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 exploration of human endeavour, 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 uptodate 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 general scholarship of the author.

The place of media for the purpose of this study focuses on print media and the internet. Print media and the internet are the most common media found in almost every part of educational institute. Newspaper, magazines, dictionaries, text books are tools of print media. This is more common than electronic media like radio and television. The availability of these media houses provided avenue for the increased flow of information.

The print media constitute a powerful and pervading force in our lives. We are exposed daily to a bombardment of media messages. Mass media expose people to a flood of information almost narcotic sing reader, listener or viewer. Mass media are common denominators. They serve the interest of the larger groups. According to Hancock : “This view of mass media as the common denominator of their audiences leads us to the most consistent criticism which is leveled against them; that they spoil public taste and attack art and culture, by becoming lowest common denominators “ (P.72). (2) For example, 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 for 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 better comprehension of the affairs and issues. The need for media education has been realized all over the world. The concept of media education as an area of study is emerging one and fairly new to educationists and mass communication researchers in India. 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) (3)

Mass media in India (1994) 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 development while Hindi newspapers denote only 14.1 percent (P. 47). (4)

The fact that newspapers are topical is both an advantage and a disadvantage. They are the freshest of all foods in the language classroom and at the same time those with the shortest shelf-life (Hossain, 2008: 44). (5)

Nunan D. (1981:15) explains, the degree of difficulty of a text 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 information is presented in chronological order. All this applies equally to newspaper materials. (6)

Bhattachareja A. (1997:12) says that newspapers provide back grounding and inform comment to be read at leisure. Newspapers do not just observe and report but ask, pursue, teach, investigate, doubt and demand. (7)

According to Bukhari A. Z. (2006: 131) the press is an informal but very influential agency of education. The press includes newspapers and magazines. They provide a variety of information. They cover almost all areas of knowledge. They keep us well informed. They are useful in the teaching of various subjects. The newspapers are very useful for the study of languages. Students learn many new words and many new expressions. They learn how to express themselves and
how to follow the expression of others. Likewise a lot of information on various subjects is available from newspapers which can be used in daily teaching. (8)

Sanderson Paul (1991: 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. Clear procedure sample materials and practical guidelines combine to give teachers of general English and English for specific purposes maximum support for using newspapers in the classroom. (9)

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, form dialogue building to essay writing. In this, cartoons are a good resource. (10)

Heaton, J. B. (1990: 107) states that, in everyday life, students may sometimes be required to describe people, objects, places, and even processes. There will also be times when they will 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 using written language. (11)

Golani T. P. (1993: 127) advocates that the cartoon is a terse and unique way of expressions. The newspapers and magazines have popularized the 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 cartoon is generally accepted by the educationists, who said, that within the past decade an impressive number of teachers, throughout the country, has acceptance of cartoon as a valid teaching device. (12)

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 have contributed to raising new ideas, refining them and raising the level of both academic and activist debate. Magazines as print media cannot compete with radio and television as far as fastness of the news in concerned, but they serve independently as a supplement to these media by offering details of the news with through reporting and coverage.
Defleur and Dennis (1991) pointed out the functions performed by the magazines: “The magazines as a contemporary medium continue 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” (136).

Zhang and Watkins (2007: 2) noted that attention given to foreign language competence in China was growing and had reached an “all-time high” after China entered the World Trade Organization in 2011 and put in a bid for the Olympics in 2008. More college graduates with English proficiency were in demand for the international economy. But English proficiency among college graduates was poor because there was an insufficient connection between University and high school and middle school English instruction.

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 interacting balance with Chinese beliefs about teaching and learning.”

Sampredo and Hillyard (2004: 3), who advocate expanding, English language learning to include global issues because of their relevance to students’ lives and experiences as global consumers. 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. Extensive reading helps students to become more confident readers, and their spoken language abilities also improve.”

The Ministry of Education (2001: 11) states that many complex factors have affected sales of English-teaching magazines as each editor interprets how to ‘to cultivate students’ practical ability and develop their comprehensive language ability.”
A textbook guides the students in learning in the school and college. A student uses 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 a student to learn through his own efforts. A textbook provides an opportunity to 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.

A textbook plays a crucial role in generating educational interaction in the classroom between the teacher and the learner and also between the learner and other co-learners as a result of which learning occurs in a group. Recent research has made it quite clear that the textbook is one of the most important and vital elements conducive to effective and efficient teaching-learning process. Text-books remain essential tools for preserving and diffusing the world’s storehouse of knowledge and wisdom. Lee (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. (19)

Richards (2001: 6) found that text-books continue to play an important role in language teaching and provide a useful resource for both teachers and learners. Textbooks should be regarded as one of the many resources teachers can draw upon in creating effective lessons, but teachers need training and experience in adapting and modifying textbooks as well as in using authentic materials and in creating their own teaching materials. (20)

Yang and Cheung (2010: 3) state that teachers should bear in mind the following rules of thumb when they prepare for a communicative or co-operative activity:

- Teachers should feel free to adapt textbook activities.
- The activity must be authentic.
- The activity must be purposeful and meaningful. (21)

Teachers have to follow textbook tasks with minimal extra preparation for themselves or their students. 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. Such a language textbook often offers security by serving as a day-to-
day guide on how to cover the year’s syllabus; it provides for continuity by showing how much
has been taught and what should receive attention next. (22)

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. According to Cindy Leaney (2007: 2), 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. Dictionary activities helps our students get to know about the features of a dictionary, collocations, idioms and word building. (23)

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, autonyms and phonetic spelling. All are essential to the expansion of a student’s vocabulary. (24)

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). (25)

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. In this case, teachers play an important role in bridging the gap between the lexicographers and unskilled learners of English. (26)

However, research has shown that mastery of both spoken and written forms is essential for proper language use. The spoken and written forms are undoubtedly so closely related that improper manipulation of one, adversely affects the other. Furthermore, we must remember that in the process of language learning one learns to write.
According to Gimson, A.C. (2008: 1) the written form is an attempt to reflect the spoken form.

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.

Media educator, Behra Sunil Kanta (1994:21:3) 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 exposure to the new technology.

The issue of when to introduce authentic materials has been surrounded by controversy in the field of language teaching. On the one hand, researches such as Kilickaya and Kim (2004:3) claim that authentic materials can be used with intermediate and advanced students only.

New explorations in the field of educational technology (Mukhopadhyay, 1991: 211) has 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.

According to Tyner Kathleen (1998: 199), as students practice questioning media and other information, they begin to question information every time; it appears in the environment, without prompting from the teacher. She writes, “It is the hope of critical pedagogists that this habit (…..) Will create critically autonomous citizens, who question information and authority as a matter of course.”

Sholle and Denski (1994: 90), echoing the sentiments of John Dewey, emphasize that students’ creative expression, using video, photography, computers or print are most relevant when they provide “the opportunity for people to involve themselves in the deepest problems of society, to acquire knowledge, skills and ethical responsibility necessary for reasoned participation in democratically organized publics.”
According to Butts David (2002: 3), the context for the research was the requirement of the post-1995 National Curriculum for England and Wales that, within the study of English, “Students should be introduced to a wide range of media….. They should be given opportunities to analyze and evaluate such material….and to consider how attitudes, values and meanings are communicated.” (34)

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 inside 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. Communication is a holistic process that often calls upon the use of several language skills. (35)

As part of the study on internet usage patterns among the students, the researcher carried out an extensive review of literature to identify the various issues and perspectives with regard to the area of focus. The outcomes of the same are discussed as follows.

In an age of electronic revolution learning can be through various sources. Recently, computers and internet have started influencing learning. All these media are very powerful to reach, teach and enrich. According to Singal and Rogers (2001: 202), the communication media like telecommunication, radio, television, cable, satellites and internet are driving this social shift towards an information society. It is more interactive and can send information and receive feedback. (36)

According to Sanjay, B.P. (2002: 202), 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. He also reiterates that all societies have been information societies and what has significantly changed is the manner in which the information is collected, stored, processed and disseminated. Advances in telecommunication technologies have significantly helped in the creation of the so called ‘global village’. (37)

Saiprasad,A. (2001: 203) states that students are seeking information on education, career guidance, career advancement and a host of other areas. Web-based course delivery offers
complex learning and teaching environment. A vibrant learning community can be created using different teaching strategies, activities, and technologies. (38)

Emmanouikides, C. and Hammond, K (2000:17) studied the internet usage over the period of 1995-1997 using survey method. Their study examined usage, frequency, locations, applications and demographics and focused on continuity of use. They found that users were still early adopters or pioneers and that internet use at home or work provided more continuity than those who used public accesses. Internet usage is linear in that the longer someone has been a user, the more likely he/she is to be a heavier user.(39)

With the help of technology one can teach and learn efficiently and perhaps more effectively. To cite few references here, let’s have a look what goes on: ‘After all our relationship with language is very much like what students experience when learning with technology –working in spaces unbounded by rules and amenable to adaptation and creativity….. The teachers who adapt technology for English language teaching as a second language are really benefited. The students I have seen using it really enjoy it and are learning 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). (40)

Careca Samuca (2007: 101) found that 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. Numerous authors have advocated that preservice teachers must appreciate the potential of technology as a cognitive instructional tool and must enter the teaching field ready to use technology to enhance students’ learning. (41)

According to Krajka Jaroslaw (2007: 3) internet based lessons, as opposed to coursebook 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 and they use the internet as a great treasure trove of authentic, interesting and current materials to choose form. (42)
English teachers recognize the potential of the Internet for long-distance communication. It enables English learners to communicate with others. 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). (43)

American society of Training and Development (ASTD, 2001) reported a research work on learners’ perception on ICTs, where they have taken randomly 700 e-learners. The study found a) 87 percent preferred to take digital courses during work hours; b) 52 percent preferred e-learning in a workplace office area; and c) 38 percent said they generally preferred e-learning than classroom training. (44)

Print media and the internet serve some important functions. They are helpful in reaching large number of people. They are helpful in the spread of compulsory education. They are useful in making instruction more effective and meaningful. They help in improving the quality of education.

In summary, the place of media is very important in the teaching and learning of writing skills because it affords the learners the opportunity to do three things at the same time that is, listening, seeing and doing.