ABSTRACT

The students of rural and semi-rural areas of India face problems because English is not their mother tongue i.e. first language. One of the serious shortcomings of the ELT situation in India, particularly at the 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 the objectives of teaching English are. Teachers of English have to use and evolve alternative materials, methods and approaches that will be in tune with the objectives. Teachers try to remove the defects in the procedure of teaching ELT.

Print Media i.e. newspapers, magazines, textbooks and dictionaries are a significant means of communication and also a reservoir of items which provides samples of all kinds of English, ranging from regional dialects to standard varieties. Grammar and vocabulary items of English can be taught through Print media.

The Role of Print media: English newspapers are looked upon as an important channel of communication. It gives abundance of vocabulary and grammar items from different topics. This coverage of topics can make the learners' vocabulary and grammar prosperous. Magazines also cover various kinds of topics. Magazines enhance students' vocabulary and grammar items. Newspapers and magazines have a practical orientation and are expected to have an immediate application in the students' lives. Both have functional aspects. Textbooks occupy an important place as a Print media in education. It is a source of information. It includes all types of illustration, questions, vocabulary and grammar items, description and narratives, etc. Dictionary is one of the important parts of Print media. It is a reference book. It gives different types of information of a word. Thus, Print media plays a vital role in teaching and learning of English language in FL classes.

The Role of the Internet is as follows: In the world of globalization, Information and Communication Technology is a key to all walks of life. Information Technology is computing of knowledge, data, interpretation, information, analysis, knowledge in a faster way. The Internet is one of the most powerful and useful instructional tools. The Internet provides different teaching-learning activities. Teachers can use it to
gather information for their classes. They need to explore ways to find materials on the Internet and experiment with using them to improve their teaching.

The present research aims to show how Print media and the Internet-based activities provide some possible variety of contexts for the effective teaching and learning process of English language. The study aims at investigating the teachers' attitudes toward using authentic materials in the FL classrooms. The current study tries to investigate and contribute to a better understanding of how teachers’ actual practices followed by FL teachers in teaching grammar and vocabulary items in various colleges of Nashik district. The study also offers some insights to the teachers to experiment with media and evaluate new methods, materials and teaching-learning ideas. The present study focuses development of teachers’ autonomy and self-confidence in their own abilities to improve the effectiveness of their work i.e. teaching. It is also hoped that this research helps to improve the teachers’ current teaching practices with the help of Print media and the Internet-based activities. It offers a clear vision of the teachers’ actual practices whether they help students to acquire knowledge of writing skills or not. It aims at investigating the influence of teachers’ practices with the help of Print media and the Internet on English grammar and vocabulary items teaching at the Second Year level, i.e. SYBA, Compulsory English in a variety of parts in the colleges of Nashik District, Maharashtra.

It is hypothesized that teachers’ practices or activities are influenced by various factors such as their opinions about authentic materials, their personal knowledge, their experience about their students, etc. English language teachers use Print media i.e. newspapers, magazines, textbooks, dictionaries and modern technology such as the Internet in FL classrooms. As a result of this influence, teachers’ actual practices with the help of Print media and the Internet are varied and they have an impact on English grammar and vocabulary items i.e. writing skills teaching whether they help students to acquire knowledge of grammar and vocabulary or not. It is hypothesized that teachers have positive attitudes toward using authentic materials for improving students’ language skills, i.e. writing and expose them to the real language. It is also hypothesized that there is no significant difference between students who use and learn through Print media and the Internet-based activities and those who do not in their performance in writing skills.
The qualitative data has been obtained by using the classroom observation checklist and the quantitative data has been collected by using the teachers’ questionnaire and the experimental i.e. the students’ tests for collection of data. It is administered to take into consideration the courses or activities of grammar and vocabulary items i.e. writing skills in English language. The researcher has taken three methods to collect the required data to achieve the aims and objectives of the present research and answer the related questions.

Thirty teachers of English, (22 males and 8 females) participated to answer the items of the teachers’ questionnaire distributed to them in the Departments of English in nine colleges of Nashik district, Maharashtra. These colleges are affiliated to Pune University. They are situated in a variety of parts like urban, semi-urban and rural areas in the Nashik district, Maharashtra. The items of the teachers’ questionnaire contain short answers and simple phrasing to make them comprehensible. The students’ questionnaire is divided into five sections. Section one is designed to get background information about the participants. Section Two is designed to obtain information regarding the teachers’ opinions about authentic materials, i.e. newspapers, magazines, textbooks, dictionaries and the Internet-based activities. Section Three is designed to attain teachers’ opinions about Print media and its application in teaching of English grammar and vocabulary items. Section Four is designed to get teachers’ opinions about the Internet-based activities and its application in FL classes. Section Fifth is designed to acquire the teachers’ views about the teachers’ real practices about grammar and vocabulary items teaching.

The second instrument used to collect the basis data is the classroom observation checklist. 30 teachers of English language were engaged in responding to the teachers’ questionnaire. The researcher was engaged to observe their lessons. The researcher wanted to check what was actually happening in teaching grammar and vocabulary course classes. The classroom observation checklist includes four sections. Section one is designed to get background information. Section Two is designed to record the teachers’ practices in grammar and vocabulary teaching with the help of Print media and the Internet. Section Three is about the teaching style and Section four is made to observe the activities which are used by teachers in grammar.
and vocabulary teaching. It is prepared to support the teachers’ questionnaire to achieve valid information.

The Third instrument used to collect the required data for the present research is the students’ tests i.e. experimental method. The experimental method is the third technique of data collection in this study. This study contains a test for the second year students of the B.A. Faculty i.e. SYBA, Compulsory English. The test is divided into several items. Each item investigates a separate focus on the courses of grammar and vocabulary in English language which are taught with the help of Print media and the Internet at this level. The test consists of two grammar and vocabulary tests. One test is for the experimental group and the other is for the students of the controlled group and the experimental group. They are called pre-test and post-test. The participants of the study were of the second year, i.e. SYBA, Compulsory English students. The samples of the study consisted of 200 students (154 males and 46 females) of the academic year 2012-2013. They are selected from various Departments of English in the nine colleges of Nashik district, Maharashtra. The colleges are situated in a variety of parts like urban, semi-urban and rural areas. They are selected randomly to participate in the tests. Allowed time is also estimated so that the participants can get sufficient time to give the answers of the tests.

The rationale behind implementing such tests on the grammar and vocabulary courses is investigated to what extent the students understand the different parts of grammar and vocabulary items i.e. writing skills after being exposed to various teachers’ actual practices with the help of Print media and the Internet.

To check the reliability and validity of the above mentioned instruments, it is passed through various steps of modifications for evaluation at the constructive stage before their distribution to the participants. The data collected by the teachers’ questionnaire, observation checklist and the students’ test, i.e. experimental method is processed statistically and analyzed by using SPSS program. Descriptive statistics are used such as means, standard deviations, percentages and frequencies.
**Chapterization:**

**Chapter One** presents a broad overview of the study. It tries to give an explanation of the place and position of the English language in India. It gives in detail the characteristics of English language in the present day curriculum of India. It also shows in detail the present condition of teaching-learning situation in Maharashtra. It offers the causes of low standard of English in India. This chapter gives the aims and objectives of teaching English language at the college level. It presents an overview of the literature of the study. It is divided into two main parts. The first part concentrates on the views and opinions regarding the use of Print media i.e. newspapers, magazines, textbooks and dictionaries in the teaching-learning process. The second part throws light on the use of modern technology, i.e. the Internet in teaching and learning of the English language. This chapter gives the reasons for taking Print media and the Internet as tools of English language teaching-learning. This chapter also explains the methodology adopted and summarizes the methods and framework employed to conduct the study. It presents the hypotheses and questions which the researcher will investigate and evaluate. It also offers the objectives, the limitations, the rational and the significance of the research.

**Chapter Two** aims to give the methodology adopted and summarizes the methods employed to conduct the present study. It also contains the research design, the target group, the population, the target subjects and the evidences of reliability and validity of the data collection methods and techniques. The researcher has used three methods to collect the required data to achieve the aims and objectives of the present research, and answer the related questions. The teachers’ questionnaire, the classroom observation and the students’ tests, i.e. experimental method are used by the researcher.

**Chapter Three** aims at giving a broad overview of the approaches to English language teaching and learning. It gives a clear idea about the principles of language teaching. It offers in detail an explanation of the approaches to the teaching of language. It gives clear idea about the use and importance of Print media in teaching-learning of writing skills, i.e. grammar and vocabulary items in the FL classroom. It also includes the use of modern technology, i.e. the Internet-based activities in an
English language classroom. This chapter deals with some specific factors with the help of Print media and the Internet that influence teachers of grammar and vocabulary items in choosing their ways to teach.

**Chapter Four** deals with Print media as a tool for teaching and learning of the English language. It states the background of instructional i.e. teaching-learning aids. It offers the aims and objectives of media education and important values of the proper use of Print media in the classroom work. It also shows a clear idea about newspapers which play the significant role of educational tool in teaching and learning process. The researcher has taken news items from the *Times of India*, *Indian Express* and *The Day view*. This chapter also presents the use of English magazines and its application in the teaching –learning process. For the purpose of this research the researcher has used a few magazines such as *INDIA TODAY*, *OUTLOOK* and *TIME*. It also shows how the textbook can be the source of information and support to many English teachers. The researcher liked to think of textbooks as a tool of Print media. ‘Reflections-II’ has been selected specifically to develop writing skills of the students in the FL classroom. This chapter concentrates on the use of dictionaries and its application in English language teaching and learning process. A lot of activities are designed by the teachers to foster good dictionary skills and create good language learning habits. In brief, newspapers, magazines, textbooks and dictionaries are very useful and effective tools to teach grammar and vocabulary items i.e. writing skills of the English language.

**Chapter Five** presents an overview of the Internet technologies in an English language classroom. It deals with the use of ICT in teaching-learning procedure. This chapter explains the psychological perspectives of ICT. It also provides a comparison of the old and new pedagogies of ICT. It also includes the idea of the Internet lessons and practical classroom ideas. It focuses on the role of an English teacher in the Internet-based classroom activities.

**Chapter Six** shows a clear picture of the data analysis and interpretation of the results of the teachers’questionnaire, observation checklist method and students’ tests i.e. experimental method. It offers in detail the results attained by the students in
grammar and vocabulary tests i.e. writing skills. In brief, the present research includes the ways used to analyze the data obtained by various statistical methods.

**Chapter Seven** deals with the outcomes of this research and insights into the field of English grammar and vocabulary items i.e. writing skills. It deals with teaching in various Departments of English in the nine colleges of Nashik district, Maharashtra. It also presents some important recommendations that will improve, develop and motivate teachers’ practices with the help of Print media and the Internet in teaching grammar and vocabulary items i.e. writing skills. The present study has the potential of opening the new avenues and offers pedagogical implications and suggestions for further research.