CHAPTER -VII
CONCLUSIONS

7.1 Preliminaries:

This chapter presents a summary and review of the main findings as they relate to the research questions, aims and objectives of this study. It also gives recommendations and concludes the study with some possible suggestions for further research.

7.2 Summary and Review of the Findings:

The main objective of this descriptive research study is to investigate the influence and use of teachers’ practices in grammar and vocabulary teaching with the help of Print media and the Internet-based activities in various colleges of Nashik district, Maharashtra. The researcher tries to find out whether it helps students to acquire the knowledge of grammar and vocabulary items i.e. writing skills or not. This study seeks to identify the actual practices followed by teachers in teaching grammar and vocabulary with the help of Print media and the internet. It also shows how teachers of English are influenced by several factors that determine their choice of different practices in the teaching of the English language.

To investigate the aims and objectives of this present study, the researcher has used three instruments for collecting the required data. They are teachers’ questionnaire, classroom observation checklist and experimental method i.e. students’ tests. 30 questionnaires are distributed to the teachers of grammar and vocabulary in the colleges of Nashik district, Maharashtra. The colleges are affiliated to Pune University, Maharashtra. All the thirty responses of the teachers’ questionnaire are collected, representing a response rate of 100%. Thirty observations of Thirty teachers of grammar and vocabulary who have responded to the teachers’ questionnaire are implemented. Two grammar tests, one is the pre-test and the other is the post-test for students of S.Y.B.A., Compulsory English have been conducted to measure the level of students in grammar and vocabulary items i.e. writing skills which they have studied. The sample for the study consisted of 200 S.Y.B.A., Compulsory English students who are selected through random sampling technique. 100 students in the experimental group are selected based on their access and learning to Print media and the Internet-based activities. On the other hand, 100 students in the control group are
put who has no access and learning to Print media and the Internet-based activities in FL classrooms.

On the basis of the results obtained from the teachers’ questionnaires, the classroom observation checklist and the students’ tests, i.e. experimental method; the hypotheses of the study have been confirmed. The aims and objectives of the study have been achieved. The following findings and conclusions have been drawn as a result of the analysis and interpretation of the data.

1. The findings of the current study present that the participants, i.e. teachers who have an M.A. SET/NET is 27%. The participants who have an M.A. M. Phil degree is 27%, while the Ph.D. holders are 17%. This indicates that 71% teachers of SYBA, Compulsory English who hold the responsibility of teaching grammar and vocabulary items with the help of Print media and the Internet are qualified teachers to teach at this level. This emphasizes that the majority of the Departments of English has the expertise professors who are aware of the theoretical knowledge; styles of teaching English in grammar and vocabulary items. Thus, they have the awareness of the various techniques or strategies in teaching grammar and vocabulary items i.e. writing skills in English language.

2. The findings of the teachers’ questionnaire also show that majority of teachers of English grammar and vocabulary i.e. 67% is experienced teachers who teach at the undergraduate classes. On the other hand, 33% teachers who teach at the undergraduate and post-graduate classes in various Departments of English in various colleges. Findings from classroom observations support this fact where it is observed that most of the teachers of grammar and vocabulary have an awareness of the various techniques and methods/approaches of teaching English language.

3. Concerning the teachers’ opinions about the use of authentic materials in English language classrooms, the findings of the present study show that the majority of responses, i.e. 97% teachers prefer to use authentic materials in their FL classes. They thought that the role of authentic materials as a necessary component of the English language teaching program and thus it plays an important role in language teaching-learning.
4. The present study reveals that the goal of using authentic materials in English language classrooms, as the teachers considered, is to help students to improve the language skills. The findings also show that 57% teachers believed that they wanted to improve the students’ knowledge and skills of language through authentic materials.

5. As indicated by the data from the teachers’ questionnaire that teachers of English state that they wanted to use Print media i.e. newspapers, magazines, dictionaries and textbooks in their teaching. 100% teachers like to use Print media as an authentic material in their FL classes.

6. It is noticed that 87% teachers liked to use the Internet-based activities in their classes. This result supports that the most of the teachers wanted to use ICTs i.e. modern technology in English teaching-learning procedure. They believed that the Internet access offer means for getting high quality teaching materials.

7. The focus of teachers’ activities with the help of Print media and the Internet in teaching FL classrooms is investigated and the findings of the teachers’ questionnaire state that 70% teachers liked to utilize the above authentic materials/sources for the purpose of writing skills. The researcher observes that the majority of teachers wanted to use it for the purpose of teaching grammar and vocabulary items in the English language.

8. 87% teachers preferred to use Print media and the Internet at advanced level i.e. senior college level. They select materials such as newspapers, magazines, textbooks and dictionaries. They also select the Internet-based activities in teaching and learning of grammar and vocabulary items in FL classrooms. Many teachers prefer to organize materials according to the level of the students with whom they intend to use the materials. This is a very practical way of organizing.

9. To investigate the materials employed by the teachers of English language, the findings of the teachers’ questionnaire reveal that the majority of the responses, i.e. 70% pointed out that they wanted to use Print media-newspapers, magazines, dictionary and textbook. On the other hand, 30% participants wanted to use the Internet as a source in English language teaching and learning. In case of TV/Video source, no one has given response.
to it. Print media and the Internet reflect changes in the language, and, in so
doing, help participants (and teachers) keep abreast of such changes.

10. As indicated by the data from the teachers’ questionnaire that teachers of
English language believed that they focused on the criteria selected on
language level, i.e. vocabulary and grammar items in their teaching of English
language. Considering the responses of the teachers, it is clear that the
majority of them, i.e. 70% stated that they wanted criteria selection of
language level (vocabulary and grammar).

11. It is noticed that all the participants, i.e. 100% thought of the role of authentic
materials which make the learners more dynamic, more realistic, and fosters
better learning. To the knowledge of the researcher, as he is a member of the
teaching staff, every college has such types of materials, i.e. Print media –
newspapers, magazines, dictionaries, textbook and the Internet.

12. The findings of the current study indicate that 97% teachers identified the
Innovation and tasks including varied approaches in English language
teaching which influence their practice with the help of Print media and the
Internet.

13. The findings of the current study show that all the participants, i.e. 100%
thought of the use of innovation and tasks which help the learners to develop
their language skills and knowledge.

14. The focus of teachers’ practices with the help of Print media in teaching
grammar and vocabulary is investigated and the findings of the teachers’
questionnaires show that all the teachers’ i.e. 100% believed in English
newspapers. They focus on the importance of newspapers’ items which give
an authentic and flexible language items. It is also found that 100%
participants thought that English newspapers’ items offer opportunities for
teaching and learning of vocabulary and grammar items i.e. writing skills.

15. The research study reflects that most of the teachers, i.e. 70% looked at
English magazines which have good value for teaching and learning of the
English language. The teachers also considered that English magazines’ items
provide an authentic and flexible language items for teaching and learning of
the English language. The findings of the present study show that the majority
of the responses, i.e. 70% to the teachers’ questionnaire bring to light that they
identified the value of English magazines which provide the grammar and vocabulary items in English.

16. The findings of the teachers’ questionnaire show that the most of the teachers of English considered a point of view regarding the grammar and usage notes which are clear in the dictionaries. 70% participants stated that the grammar and usage notes are clear in the English dictionaries. It is easy to find out multi-words items (phrasal verbs, idioms) in the dictionaries.

17. The findings of the teachers’ questionnaire demonstrate that 83% participants indicated that the teachers can select and design the activities with the help of dictionaries that are most suitable for their students and teaching context. This result supports what the most of the teachers suggested that it is possible to improve grammar and usage notes through learners’ dictionaries in English language. This is well supported by Battenburg, (1991:115) who states “skills and strategies for using dictionaries should be taught in every second and foreign language classroom, for students are not only learning about dictionaries but also about language.” The dictionary can encourage students to correct their errors. Many students agreed that this assumption is somehow optimistic.

18. The study indicates that English textbook has good value for teaching-learning of the English language. The findings also show that 97% teachers believed that English textbook has good value for teaching-learning of the English language. The researcher observes that the majority of teachers in the Departments of English in various colleges of Nashik district presented language skills and knowledge through English textbook.

19. Concerning the teachers’ opinions about English textbook, the findings of the present study show that most of the teachers, i.e. 97% to the teachers’ questionnaire bring to light that a textbook provide all types of practices/activities in FL classes. The textbook matches the aims and objectives of the language learning program. It is observed that the majority of teachers show flexibility and their styles and preferences when using the textbook in their lessons.

20. Concerning the teachers’ opinions about the access of technological advances, the findings of the present study show that most of the teachers’ responses, i.e.
80% stated that the participants had an access to the technological advances i.e. ICTs to make an impact on their teaching.

21. The findings of the present study display that 83% responses to the teachers’ questionnaire have stated that the Internet is available in their classrooms.

22. The focus of teachers’ practices in teaching grammar and vocabulary items is investigated and the findings of the teachers’ questionnaire show that 80% teachers considered that the Internet i.e. ICTs follow basic rules of grammar, spelling and literary composition in English language classrooms. It is also noticed that the majority of learners believed on the ICTs i.e. the Internet. Through the Computer Mediated Communication, the learners are not only able to develop communicative competence but also language skills.

23. In actual teaching practices, the most of the teachers liked to use the Internet in the course of their teaching. There is a distinct difference between the Internet classroom and the traditional classroom. The teaching strategies are different in the Internet classroom and the teacher’s role is changed when lessons are based on the Internet. Web-based course delivery can offer a vibrant learning environment created through different teaching strategies, activities and technologies, (Sandholtz et.al., 1997:203).

24. The findings of the present study indicate that 70% responses to the teachers’ questionnaire stated that the teachers plan effectively, with clear objectives, taking into account of different needs i.e. devoting attention to various approaches and strategies. This assures that 90% teachers focus on teaching grammar and vocabulary items which improve students’ accuracy. It is found that teaching-learning through Print media and the Internet help the teachers to share his/her ideas among his/her fellow students. The findings of the teachers’ questionnaire indicate that 96% teachers pointed out that they share their ideas among their students with the help of Print media and the Internet. Practical teaching experience of teachers of grammar and vocabulary plays a crucial role in choosing the methods and approaches of teaching.

25. It is found that the teachers didn’t assess the participants’ work completely and constructively and used assessment to inform planning and teaching. As it is also observed in the actual teaching of grammar and vocabulary classes, the time and various learning resources for the activities were minimized and not
sufficiently. It is found that the teachers did not pay much attention to the activities and practices due to limited time.

26. In actual teaching practices in grammar and vocabulary with the help of Print media and the Internet, the researcher has recorded that there are different types of activities focusing on awareness. After the students have been introduced to the practices in grammar and vocabulary, they are given opportunities to encounter it within some kind of drills, free interaction and to do a task that draws their attention on its meaning. In the classroom observations, the researcher found that all the teachers use free interaction, a guided, meaningful practice or free sentence compositions at all. It is also found that context-based activities are used by the teachers where students produce examples of structures. These examples, i.e. grammar and vocabulary items are taken from Print media and the Internet. The findings indicate that the majority of the responses confirmed that their teaching activities were statistically significant. 100% teachers confirmed that controlled drills are the activities which are used in grammar and vocabulary teaching classes.

27. It is found that the students reacted to the activities which were used in grammar and vocabulary teaching classes. Print media and the Internet-based activities are used by the teachers in grammar and vocabulary teaching classes. The findings reveal that the responses of 90% teachers confirmed that the activities are useful to the students.

28. As it is observed in the actual teaching, the time allotted for the activities is short and not sufficient. It was found that teachers occasionally corrected the students’ errors without providing feedback for most errors. It is also recorded that the further activities which teachers assigned seemed to be of limited level. In short, the time allotted for the activities is short and not sufficient.

29. The findings of the present study show that 97% responses to the teachers’ questionnaire stated that they prefer to use authentic materials in FL classes in order to improve the students skills as well as to motivate the students. The researcher concluded that the vast majority of teachers, i.e. 91% assured that Print media and the Internet-based activities play significant roles in teaching grammar and vocabulary items i.e. writing skills in FL classrooms. It supports hypotheses stated in the present study. Baird, K. (2004:2) stated that the
strategies students develop in comprehending authentic texts can help them develop writing proficiency in the target language.

30. It is found that 83% teachers stated that all the approaches, i.e. situational, communicative and structural are necessary. The teachers follow them in grammar and vocabulary items’ teaching in FL classes.

31. It is noticed that several teachers used group work as a mode in teaching grammar and vocabulary items in real classroom practices. A clear tendency against using other modes of teaching was found in most of the responses to the teachers’ practices. 83% teachers adopted group work as a mode of teaching in the Departments of English in various colleges of Nashik District, Maharashtra. In group work, the teacher plays an important role. This suggests an obvious confirmation of the teacher-student centered approach which is employed in teaching writing skills with the help of Print media and the Internet.

32. The selected news items of newspapers and magazines which offered real communicative tasks and drill where students asked to use the news items in meaningful ways. They used dictionaries and textbook in teaching-learning of grammar and vocabulary items.

The majority of the responses of the teachers, i.e. 63% indicated that English is used as the medium of instruction in teaching of grammar and vocabulary practices. Concerning the use of L1 by teachers of English, it is observed that teachers of English resorted to Marathi to introduce grammatical concepts and to clarify the complicated rules. 30% teachers’ responses stated that they use both i.e. English and Marathi as the medium of instruction. The teachers used Marathi i.e. L1 to review previous structures taught; capture students’ attention and praise them.

33. 67% teachers liked to use the prescribed textbook and additional materials prepared by the teachers.

34. To investigate the materials employed by the teachers of English, the findings of the teachers’ questionnaire show that the majority of the responses, i.e. 67% pointed out that they used Electronic Media i.e. the Internet in presenting grammar and vocabulary items. It is clear that other aids such as overhead
Projector and Video are used minimally in the Departments of English in various colleges.

35. The present study reveals that teachers of English paid attention to this issue which is about motivating the learners to participate in the class discussion. Most of the teachers utilized various authentic materials and techniques in teaching to motivate the students in FL classes.

36. The study indicated that the teacher works as a facilitator and monitors the group work in the classroom. The group work highlights the teachers’ role as a facilitator and monitors in FL classes. This reflects an obvious confirmation of the teacher-student centered approach which is used in teaching.

37. It is noted that the amount of teachers’ talk and students’ talk is appropriate. 77% teachers appreciated that the amount of teachers’ talk and students’ talk is appropriate. The teacher presented the materials through Print media and the Internet. The classroom becomes communicative rather than the traditional classroom.

38. Newspapers and magazines have a practical orientation and are expected to have an immediate application in the students’ lives. Both have functional aspects. In the world of globalization, where ICTs is a key to all walks of life. It is an ideal mechanism for encouraging students for learning. It is observed that the teacher used grammar and vocabulary exercises in “real-life” situations. 97% teachers stated that they agreed to teach grammar and vocabulary items of FL to enable students to use the language i.e. writing skills accurately.

39. It is observed that teaching through Print media i.e. newspapers, magazines, dictionary and textbook and the Internet-based activities enhanced the teachers’ performance. The researcher found that most of the teachers have an awareness of the dynamics of teaching reflected in such abilities as the ability to organize the class, plan the lesson, use a variety of practices/activities and conduct classroom routines.

40. Incorporating authentic materials, i.e. Print media help students acquire an effective communicative competence in the second language. The use of authentic materials can increase language skills by introducing students to new vocabulary and expressions. Print media motivates the teacher to make his
teaching innovations. It is noted that most of the teachers, i.e. 97% taught through Print media and the Internet which help them to share their ideas and strategies among their fellow students. The teachers’ practices are concerned with the teachers’ practical knowledge. It is reflected on what teachers know, believe, and think.

41. The study found that ICTs help learners in various ways:

- It helps them to communicate with peer groups.
- It supports the knowledge building among peer groups.
- Many learners express language study through ICT i.e. the Internet. The Internet leads to develop their concepts on a subject/topic. The Internet provides different learning activities to them. The students are able to define their learning needs. 83% teachers’ responses indicated that the use of Internet-based activities enhanced students’ language skills.

42. Grammar and vocabulary items in English taught through Print media that is - newspapers, magazines, dictionaries and textbooks. 80% teachers’ teaching strategies were changed because of Print media and its application in FL classes. The teacher’s role is changed when lessons are based on the Print media. It is essential to master at least few of the new techniques of teaching along with modern technology in the classroom. Every teacher should have some Online assignments to the learners because that is also very much required to encourage learners to use such modern technology elements in their day-to-day life. It is observed that 83% teachers are concerned with the Internet-based activities in teaching grammar and vocabulary items. The Internet brought about change in teacher’s perception of use of materials in the teaching-learning process.

43. The review of the data gained through the analysis of the teachers’ questionnaire shows that English teachers are consciously aware of the different techniques and strategies involved in grammar and vocabulary teaching. They have sufficient qualifications and up-to-date authentic materials. This is further supported by evidences obtained from the classroom observations. The teacher developed strategies to design accommodation of
instructions and materials, i.e. Print media and the Internet centered around the individual student.

The researcher observed that most of the teachers of English Departments are able to deal with the students’ difficulties and classroom management skills. The majority of the respondents felt that Print media and the Internet were easy to use, motivated them to learn, use different types of teaching-learning activities which supported teaching-learning of vocabulary and grammar i.e. writing skills in FL classes.

A majority of them agreed that authentic materials, i.e. media are easily accessible to them. They revealed their interest in utilizing materials in FL classrooms. The language used by the respondents is comprehensible for the majority of them. They conducted using friendly presentations, explained grammar and vocabulary items with adequate illustrations and examples, organized content logically. They used multiple methods and approaches in teaching English. Students from different learning centers interacted effectively with each other and clarified their doubt, and questions.

The findings of the present study show that the features of the teachers’ personal pedagogical knowledge impact on the settings of teaching. It is noted that teachers paid attention to the organization of classes. These results suggest that teachers have positive attitudes toward using authentic materials, i.e. Print media and the Internet in FL classes. They believed that such materials improve students’ skills and expose them to the real language.

The above findings confirm the hypothesis which specify that English language teachers use the Print media i.e. newspapers, magazines, textbooks, dictionaries and modern technology especially the Internet in FL classrooms. It is also hypothesized that teachers’ practices with the help of Print media and the Internet, influence English grammar and vocabulary teaching. Teachers are influenced by the media and various pedagogical factors that guide them in determining their practices for teaching grammar and vocabulary items of the English language.

Thus, teachers’ practices with the help of Print media and the Internet play a crucial role to convey the skills and knowledge of grammar and vocabulary items i.e. writing skills in English language.
44. The results of grammar and vocabulary tests of learners indicate that learners become strong in grammar and vocabulary items. The findings about Print media and the Internet show that students in the experimental group have higher achievements than their counterparts, i.e. the control group as reflected by the means of the achievement score. The mean of the control group is 24.28 while the mean of the experimental group is 26.09.

This confirms the hypothesis of the current study. The findings of the study, therefore, suggest that teaching and learning English grammar and vocabulary items through Print media such as newspapers, magazines, dictionary, textbook and the Internet-based activities are effective means of improving students’ performance in writing skills. **Davies and Pearse**, (2000:181) indicate that “learners tests are one way to evaluate teaching. Good results should reflect good teaching.’

It is hoped that the results of the present study encourage teachers in FL classes to do their best to develop their practices with the help of media education, i.e. modern technology and create and use new and helpful approaches in teaching writing skills in the future.

7.3 **Recommendations of the Study:**

1) The findings of this study have revealed that many of the teachers who are interested and responsible to teach grammar and vocabulary courses, i.e. writing skills with the help of Print media and the Internet in various Colleges of Nashik District have not the required qualifications to plan such courses. Therefore, this study recommends that teachers who have only an M.A. Degree need to have specific training in teaching English language.

2) The researcher advises teachers of grammar and vocabulary courses to pay attention to correct students' errors of grammar and vocabulary items; as learners will get benefits and be conscious of their mistakes.

3) The present study gives emphasis on writing skills of English only. The researcher recommends that the importance of the Electronic and Print media in teaching language skills such as accuracy skills cannot be overemphasized. Electronic media such as Radio, Television, Tape-recorders, Film etc. are useful in the teaching of oracy skills.
4) The researcher, highly recommends that special room with the necessary kit of media materials should be maintained, with coordinator, in charge of the section, or par with coordinator working in the extension service department in teacher’s training colleges.

5) The researcher advises that if a teacher is keen to work his plan, to use audio-visual aids in teaching; his time-table should be adjusted to his requirements as far as possible.

6) To make teachers’ practices more effective and interesting, changes should be implemented at the level of teacher training. In service training and refresher courses, orientation programme for media education should be provided very after three years as orientation in the field and to facilitate the teacher with new techniques and current developments in media education.

7) The Government and non-Government agencies should encourage researchers on the media education by giving them financial help and create beneficiaries for the researchers.

8) The present study deals with teachers at the college level. The same study may be conducted with English teachers at schools and the Jr. College level rather than Senior College, whether Intermediate or Secondary and Higher Secondary Schools.

9) The study has found that there is ample scope for furthering the usage of the Internet among students. The Internet should be made easily available in terms of place, time and cost. All educational institutions should provide internet facilities within their campus for easy access of the students.

10) The researcher advises teachers of English to give more focus on research work to find out how to teach dictionary skills or usage, including studies on teaching methodology and material design.

11) It is highly recommended that Colleges should spend an extra amount of money on the purchase of projectors, Internet, filmstrips, slides, newspapers,
magazines and reference books, and they should realize the utility of media and ICTs.

12) The researcher advises teachers of English to pay attention to the teacher’s Diary. The teacher’s Diary is a mirror of the work of a teacher is doing in the class. It serves as a great guide to him as it is a record of his doing work, his plan of work with the students, what he has already done and what he intends to do in a particular period.

13) The Departments of English in a variety of parts like urban, semi-urban and rural areas should provide well equipped libraries and support teachers to get access to various authentic materials and references to increase their awareness of various techniques and trends in teaching grammar and vocabulary items i.e. writing skills in FL classes.

14) The researcher advises teachers of English to avoid the use of mother-tongue (LI) in FL classes. It is recommended that teachers of grammar and vocabulary should offer a larger exposure to learners in the second language (L2).

15) It is recommended that the teachers should also use different types of mode of teaching such as pair work, lecture, seminar and group discussion etc.

16) All major English newspapers, magazines, dictionaries and references like a thesaurus, encyclopedias get placed in the library and should be made easily available to the students.

17) Quiz competition based on vocabulary items from English newspapers and magazines should be conducted. It should be one of the activities of the Literary Association of every college.

18) It is recommended that teachers of English should follow the deductive approach as well as the inductive approach while teaching grammar items in FL classes.

19) Syllabus designing is a process. Syllabus based on informal way of teaching-learning English should be designed. Print media - newspapers, magazines,
dictionaries, thesaurus, encyclopedias and ICTs should be given proper place and importance in such syllabus.

Print media is visual, colorful and attractive. It is interactive so the students are attracted towards it. Print media has the power to make learning language an enjoyable experience. Using Print media - newspapers, magazines, dictionaries, textbook and the Internet in the field of teaching-learning foreign language is interesting and worthy of use. There is no doubt that the teaching of language, i.e. writing skills benefited either directly or indirectly by the use of Print media and ICTs.

ICTs are the ‘buzz word’ today in the field of education. Programmed instructions and ICTs can be audio-visual aids in the FL Classes and the earlier they do, it will ensure that they don’t miss the bus when the rest of the world is travelling towards virtual reality. The need for media education in language teaching-learning has been released all over the world. The concept of media education as an area of study is emerging and fairly innovative to educationists and mass communication researchers in India.

The effects put by the researcher in the compliance with this research, may help the administrators, supervisors, teachers, officers and syllabus designers in education. The suggestions made by the researcher are carried out, if they are constructive and our practical acumen. They are beneficial to the colleges. The researcher does not believe in theoretical argumentation; but he himself tried certain units of grammar and vocabulary items i.e. writing skills in English language. The results are remarkably better as they can be seen from the above conclusions and findings that the units taught with the help of Print media and the Internet-based activities. The difference in students’ tests, achievement scores clearly indicated the effectiveness of Print media and the Internet in day-to-day teaching. Even from the point of view of academic achievements, Print media and the Internet do command and immediate action.. Therefore, the Departments of English in a variety of parts like urban, semi-urban and rural area colleges in the Nashik District helped the teachers of grammar and vocabulary to use these practices.
The researcher hopes that he has succeeded in dealing here with aspects of grammar and vocabulary i.e. writing skills in FL teaching through Print media and the Internet-based activities. These recommendations and their implementation help to the teachers as well as students to facilitate English language teaching-learning. The researcher would like to conclude this present research with the suggestion made by **Good and Brophy** (1986 : 524). They comment, “the…. Perfect teacher does not exist. All of us can refine skills, discard ineffective tactics and develop new ones…. None of us will ever be a perfect teacher…. But all of us can become better teachers than we presently are.”

**7.4 Suggestions for Further Research:**

The present study has the potential of opening the new avenues for further research in media education. It might add a new dimension to the field of social-linguistics as well. It is hoped that further studies as the present one will help to expand our knowledge of grammar and vocabulary i.e. writing skills in the teaching of a foreign language. Action research or experimental research can be made to investigate the influence of Print and non-print media as tools for students' performance at the tertiary level. Furthermore, students preference, attitudes and motivations towards electronic media of learning English in general and teaching oral skills in particular are areas for further research.

This study explores the attitudes of teachers toward using authentic materials, i.e. Print media and the Internet in the FL classrooms in various colleges of Nashik District, Maharashtra. Most of the teachers believe that the language level (Vocabulary and Grammar) of the tools and the students’ needs and interests are the guiding criteria for selecting appropriate texts. This study deals with English language teaching-learning at the college level. The same study may be conducted with English teachers at schools rather than college. The present study focused on the development of writing skills of the students in English language. Hence, further research should elicit oral skills of English language i.e. L2. Finally, additional aspects of authenticity should be explored such as teachers’ opinions about how authentic materials can develop productive skills or how to plan instruction that incorporates such materials effectively.
The present research is an attempt of developing vocabulary and teaching grammar items of the students with the help Print media and the Internet-based activities. It is a novel idea. It tends to be functional. The researcher has tried his best to achieve the aims and objectives set for the research and hope to have succeeded in his efforts.