations created in step (iii)
e) Over all drills.

- **Oral Work:** It is always desirable to do much oral work in the early stages, but reading and writing must not be ignored.

- **Principles of Structural Approach:**
  The three principles of structural approach are as follows:
  a) Importance of the student's activity than the activity of the teacher.
  b) Importance of firmly fixed word.
  c) Importance of the formation of language habit to arrange words in a suitable English sentence - patterns in order to replace the sentence - patterns of a student's mother-tongue.

- **Aims of Structural Approach:**
  Following are the aims of structural approach:
  a) To lay the foundation of English by establishing through drill and repetition of about 275 graded structures.
  b) To enable students to attain mastery over an essential vocabulary of about 4000 root words for active use.
  c) To correlate the teaching of grammar and composition with the reading lessons.
  d) To teach the four fundamental skills, namely understanding, speaking, reading and writing.

- **Limitations of Structural Approach:**
  a) Like Direct method, structural approach is most suitable only for the lower classes.
  b) It is possible to teach only well-selected patterns.
c) It is not possible to teach the prescribed textbooks by this approach.

d) In structural approach, mechanical drilling is emphasized. It makes the class dull and uninteresting.

e) The teaching of a) prose, b) poetry, c) grammar, d) pronunciation, etc. is not possible by this approach.

f) This approach neglects: a) reading of all types, b) vocabulary expansion,

g) Flexible structural grading.

3.4.2 Situational Approach:

Situational approach basically indicates how a teacher can create a real situation in the classroom. The teacher offers many opportunities to the students’ to associate the meaning of new words with corresponding situations. The teacher puts a large number of questions about the created situation and himself answers them. Revision is done again and again and repetition is stressed.

• **Main Characteristics of Situational Approach:**

  a) The new word is incidentally introduced in the class by the teacher.

  b) Appropriate materials are used to create proper situations.

  c) The teacher puts a large number of questions about the created situation and himself answers them.

• **Procedure of the Approach:**

  a) For presenting of new approaches and syntax, the teacher can make use of objects available in the classroom.

     E.g. I am sitting in the chair.

     That is a blackboard.

  b) **Using Imperative:** The teacher asks the students to perform the activity and he himself gives statements. E.g. Ram, get up and stand near the table.

     Teacher: Is Ram going near the table?

     Yes, he is going near the table.

  c) **Putting Questions to the Class:**
The teacher asks questions to the students, the asked questions relate to the statements given by him.

e.g. Is this a book?

What is this?

Where is Laxman standing?

- **Principles of Situational Approach:**

  The following are the principles and their educational implications.

  a) The Principle of Attention and Interest.


  c) The Principle of Variety and Simplicity.

  d) The Principle of Hearing.

  e) Using pictures as an aid to create new situations

- **Limitations of this Approach:**

  a) Teachers in higher classes cannot wholly rely on this approach. It fails to prepare students for public examination.

  b) Only certain well selected sentence patterns can be taught by this approach.

  c) The students are overloaded with the drilling of these sentences. This procedure of teaching may become dull and monotonous after some time.

  d) Textbooks prescribed in Indian colleges and schools cannot be taught by this approach.

  e) Very few teachers, adequately trained in this approach, are available in India.

3.4.3 The Notional - Functional Syllabus Approach:

In the sixties and the seventies, many countries in Europe were experiencing an upswing on the economic front. The traditional methods of learning a language did not give the learners the skill to communicate with a superior or co-worker on the
shop-floor. To solve this problem, and also pursue its wider aims, the Council of Europe and the Council of Cultural Co-operation were given the responsibility of designing courses which would fulfill the needs of the language learners. Concepts of threshold level, needs analysis, language functions and notions were then applied to design courses, many of which were multi-media courses.

- **Meaning of the Notional - Functional Syllabus:**

  Two kinds of syllabuses are developed simultaneously - the functional syllabus and the notional syllabus. These syllabuses overlapped, however, to such an extent in terms of ideas and outcome.

  The functional syllabus was arranged in terms of functions and the language items needed for them. The table below illustrates the syllabus clearly.

<table>
<thead>
<tr>
<th>Type of Discourse</th>
<th>Skill</th>
<th>Function</th>
<th>Vocabulary</th>
<th>Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoken</td>
<td>Speaking, listening</td>
<td>Asking for directions</td>
<td>College harbors museum</td>
<td>Can you tell me where X is? Where is X?</td>
</tr>
</tbody>
</table>


Table 3.1: shows the Notional – Functional syllabus which is arranged in terms of functions and the language items.

**Notional Syllabus** - D.A. Wilkins was the main proponent of this syllabus. This syllabus begins with the meanings and concepts a learner needs in order to communicate. These concepts and meanings are known as **NOTIONS**.

Given below are some examples of notions:

A Semantico Grammatical Categories:

**TIME** -  
Point of time
Duration
Time relations
Frequency
Sequence
SENTENTIAL RELATIONS - 'Cases', for example:

Usha drank the milk.
The milk was drunk by Usha.
It was Usha who drank the milk.

- Limitations of Functional - Notional Approach:
  a] It ignores literature and the structure based teaching of literature.
  b] The notional- functional approach is based on meaning rather than on grammar or structure.

3.4.4 Humanistic Approach:

The humanistic approach to language teaching and learning has evolved through investigations into the nature of individuals and philosophical conclusions drawn through these investigations. Like other approaches, the humanistic approach has drawn on pedagogic and psychological insights into the nature of learning itself. The humanistic approach was developed in the 1970s. With specific regard to ELT, the Longman Dictionary of Applied Linguistics (1985) defines the humanistic approach as follows:

(In language teaching) a term sometimes used for what underlies METHODS in which the following principles are considered important.

a) The development of human values.
b) Growth of self-awareness and in the understanding of others.
c) Sensitivity to human feelings and emotions.
d) Active student involvement in learning.
e) Two methods are generally considered to reflect the philosophy of the humanistic approach in the fullest measure. They are as follows:

- The Silent Way.
- Community Language Learning.

Two other methods which consciously incorporates some of the tenets of the humanistic approach are-
• Suggestopaedia.
• Total Physical Response.

• Limitations of Humanistic Approach:
  a] This approach is not a course in which a teacher remains 'charge'.
  b] It is not a course in which getting a good grade is the aim.
  c] It takes only the emotional and spiritual needs of an individual.

3.4.5 Context-based Approach:

English language textbooks and curriculum materials have changed significantly over the last twenty years or so. The 1990's text begins by asking learners to make a list of the different kinds of transport they have used in the last few years and add the advantages of each. A study by Mayoh and Knutton, (1997:90) documented some twelve categories of episodes with which teachers might begin a lesson, including, for example, talking about something, which has been in the media or a common out of classroom experience. Thus, there has been a change in the strategy and context-based approach could be seen as a logical extension of this strategy.

• What is Meant by Context?

The term 'context' is applied to a wide range of curriculum materials and classroom activities. Context as the social and cultural environment in which students, teacher and institution are situated. It is social, psychological and physical setting in which language use takes place.

• Effects of Using Context-based Approach:

One of the major effect of using context-based approach is, which is variously described as 'learner - centered learning', 'participatory learning' or more commonly, 'active learning'. It builds upon learners significant degree of autonomy over the learning activity, making decisions for themselves about aspects of organization and direction of the activity. It increases the learner's interest and enjoyment of their language lessons. It enhances learners’ motivation and interest and reduces the learners’ stress and anxiety and creates a positive affective classroom climate.
3.4.6 The Communicative Approach:

Communicative approach in teaching English has been practiced and developed in the countries of the far East, particularly in China and Japan. Foreign Language Institute at Canton has been working on the project-Communicative English for Chinese Learners, and they have developed materials for students. In 1977 the Communicative Teaching Society was founded in Japan to fulfill the aims of the communicative teaching of English. This approach is also called as the notional-functional approach. This approach is more broad-based. Communicative competence is its goal.

• **What is Communicative Competence?**

It is the ability, not only apply to the grammatical rules of a language in order to form grammatically correct sentences, but also to know when and where to use these sentences appropriately. Many syllabuses have been developed under the term communicative approach, and each syllabus claims that it can achieve the aim of the 'Communicative Approach' namely, communicative competence.

**The Communicative Syllabus** - This is learner generated and learner centered. The focus here is to make language learning easy and possible. Acquisition of language, rather than language 'learning' takes place in this autonomous language learning situation.

• **Techniques Used in the Communicative Approach:**

An information gap occurs in a situation where one person knows something which other people do not. Information gap tasks are introduced in the classroom using the following points / techniques:

a] **Mind Engaging Tasks:**

Communicative activities are based on the implicit recognition that a learner learns best when his/her mind is involved in tasks. Many problem-solving activities are a part of the communicative approach.

b] **Role play:**

In communicative approach, most communicative material includes 'role play' as a part of the activities.
c] Group Work / Pair Work:

Group work becomes a source of fossilized errors because in groups, students share each other’s mistakes. In most cases, working in well organized group increases motivation, reduces anxiety, helps individualized instructions and increases the quantity and variety of learners-initiated speech or writing. In general, students do not produce any more errors in group work than they do in teacher-directed interaction. Group work has been shown to encourage negotiation of meaning which is a rich source of language acquisition.

• The Communicative Approach and the Role of the Teacher:

As a communicative approach to language teaching is more learner centered, the role of the teacher is minimal but still very important. The teacher plays a significant role in providing the most favorable opportunities for participation in language activities. The teacher motivates learners to participate actively in the process of learning. The teacher can make language learning more interesting by introducing language games and other activities. He /She exposes the learners to a variety of situations where they can use language in different styles. In communicative approach teacher is resourceful and capable of producing his /her own materials. He uses 'trial and error' method. The teacher adopts different strategies to deal with them.

Following diagram shows communicative approaches:

![Communicative Approaches Diagram]

Figure 3.3 : Communicative approaches in language teaching - learning.
Most language teachers argue that each of the approaches and techniques has something interesting to offer. They adopt a point of view of eclecticism. All these various approaches, techniques have put the learner and the teacher in a buyer's market; they can pick and choose from a wide variety of ideas. The teachers should become fully aware of the possibilities, build up their resources, and get educated and not trained. Learning can become interesting, challenging and creative in every sense and the learner an explorer.

These approaches can be used according to their utility when teaching language by Print media and the Internet. This research does not intend to find fault with any of these approaches. The aim is to make the best use of various approaches in teaching English through Print Media and the Internet. The vision of English teaching in India for the forth coming century must take into account the priorities of the learners of English in the contemporary context and plan out the approaches to teaching English in our colleges so that it will become really learner-centered.

3.5 Use of Print Media in English Language Teaching - Learning:

Print media is certainly not new to the classroom. Many of the most traditional English teachers have used audio-visual aids for years and there have always been creative teachers who found ways to use the popular media.

a. Newspapers
b. Magazines
c. Textbooks
d. Dictionaries
e. Thesaurus
f. Encyclopedia etc.

3.5.1 Newspapers:

A newspaper covers various kinds of things. It gives news from the world of politics, sports, science and technology, commerce and industry, etc. It also gives social and cultural news. Further, it carries advertisements and various kinds of features.

News items have to be based on 'information'.
Language features of a newspaper:

- The Headline
- The Dateline
- The Lead
- The Main body

The headline is the first thing that attracts the reader and is usually printed in bold type.

  a. Use of the present tense.
  b. Use of the active voice.
  c. Omission of articles.
  d. Use of concrete and vivid words.

a] The Use of the Present Tense:

E.g. 1) 10 hurt as trains crash

   Though the trains crashed the previous day, the editor does not use the past tense. Perhaps, that would take away the excitement from the story. The reader needs to be given a sense of active presence at the spot where the trains crashed.

2) NCC cadets show the way.

   Though the event has already taken place, the tense used in this title is the simple present tense.

b] The Use of the Active Voice:

e.g. Masked Men Shoot Bank Cashier. - Is preferred to-

   Bank Cashier is shot by Masked Men.

   The urgency of the headline is increased by the use of the active voice. However, the passive voice in it’s a shortened form is also used, especially, when the ‘doer’ is not important, e.g. 41 Miners killed in Bengal.

   In English the most important information usually comes at the beginning of a sentence.
c] The Omission of Articles:

E.g. 1) Shinde wants (an) Assembly Meet on June 15.

2) In the Lap of (the) Himalayas.

Articles and other determiners frequently omitted in newspaper headlines.

d] The Use of Concrete and Vivid Words:

E.g. Thieves grab Rs. 1 Crore gems. - Is preferred to - Valuable Jewellery looted.

The Teachers teach the following items through English newspapers to the students.

a. How to develop linguistic competence?
b. How to develop arguments?
c. Vocabulary items.
d. Sentence structure.

5. Grammar- Tenses, Use of articles, prepositions etc.

Teachers teach a lot of vocabulary items.

E.g. US dreams for au pairs.

In the headline – ‘au pairs’ are new and difficult word.

The Teachers explain this word like this: It means a young foreign person, especially a woman helping in house work. Students will learn an usage also.

Newspaper is a reservoir of language items and using these items in the teaching/learning of English seems to have a lot of promise.

3.5.2 Magazines:

Magazines provide information and knowledge. Much of the communication of idea, information and attitudes is carried on through magazines. Magazines are channel of communication.

Teacher uses the following magazines for language teaching -learning system.

a. READER’S DIGEST
b. INDIA TODAY
c. **TIME**

d. **OUTLOOK**

Magazines provide stories, pictures, drawings, laughing corner, general knowledge, question and answer etc. Students read various types of magazines. Teacher explains particular grammar or language items easily and effectively. Students who have knowledge of the context of the news/information items, perform better in learning language items.

### 3.5.3 Textbooks:

Textbooks' are a key component in most language programs. It touches all the aspects of the practical usage of English. Textbooks give stress on all the four skills. It helps to revise lessons at home. Revisions make the study deep. The questions given at the end of each lesson are very useful for the students to do home exercises. They provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. Textbooks continue to play an important role in language teaching and provide a useful resource for both teachers and learners. It is a Print media. The textbook is one of the resources in creating effective lessons in the classroom.

### 3.5.4 Dictionary:

Dictionary is essential to learn English language. **The Advanced Learners Dictionary** is a good example. Teacher teaches (With the help of dictionaries) to the students. Following can be learned by using a dictionary. For example-

a. How to pronounce the word?

   E.g. tear /tɪə(r)/

b. Parts of speech e.g. a noun, a verb, etc.

c. Different meanings of the words.

d. Use of words in its different context.

e. Prefixes and suffixes.

The students can learn vocabulary items through dictionaries. Teacher explains these items with examples.
Some words have alternative spellings. Both the spellings are given in the dictionary. Here are a few such words.

1. judgement  judgment
2. realize      realise

In order to overcome difficulties in the use of English, the dictionary is the best friend. It is said that the grammar and the dictionary are the two eyes of a language.

3.5.5 Thesaurus:

A thesaurus is a reservoir of synonyms and antonyms words. It is a new Oxford reference book for language study. It is an essential companion to a conventional dictionary. A thesaurus is a powerful aid to better writing and speaking.

E. g. THE CONCISE OXFORD THESAURUS (NEW) Dictionary of Synonyms.

Teacher can give an example to the students about the 'Taj Mahal.' If he has asked students to describe the beauty of the Agra Fort on a moonlit night, some students will say—'In the moonlight the Agra Fort looked extremely beautiful'. But the teacher feels that the expression 'extremely beautiful' does not describe what students have seen. 'Marvelous', 'Wonderful' are not also proper words. So teacher will ask students to refer to the entry 'Beautiful' in a Thesaurus and the students get the following list:

Beautiful, Handsome, Pretty, Lovely, Delicate, Splendid, Majestic, Inviting, Attractive, Sensual, Killing, Sensational, Sensuous, Charming.

Though all words appear to be similar as they are used differently in different contexts. They express various shades of meanings. In the above example the students have to likely say,

'In the moonlight the Agra Fort looked Splendid'. Because the word 'Splendid' implies the grandeur, elegance and impressiveness of the Agra Fort.

A Thesaurus also gives antonyms. Thesauruses are helpful for improving one's vocabulary.
3.5.6 Encyclopedia:

Encyclopedia includes items which usually are not found in the ordinary dictionaries. It is a reference book. If students fail to understand something vital while reading something or listening to someone, the teacher needs to make use of the relevant reference material.

For example, the word 'Narcissus' will not be recorded in the usual dictionaries, but its information in a broad way would be found in the encyclopedia. The teacher uses encyclopedias to teach various items of language such as words and expressions. Teacher narrates stories to the students.

What is the meaning of 'Narcissus'?

Narcissus / nar-sisəs / ---- In Greek mythology, the son of the river god Cephissus and the nymph Leiriope; he was distinguished for his beauty. His mother was told that he would have a long life, he never looked upon his own features. His rejection, however, if the love of the nymph Echo or of his lover. Romans drew upon him the vengeance of the gods. He fell in love with his own reflection in the waters of a spring and killed himself; the flower that bears his name grew where he died.

The teacher refers and consults an encyclopedia into different contexts. Students can learn various features of the English language. It is interesting to study an encyclopedias. It increases students' competence in English language.

Language learning, whether of a first or of a second language, is a process of creative construction. It is a high time to produce effective users of English who have a reasonably good command over the language for the purpose of communication. Print Media will achieve our purpose.

3.6 Use of the Internet in English Language Teaching – Learning:

Internet is a rich source for English language teaching and learning. English language learning can help teachers to create interesting and professional interactive classes. There are important tools for English Language teaching which includes spell checks, grammar exercises and text reconstruction.

The benefits of the Internet are manifold:
- Browsing news.
- Reading news.
- Reading books.
- Getting software.
- Exchanging messages, etc.

Internet is the most powerful instructional source. According to Stacey and Rice, (2002:27), "Internet makes available information within a very short time. It is fast becoming the communication tool that is unrivaled for its power, speed and ability to reach a number of users".

In short, there is a wide variety of activities (each focusing on language study, listening, reading, speaking and writing) that can be used in the Internet classroom.

### 3.7 Conclusion:

Chapter Three contains a broad overview of the English language as a skill subject. It has given an explanation of the principles of language teaching and learning. It offers in detail the various approaches of teaching English language. It tries to give an idea about the use of Print media and the Internet in English language teaching and learning.