Using e Resources in Teaching of English and Ranganathan's Five Laws of Library Science

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Abstract: This is the age of ICT revolution. The last years of twentieth century witnessed many developments in the field of Information and communication technologies. This in turn has revolutionized every field of human action. The field of education is no exception. Even if communication scientists' prediction of the dawning a paper less society has not yet taken place a number of changes began to appear in the field of teaching, learning, research, academic publishing etc. Humaniities scholars were also forced to adapt these facilties to enhance tier scholarship. Gone are the days when an English teacher gets ready for his classes by carrying a hand full of old worn out books and a number of other sources beneath his hat and students were forced to listen silently to his monotonous monologue for hours. Now the scenario has changed. The teacher carries his laptop while goi9ng to class. Delivers his lectures with the help of Power Point Presentations, movie clippings, audio CDs and other web sources. This changed scenario in English class rooms has affected libraries too. This is not at all surprising because library is the laboratory of the humanities scholar. Ranganathan's Five Laws of Library Science which were formulated during the pre digital era changed themselves into five laws of digitized sources now are also fulfilled because of the adaptation of e resources in our class rooms.

Keywords: e learning, online sources, audio visual aids, Five Laws of Library Science

"Electronic sources can make classes more efficient, lectures more compelling, in formative and varied, reading assignments more extensive, interesting and accessible, discussions more free ranging and challenging and students' papers more orginal and well researched."(Brinkley,22). Twentieth century has witnessed immense changes in the scientific and technological fields.   "Technology opens up worlds.Modern technology requires a technological way of relating to the world." (Hautakangas and Killakoski,122) These changes are most evident in the field of communication and Information Technologies. It seems hard to believe that mobile phones, internet, world wide web web sites, e mails, social media etc. were unheard before the nineteen eighties. Now they are very much part of our day to day life. Internet is a wizard which makes anything possible, gives any information in our finger tips. Its influence has been great in every field of human life. Teaching-learning process is no exception. Old class rooms with dusty black boards and chalk pieces and a never silent teacher have been replaced by smart class rooms with smart boards, LCD projectors, Power Point Presentations, movie clips, animations etc. The role of he teacher has also changed from information provider to academic coordinator. The student is no longer a passive listener but an active participant in the teaching

learning process. This facilitates not only active learning but also helps in fulfilling five laws of Library Science.

Fifty years back English teaching was done with the help of old worn out texts, from which the teacher reads out and explains, the listener listens patiently to the teacher and practices with the help of note books. For teaching grammar, vocabulary, pronunciation, poetry and drama this method was employed. Class rooms were teacher centered and not learner oriented. This was not the method to be followed to teach English which was a second language for the Indian students. Teaching and learning were measured by exams and tests which measured only the memory of the students and nothing else. The students also depended on cheap guides to write their exams.

The use of computers in class rooms have revolutionized the English teaching learning scenario. Especially in the higher levels, many new sources of information are used by the teachers and students. The presentation soft wares have helped immensely to enliven the old monotonous lectures. The use of power point presentations have helped the students to escape the boredom of the teacher's monologues. Such presentations have many advantages over the traditional lectures. In addition to the verbal texts pictures, music, animations, videos etc. can be incorporated in the PPT slides. For example while teaching English pronunciation nursery rhymes, songs and dialogues can be added to the slides. While teaching Shakespeare, movie clippings can be added. After the presentation a teacher can initiate discussions. The teacher can make his PPT slides ore attractive by making it colourful and also by giving pictures which are related to the topic. Now a days English teachers do not go to their classes by carrying a bundle of worn out texts. All the texts he want for a session will be stored as a file in his laptop.

For teaching English vocabulary many new sources are available online. Oxford University Press, the pioneers in making English dictionaries now brings forth e versions of their dictionaries online. Instead of flipping through pages in order to find the meaning of a word the students will enjoy online ready search by entering the word. In addition to the meaning this dictionary will give synonyms antonyms other forms of the word and last but not the least its recorded pronunciation. So these dictionaries help the user to learn not only the meaning and other forms of the word but also its correct pronunciation. The students will not have to meddle with lengthy entries or cumbersome transcription signs. Such dictionaries are very handy since they can be made available through lap tops and desk tops but also through mobile phones. The students can use them while reading in the class room or while travelling. Such reading aids will enhance the students' reading and his use of books fulfilling the first law of Library Science. It will also save the time of the fourth law of Library Science.

Speech Peek is an online portal that allows teachers who teach ESL (English as Second Language) and EFL (English as Foreign Language) to create interactive speaking and listening exercises for students. Using peripheral or embedded laptop microphones, students record themselves speaking the prescribed exercise. The results are saved on the site for the teacher to

listen and to grade. Teachers have the opportunity to record the solutions of the exercises in their own voices. A feature of this site allows you to give your own personalized feed backs.

Many other sources like interactive CDs are available to teach English grammar. Many English usage videos are also available online . One such sources is *The Blue Book of Grammar* and *punctuation.* These sources can be handled by the students themselves. Leaning becomes more easy if a resourceful teacher will guide the students through these sources. The source is graded. It will give lessons on grammar and usage proceeding from known to unknown. It will also give a number of exercises for the students to practice what they have learned. They can do it own their own. The source will do the correction of these exercises since it is an interactive text. Thus teaching, of grammar one of the most boring processes which majority of students hate can be made a process full of fun.

The use of e resources are not limited to the teaching of English grammar and pronunciation. For teaching literature also many such sources are available. They range from audio books, video clippings to online discussion forums. The students can see the text itself, the various studies on the text by many famous authors etc. in the same platform. For example while going for the source Shakespeare's Hamlet, he can see Shakespeare's text, T.S.Eliot's study on it, thethe audio version of the whole text and also the clippings from its various movie adaptations. Even the studies on the condition of the society during Shakespeare's time will be available with this.

All these sources have redefined the teacher's role. For example. The teacher can act as a resource person and guide the students so that they are not lost in the jungle of resources. For example for the Post Graduation course in English many long poems are prescribed. Milton's *Paradise Lost* has more than ten thousand lines. Each part of the poem contains more than thousand lines. Now a days no student will like to read such a long poem. The teacher instead of forcing him to read it can introduce him to the audio book of *Paradise Lost* which can be down loaded totally free of cost from the internet. Such audio books increases the level of reading comprehension in students. The volume of information that goes inside our brain and stored in the long term memory part of our bran is thrice as that of the information stored there when we read it (Barbaratt and Harris). In addition to familiarizing the students to Milton's text such sources will teach them correct pronunciation of the words and also give ideas about the rhyme scheme, meter and the rhythm of the poem. So this will fulfill the first four laws of Library Science. Such audio texts also give links to similar works thus lessening the labour of the teacher and the students.

Teaching Chaucer and other Middle English poets were very difficult for the teachers in the past. This is because their language was very much different from the language we read and hear today. The teacher had to teach it as he do a foreign language. Then he had to teach the poem. This effort went fruitless most of the time since students will find it extremely difficult to master Chaucer's English. The next option available was to teach the Modern English translation of Chaucer's poems. Then the student will never get a chance to understand or appreciate the

peculiarities of Chaucer's language.Now for teaching such Medieval poems a number of specialized sources are available online. Middle English Teaching Resource Online(METRO) is such a source. It operates on various plat forms. The first platform will give basic skills in Middle English to students. Once the students have mastered this they can move on to plat form 2 which gives an idea about the rhetoric and literary devices in Chaucer's poems. This plat form analyses various poems of Chaucer. Plat form 3 gives the textual editions of Chaucer. This acts as a hyper text. The reader can proceed from oe plat form to another. Each plat form is cross linked to similar texts. For example while reading Chaucer's Canterbury Tales the student can link to topic like Religion and Morality during Chaucer's time.

Education experts say that plays prescribed in the syllabus are not taught with the teacher reading it. It has to be acted out. This cannot be done by an ordinary teacher who does not have the gift of play acting. Niether do our courses have sufficient time for such exercises. Earlier the students used to hear Hamlet's soliloquy, King Lear's lament and Nora's revolutionary words through the monotonous words of the teacher. Now the students are more lucky. For the movie adaptations of all the major plays in the world literature are available online. These can be downloaded and showed in the class. "These videos also help to raise the pragmatic awareness that is the importance of the speakers intention. Pragmatics also include gestures, facial expressions and other non verbal communication that are important in realizing the true essence of the words"(Anderson et. al) In addition to various movie adaptations videos are available of the stage performances of Shakespeare's plays. These videos will give the students an idea about the stage conditions during the time of Shakespeare and give them an idea about many such things.

For teaching fictional works like novels and short stories also many such sources are available. Movie and dramatic adaptations of many famous novels like those of Jane Austen, Tolstoy, Charles Dickens etc. are available online. These can be used in the class room because now a days students are lazy to read long novels. Some novels are available in the audio book format also. Charles Dickens' novels are available in the form of public readings. This is a form in which a popular figure or an actor reads the whole work out in a public place like a street with necessary had and facial gestures. After showing the video of the film adaptation to the students the teacher can inspire them to speak out their views and readings. The book which takes a week to finish reading will be over within two hours if we watch the movie based on it. These sources also fulfill all the five laws of Library Science. Because after watching the move some students will go to the library and read the work. It will save the time of the reader and also link the book to the reader and the reader to the book. A book can be thus copied in a pen drive or a CD without any wastage of space.

There is a wide variety of electronic resources that can be used in class rooms. One most popular form among them is CD ROM document collections such as Chaucer: Life, Time and Works . Many websites deliver primary documents, secondary literature sound and images from a wide variety of sources. The students who explore such websites related to a course can bring

compelling evidence and arguments back to the class. Publishers are building companion websites around their text books. Large international projects have been launched to provide online sources for Humanities courses. Many world famous universities upload their lecture sessions and classes the web. The teacher can download such classes and show to the students. Many open sources are there which will provide much information on literature. *Open Culture*, one such source will give you classes, movie clippings verbal texts and even documentaries on a topic.

Teaching and learning English is now a days gaining a new form and scaling new heights because of e learning. Now they can study literature through their five senses and store I under their hats and refresh their memory with just a mouse click. The teachers have not become obsolete but their roles have changed from instructors to facilitators. The class rooms have become smart and students more active.

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