

Popular Culture and English Language Learning: A Study among Youth in India

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of the Degree of Doctor of Philosophy in Humanities and Social Sciences**

By

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CERTIFICATE

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This to certify that the thesis entitled **Popular Culture and English Language Learning: A Study among Youth in India** being submitted by Sharda Acharya for the award of the degree of Doctor of Philosophy in Humanities and Social Sciences of NIT Rourkela, is a record of bona-fide research work carried out by her under my supervision and guidance. Sharda has worked for more than four years on the above topic. Her research work at the Department of Humanities and Social Sciences from National Institute of Technology, Rourkela has reached the standard fulfilling the requirements and the regulations relating to the degree. The contents of this thesis, in full or part, have not been submitted to any other university or institution for the award of any degree.

Seemita Mohanty

PREFACE

In today's world of digital literacies, popular culture is considered to be a 'central force.' It has made inroads into our lives like nothing else has. 21st century popular culture has significantly altered our ways of life and impacted it to such an extent that it has transcended the barriers of age, gender, class, colour, religion etc. and become embedded in our daily patterns. But the resulting outcome of its impact on the society is best seen and felt among the youth. It is an established fact that the young people of any era are most susceptible to changes wrought by the society. The 2000s has brought in a new hanging-out place for the educated mass - online venues. The advent of computers followed by the internet and the World Wide Web has led to tremendous advancement in technology. We are thus able to access all kinds of documents, databases, bulletin boards, electronic publications such as newspapers, books and magazines in all media forms (print, audio-oral, visual) in the internet and post our own art, writings, videos, movies, etc. on popular websites or on personal blogs. Today, popular culture is undeniably associated with commercial culture and all its features: movies, television, radio, cyberspace, advertising, fashion and nearly any commodity available for purchase.

It is in this backdrop that an attempt has been made in this thesis to look at how popular culture, which is so very popular with the youth, can provide a familiar and innovative starting point in English language learning through internet, print media, popular music, television and films etc. The thesis adopts an applied research framework where data has been accessed from the youth of the country to study the impact of popular culture forms on English language environment of today's youth. General observation shows us that popular culture forms capture the imagination of youth. They are not expensive and are easily available to them. Therefore good sense tells us that something that is so very popular should be harnessed properly and optimal benefits are leveraged out of it. As teachers of English we should try to find out how best these popular culture forms can be used for classroom teaching and learning.

Noting the aggressive indulgence of the youth in social media, mass media and other media like mobile phones, English cinema and English music, this study is yet another contribution at examining and understanding the ways by which popular culture forms can be used to design pedagogical tools for language classrooms. I believe this thesis addresses this issue considerably.

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ABSTRACT

This study looks at how popular cultural forms like internet, social networking sites, television, popular music, cinema, newspapers, magazines etc. are impacting the language environment of today's youth, and in the process whether a 'new' language style is emerging among them. Today, standing on the threshold of 21st century, as we look back into the 20th century, we find that various youth identities have emerged, with their characteristic styles in music, dance, clothing, hairstyle and language, generously assisted by the corresponding progress of the mass media and interactive digital media such as the internet. In the midst of such cultural dynamism, language undoubtedly will take on new forms and uses in a world in which communication is mediated through numerous agencies. With the proliferation of television channels, social networking sites, blogs, music and film genres, video and computer games etc. the youth of today's generation live a life that is completely dominated by technology and pop culture. The pressure to fit into the group, to be one in the crowd, is so overpowering for youngsters today that most of them live life dictated by what they see in movies, TV serials, fashion and popular magazines etc. Speakers are seen to be using language creatively in specific local contexts to achieve particular social and interactional goals, and in the process both language and culture are reshaped to fit new, locally meaningful identities.

The study was initially conceived with three basic objectives in mind: to examine the impact of popular culture forms on the everyday language environment of Indian youth; to explore the various ways and methods by which popular cultural forms can be used for English language learning amongst students at the tertiary level, and to delineate the changes in the language habits of the youth because of the new adaptations. The research draws chiefly from primary data, and the method applied was a questionnaire-based survey among undergraduate students of different educational backgrounds namely, engineering, medical, arts, commerce and science disciplines of various colleges of Odisha. Data was elicited from the students in their classrooms; hence the context was quite normal for them. The questionnaire included both close-ended and open-ended questions, and 626 students, both male and female, were accessed for the study. The findings of the study indicate that the language environment of the youth of the state is decisively influenced by today's popular cultural forms. They enjoy being a part of it as that reassures their identity in the group of their peers inside or outside their study environment. All popular culture forms are

important means of English language learning that if used wisely and properly can become valuable teaching resources for teachers in the classrooms. The survey data reveals that popular cultural forms like print media, internet, television and SNSs are affecting the English language environment of Indian youth more than any other forms. In addition, the findings also indicate that today's new media is generating a new language style, i.e. a new way of speaking and writing that includes shortcuts, simplifications, instant messaging, blends, neologisms etc., and whose primary users are the youth.

Key words: culture, popular culture, popular cultural forms, English language, Indian youth, language learning, classroom learning, classroom tools, social networking sites, internet, print media, television, English music, English cinema, radio, mobile phones

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CHAPTER - 1

Introduction

Background of the Study

A Brief History of Culture

Culture in its broadest sense refers to certain ‘signifying practices’, a system of ‘shared meanings’ that unites members of a particular group or community. And these ‘shared meanings’ are developed through ‘systems of representations’ (Hall, 1997). Yet, according to cultural critic Raymond Williams, ‘culture’ as a term is quite difficult to define, hence it would be wise to begin with the concept of culture historically. Traditionally culture has been understood as a model of elitism which is why there has been occurrence of ‘high culture’ in the past centuries. It is something that is ‘best’ that has been produced in a given age. The first milestone in the journey of elite culture has been marked to be Plato’s *Republic* written around 380 BC. In it he has given us the vision of a society with moral order, to be guarded by a section of men who would be without family or personal wealth and to be called as ‘philosopher kings’. They would have knowledge in all spheres and would be curious to learn anything unknown. This vision of culture that mostly belonged to the intellectual, highly cultivated and the artistic world was acquired by some writers and philosophers of England in the nineteenth century. Coleridge was one of them. He described ‘culture’ as a process of ‘cultivation’ taken from the agricultural concept. However the intended meaning behind cultivation was development of refined sensibility. So he named this group of cultivated minds the ‘clerisy’ who would be responsible for ensuring the cultural heritage of the country.

This notion was adopted by Mathew Arnold who was a significant voice in the context of culture as ‘high arts’. In *Culture and Anarchy* (1869), he asserts culture to be ‘the best that has been thought and known in the world everywhere.’ He felt that the artefacts of high culture can be best appreciated by men of ‘cultivated sensibility’ and not the general mass. T.S. Eliot also argued for the recognition of canonical texts that led to the exclusion of popular cultural texts from educational institutions (Marsh and Millard, 2000). The above ideas of discriminating ‘high’ and the ‘popular’ in culture was also shared by the Frankfurt School at the beginning of the twentieth century. They broadly supported the Marxist idea of ‘ruling class in the society to be ruling the ideas of the people in it,’ and in Gramsci’s concept of ‘hegemony’. The Institute of Social Research (the Frankfurt School) was established by a group of German intellectuals from prosperous families, and attempted to reinterpret Marxist thoughts in the light of 20th century changes in capitalism. This school of thought studied capitalism not only as an economic structure but also as a cultural and ideological concept that considerably influenced the life and living of the general mass. Max Horkheimer, Theodor Adorno, Herbert Marcuse and Walter Benjamin were the pioneering figures of this school of thought. During their investigation into the prevailing cultural and ideological facets of the society, the Frankfurt scholars gave special attention to the development of various means of mass media such as radio, television, cinema and music. Their study proposed that these popular forms of mass media acted as ‘control mechanisms through which general consent to capitalism were maintained’ (Mumby, 2013). The term ‘culture industry’ was coined to refer to the assimilation of the popular cultural forms like the mass media and other products of consumerism that led to a ‘totally administered society,’ with ‘little room for critical thought.’

The pervasive capitalist society gave financial freedom to the common mass thus swaying them towards consuming the prevalent cultural goods, either by power or through their consent. The consumers generally belonged to the non-dominant class of the society and the culture they enjoyed and produced was referred to as 'folk-culture' or 'mass culture'. But for Adorno, only 'high culture' was genuine, with the capacity to bring about change and social transformation through production of appropriate awareness and 'critical reflection'. However, in the latter half of the twentieth century, post-structuralism denied any unifying concept of culture as something 'high' or 'low'. French structuralist theorist Roland Barthes' *Mythologies* (1957) speaks of cultural activities ranging from professional wrestling and advertisement of cars and detergents to such iconic cultural objects like 'French wine and Einstein's brain.' Barthes viewed culture as 'historical constructions' with 'underlying conventions' and 'social implications'. Likewise, the Birmingham Centre for Contemporary Cultural Studies, in the 1960s and 70s developed the concept of 'cultural relativity' which propounded that culture is subject to change depending on the appropriation by an individual. The works done by Raymond Williams (*Culture and Society*, 1958) and Richard Hoggart (*The Uses of Literacy*, 1957) aimed at getting back into focus, and examining a popular, working class culture that had been relegated to the background as 'culture' was identified with 'high culture'. As suggested by Culler (1997), the idea behind studying popular culture is to 'get in touch with what is important for the lives of ordinary people – their culture – as opposed to that of aesthetes and professors.'

Today it has been generally accepted that there is no such integrated national culture but a number of fragments of culture in this era of multinational expansion. Ritzer (1998) has talked of 'McDonaldization' of societies which means multinational companies are taking control of production and marketing across the continents. For example, American innovations are

aggressively exported to the rest of the world. Thus the very concept of 'high' culture is fragmented into innumerable post-structuralist cultures. Strinati and Wagg (1992) have also pointed out that the boundaries between 'high' and 'low' culture are shifting all the time.

The interest shown towards learning and developing the skills of a particular language might also be the result of the cultural imposition of the political domination of another powerful population. Britain being the largest imperial power in the nineteenth century and the ruler of a quarter of the earth's surface in the twentieth century it imposed its own language English on the colonized. Thus English came to be used in schools and universities, in government matters, businesses and even sometimes in social and cultural functions. India being one of the colonized nations fell prey to a similar situation. What has been left behind is a deeply embedded '*cultural colonization*: the inculcation of a British system of government and education, British culture, and British values that denigrate the culture, morals, and even physical appearance of formerly subjugated peoples' (Tyson, 2006). This alienation from one's own indigenous culture is probably leading to the adherence of the people to some trends that would make them sound updated with the modern age and apparently perceived to be westernized. When we talk of *Eurocentrism*, the European culture is marked as the standard against which all other cultures are inferiorly compared. *Orientalism* is a form of Eurocentrism practiced in the First world countries namely, Britain, Europe and America where the Western nations were self-defined as superior and the colonial subjects were taught to believe in it, practice it and accept their own inferiority. Whether it is inferior or not the culture that is changing is of hybrid nature which is a mix of native and colonial culture which the postcolonial theorists address as *hybridity*. This blended culture has the capacity of holding on to both, the roots of one's day-to-day chores as well as the acquired superior civilization offered by the Europeans.

The culture of the western world is increasingly being constituted through the electronic mediums of film, television, virtual reality games, electronic arcades, PCs and the Internet (Barker, 2012). Thompson (1995) calls it to be heavily ‘mediatized’. *Cultural Imperialism* which is the result of economic domination of the superior Western nations has resulted in the takeover of one culture over another that includes food, clothing, customs, recreations, and values of the economically strong culture. American cultural imperialism is a phenomenon pervasive throughout, which has led to people following American fashions, movies, music, sports, fast food and other similar products of consumerism.

‘Culture’ Revisited

Raymond Williams (1983), an established cultural theorist describes culture as ‘one of the two or three most complicated words in the English language.’ Perhaps it has various meanings and one has to select according to the need. Some famous definitions of ‘culture’ are discussed underneath. E. B. Tylor in his book *Primitive Culture* (1871) has said that, “Culture or Civilization, taken in its wide ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.” Sociologist Peter Berger (1969) defines culture as “the totality of man’s products,” both material and immaterial. Anthropologist Clifford Geertz (1973:89) defined culture as “an historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in symbolic forms by means of which men communicate, perpetuate, and develop their knowledge about and attitudes towards life.”

According to Peterson (1979), culture means one of the four things: *norms, values, beliefs, or expressive symbols*. Griswold (2013) has further elaborated on this. Norms are the way people behave in a given society, values are what they hold dear, beliefs are how they think the universe

operates and expressive symbols are representations of these social norms, values and beliefs. There is now an addition to the already existing four items i.e. *practices*. It means people's behaviour patterns, irrespective of values or beliefs. He has also given importance to the existence of the 'Cultural Diamond' which includes four elements, namely, the creators of the cultural objects, the cultural objects, the recipients of the cultural objects and the social world. Cultural objects may be defined as shared significance embodied in form (Griswold, 1986). In other words it is a socially meaningful expression that can be heard, seen, touched or articulated. We can cite examples such as the habit of saying "God bless you" when somebody sneezes, giving a gift to someone with two hands, a religious doctrine, a hairstyle such as Rastafarian dreadlock, etc. The concept of 'Cultural Diamond' has been proposed by Durkheim with this contention that culture is a collective representation in two senses. The cultural objects such as a song, English movie, social network, etc. are not simply created by an individual called genius or by God, but by the people bound to other people who work, celebrate, suffer and love like all others. In their cultural products people show their experiences of work, joy, pain and love.

This study is based around Peterson's idea of culture where it is shown how young people behave in the society today, what values they stick to dearly, what are their beliefs about the functioning of the universe around them, how are these expressed and what practices they follow irrespective of their values and beliefs.

Popular Culture

The term 'Popular Culture' was first heard and subsequently became well-known in the context of the aftermath of World War II (Gilbert, 1983). Popular culture, then, meant to be the practice of various kinds of conflicts in the American Society. The resulting picture was of a society without shared ideals or respected institutions. In the 1950s when people in America turned

affluent regardless of class or educational background, it expanded their buying power. This directed them to pay much heed to fashion, music and lifestyle. Barker (2012) says that the post-war western world has been marked by the emergence and proliferation of distinct musical forms, fashion styles, leisure activities, dances and languages associated with young people. The emergence of a full-blown pop culture since the 1950s made the historians call it *the hippie era*, *the disco era*, *the punk era*, *the hip-hop era* and so on (Danesi, 2008). He also characterizes pop culture to be rejecting the supremacy of traditional cultural practices and the pretensions of intellectualist tendencies practiced in them. Since it is for the common mass, it is populist, popular and public. In the *culture hierarchy*, however, pop culture is associated to *low culture* with negative descriptions such as kitschy, slapstick, campy, escapist, exploitative, obscene, raunchy, vulgar, etc.

However, there has been a change in the meaning of popular culture over the last thirty years suggesting that this genre has different meanings in different decades (Gilbert, 1983). For example, in 1950s there was the popular culture of political, social and family values knit into a coherent moral order. However decline of family-oriented and community-approved popular culture showed up with the growing exploitation of the teenage market. Advances in television, long-playing records and widespread ownership of automobiles by teenagers are a few to mention. This resulted in a full-blown adolescent culture that caricatured adult culture. Many adult critics hastily reacted to this culture by branding it as delinquent. However in the 1960s, this delinquent subculture began to be recognized as the major force affecting not only all of American culture but also much of the popular culture of the world. There was proliferation of musical forms and social experimentation and gradual politicization of the leading sectors of popular culture. The 1970s represented a time when there was collapse of this extremism

(Gilbert, 1983). There was enormous technological progress, growth of free expression, economic changes, growing ethnic and class self-consciousness, demographic changes and the cumulative effects of the media revolution that followed World War II. In the 1980s, popular culture followed the same structural contours as in the previous decades, rather with greater intensity. Since then different people have defined popular culture in different ways, but Moody (2010) observes that there are three features that seem to be mutual to most of the definitions: ‘popular culture is usually associated with mass media (and especially “free” media like radio or television); popular culture is consumer-oriented in nature and frequently encourages consumers to become “fans” of performers, products, or genres; and popular culture—like most expressions of consumer culture—is increasingly characterized by globalization.’ Thus, these features of pop culture make it suitable to examine language practices of people, which are generally presumed to be “any sets of beliefs about language articulated by the users as a rationalization or justification of perceived language structure and use” (Silverstein, 1979, p. 193).

Bakari Kitwana, journalist, activist and a political analyst, in his book *The Hip-Hop Generation: Young Blacks and the Crisis in African American Culture* (2002) speaks of the vitality of the hip-hop/pop generation during 1965-1984 in US which did not take much time to permeate through the borders of the competing nations world-wide. When the streets of New York City suffered violence, social decay and economic demise in 1960-70, the young, multi-ethnic, inner city kids formulated their own way to withstand the challenges they had to face relentlessly. They created an alternative to the gloom pervading in the neighborhood. They took refuge in the domain of arts, music, movie and media (“The American Library”, 2007). Gilbert (1983) suggests that this adolescent culture possessed three important dynamics: it displayed enormous creativity, it challenged middle-class morality and it provided a new field for commercial exploitation. And

this continues to be the culture of the 21st century. ‘A key characteristic of popular culture is its accessibility to the masses,’ says Delaney (2007). In today’s world of digital literacies, popular culture is considered to be a ‘central force.’ It has made inroads into our lives like nothing else has. 21st century popular culture has significantly altered our ways of life and impacted it to such an extent that it has transcended the barriers of age, gender, class, color, religion etc. and become embedded in our daily patterns. But the resulting outcome of its impact on the society is best seen and felt among the youth. It is an established fact that the young people of any era are most susceptible to changes wrought by the society.

Origin and Spread of Popular Cultural Forms

The popular magazines and the low-priced newspapers that were published in the 1820s along with the cheap novels of 1860s that dealt with adventure, crime or romance basically gave birth to pop culture. With the launch of *Reader’s Digest* in 1922, the activity of reading for pleasure was initiated, which has established deep connections between print media and pop culture to the present times. Movie theatres which began as nickelodeons in 1894 were significant in the spread of pop culture. Inexpensive admission into the theatres attracted large audiences thus leading to its own popularity. The movie industry is believed to have spread with a variety of cinematic genres from adventure serials to comedy and romance with the nickelodeons. The late 1920s were hit by the easy availability of mass-produced records and the emergence of the radio. Soon after the World War II, music and fashion took centre-stage. The mid-1950s saw rich American teenagers who could buy any kind of style artifact without a second thought. In the 1960s television became a powerful stage for an ever-expanding pop culture. Thus *Reader’s Digest* culture was morphing into a ‘viewer’s digest’ culture. Different musical trends appeared between 1970s and 1990s and there was this fragmentation of the youth culture as ‘hard rockers,

mods, preps, goths, adherents of grunge', and other teen subcultures which had their own fashion and lifestyle. The 2000s brought in a new hanging-out place for the educated mass - online venues. The advent of computers followed by the internet and the World Wide Web has led to tremendous advancement in technology. We are thus able to access all kinds of documents, databases, bulletin boards, electronic publications such as newspapers, books and magazines in all media forms (print, audio-oral, visual) in the internet and post our own art, writings, videos, movies, etc. on popular websites or on personal blogs.

The character of pop culture may be described as an imitation of fashion, fads, spectacle and various other accessories that together keeps the culture stand apart from every other cultural impression.

The cultural objects studied in this study are some select forms of popular culture. Popular culture is defined as cultural activities or commercial products reflecting, suited to, or aimed at the tastes of the general masses of people. Down the ages it has been defined as everything from 'common culture,' to 'folk culture,' to 'mass culture.' Today, popular culture is undeniably associated with commercial culture and all its features: movies, television, radio, cyberspace, advertising, fashion and nearly any commodity available for purchase. It is now widely acknowledged that popular culture can and must be analysed as an important part of 'material, economic and political culture,' of any society. Heavily influenced by mass media, pop culture permeates the everyday lives of the people.

The Youth

Youth may be understood commonly as a marker of a particular biological age. However, sociologist Parsons (1942, 1962) claims that youth or adolescence is a social category which

emerged with changing family roles generated by the development of capitalism. He says that with the emergence of ‘specialised, universalised and rationalised occupational and adult roles in capitalist society’, there was disruption between the family and the wider society which led to the need of a ‘cultural space of transition, training and socialising for young people.’ Thence emerged the youth culture where they enjoyed the position between childhood dependence and adult responsibility. Grossberg (1992) believes youth to be an ambiguous concept where what matters is their connection with discourses of music, style, power, responsibility, hope, the future, Americanness, etc. On the other hand, Hebdige (1988) considers youth to be constructed within and across the discourses of ‘trouble’ and/or ‘fun’. That is either they are associated with crime, violence and delinquency or else with fashion, style and a range of leisure activities. Young people are seen immersed in a digital world that promises a more interactive and democratic environment (Flew, 2008). They are ‘a population that speaks an entirely new language.’ They construct their identities in deliberations with their groups and networks and try to use a language positioning themselves as authentic, within the digital world. Hence Buckingham (as cited in “Introducing Identity”, 2008) asserts that one place to look for evidence of change would be young people, and perhaps specifically young people’s relation with new technologies. However Baron (2008) fears this new world saying technology like wikis, social networking, P2P networks and YouTube are destroying the literacy and social skills of modern society. No matter what the debates are there is surely mass support to Danesi’s (2008) claims that the makers of a popular trend are usually the young people. Youth, according to the United Nations General Assembly are “all persons falling between the ages of fifteen and twenty-four inclusive” (Global Youth Culture, n.d). But, for better accessibility to the study population, and

of the fact that below eighteen populations are not legally allowed to access social networking sites in India, the target sample for this study are students from the age group 18-29.

According to Dolby (as cited in “Popular Culture and” 2003), popular culture can be understood as a “text” that is received by people and acted on, or as a “lived experience” that is created by people. The two approaches differ in emphasis: in the first case, the focus is on the ‘text, interpretations of the ‘text’, and how individuals receive and interact with the ‘text’. In the second case, the focus is on ‘youth and the worlds they create.’ The present study centers on the second approach as proposed by Dolby.

Language

According to Steven Pinker, language ‘emerges from human minds interacting with one another.’ Language for Sapir (1921) is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols which are produced by the so-called “organs of speech” (pp.7). Austrian-born philosopher Ludwig Wittgenstein (1953) has described language as a tool used by human animals to co-ordinate their actions in the context of social relationships. Meanings given to the words in a language may differ from situation to situation. Language therefore is the primary method by which we operate our social lives. Or as Sapir says, ‘language is a guide to social reality.’ To study the effect of popular culture on language use of today’s youth we first need to understand the language of popular culture. The language of popular culture is designed to draw extensive sections of the society into its embrace through mass consumption. But as suggested by Moody (2013), language in popular culture is usually ‘neither spontaneous nor naturally occurring, but instead highly edited for consumer appeal.’ Yet at the same time, it is an identity

marker with the production and representation of the various registers and styles, and group memberships that it seeks to embody within itself. Certain linguistic representations in the popular media also propagate particular ways of thinking about social variables such as gender, class, caste etc. In addition, media rhetoric with its wide reach and appeal also influences to a great extent both the social and linguistic behavior of the consumers.

Roland Barthes (1967, 1972) has argued that meanings can take two systems: *Denotation* and *Connotation*. Denotation means the literal meaning of an object shared by all the members of a culture. For example, ‘pig’ would mean simply an animal with a snout and curly tail. On the other hand, connotation means a single sign may have many meanings because of wider cultural concerns. Thus here a ‘pig’ might mean a nasty police officer or a male chauvinist depending on the cultural codes of a particular culture. Thus being ‘cool’ doesn’t mean lowering one’s body temperature but being at home with oneself which makes one look trendy and stylish. Various words are used in phrases and mannerisms that gain popularity through hit songs, movies, radio jingles, etc. constituting the *pop language*. *Dude, chill out, 24/7* are all pop/hip talk. The term ‘pop language’ was introduced by linguist Leslie Savan in her book *Slam Dunks and NoBrainers: Language in Your Life, the Media, Business, Politics, and, Like, Whatever* (2005). Sapir had also made a mention about the vocabulary of a language that it more or less faithfully reflects the culture whose purposes it serves (pp. 234). Thus, the intention is to study the language of the youth fraternity as influenced by pop culture, with focus on the vocabulary they use, learn and unlearn in their day to day communication. The study seeks to understand how popular culture language can be a model for learning, and how second language learning can be promoted/bettered through popular culture. The present study is confined to the English language where deviations from the standard forms are dealt with.

Statement of the Problem

Today, standing on the threshold of 21st century, as we look back into the 20th century, we find that various youth identities have emerged, with their characteristic styles in music, dance, clothing, hairstyle, and language, generously assisted by the corresponding progress of the mass media. Now as we witness the growth and spread of interactive digital media such as the Internet, conditions are even more favorable to the production of innovative styles of youth culture. Language will necessarily take on new forms and uses in a world in which communication is mediated through numerous agencies. With the proliferation of television channels, social networking sites, blogs, animations, film-culture, video and computer games etc. the youth of today's generation live a life that is completely dominated by technology and pop culture. The pressure to fit into the group, to be one in the crowd, is so overpowering for youngsters today that most of them live life dictated by what they see in movies, TV serials, fashion and popular magazines, etc. Speakers are seen to be using language creatively in specific local contexts to achieve particular social and interactional goals, and in the process both language and culture are reshaped to fit new, locally meaningful identities.

It has therefore become important to look at how popular cultural forms like internet, social networking sites, television, popular music, cinema, newspapers, magazines etc. are impacting the language environment of today's youth, and to analyse youth language not at a single linguistic level but more comprehensively as a set of stylistic resources that together produce a 'new' language community. Internet linguistics is a new sub-domain of linguistics as suggested by Professor David Crystal. It studies new language styles and forms that have arisen under the influence of the Internet and other new communication media, such as SMS text messaging. Not many studies have been done taking into account how these popular cultural forms are impacting

the language environment of Indian youth. Therefore, it becomes all the more essential to bring in the Indian perspective and situate it in the global context.

Additionally, today in India the teaching and learning process is completely text-book oriented and students right from primary level to the post-graduate level learn their subjects through rote learning. Also, Graddol (2010) has identified low standards in English as a weakness in Indian higher education. Therefore, it has become imperative now to introduce fresh and creative methods of English teaching and learning into our higher education system so that some improvement in English level is achieved by the students. Popular culture, which is so very popular with the youth can provide a familiar and innovative starting point in the search for language acquisition and language learning through popular music, television and films and assist in fostering greater understanding among peoples of diverse backgrounds. Buckingham and Bragg (as cited in “Introducing Identity”, 2008), in relation to this, suggest that new media, such as games and the Internet require new methods of investigation, and new classroom strategies, and schools need to think hard about how they should respond to the more participatory forms of media culture that are now emerging (for example in the form of blogging, social networking, fan cultures, video production, game making, and so on). Some key questions that arise here are; what are the new methods of English language teaching that can be devised for our higher education classrooms, based on these popular culture forms; and how these new methods can be incorporated and implemented in the most effective manner possible.

Therefore, taking into account the background of the study, and the perceived research gaps, the following are the key objectives of the study:

Research Objectives

1. To examine the impact of popular cultural forms on the everyday language environment of the youth of India.
2. To explore the various ways and methods by which popular cultural forms can be used for English language learning amongst students at the tertiary level.
3. To delineate the changes in the language habits of the students because of the new adaptations.

Following are the key research questions of the study framed from the research objectives:

Research Questions

1. What effects do popular cultural forms have on the youth of India, and on their everyday language environment as perceived by them?
2. How can the popular cultural forms be used in English language learning amongst students at the tertiary level?
3. What changes are being perceived in the language habits of the student groups after these new adaptations?

Definition of Terms

The following terms have the associated meanings in the study:

Culture

French sociologist Pierre Bourdieu (1984) argues that culture is capital. And that economic capital and cultural capital can be accumulated and invested. For example, if a young job aspirant is more updated of the contemporary mass culture along with his hard skills, he might be absorbed for work more likely than a person who is just a book-worm. Erickson (1996) says

what is more important in a work place is not showing off elite culture forms, rather what is more important is being familiar with ‘cultural varieties’ so that a person can navigate in different ‘cultural seas.’ Massey says (as cited in “The way we do”, 1998) that culture of a society is classified as being made up of certain values, practices, relationships and identifications. Riley proposes that (as cited in “Mukminatun, S., & et al,” n.d) it is a product of human activity and effort, the sum of knowledge which humanity has produced, accumulated, stored and transmitted throughout history. Different authors define ‘culture’ in different ways. But out of the many possible definitions examined, the following definition guides the study: ‘Culture is a set of shared and enduring meanings, values, and beliefs that characterize national, ethnic, or other groups and orient their behaviour’ (Mulholland, 1991).

Youth Culture

Youth culture generally refers to the ways adolescents and teenagers differentiate themselves from the parent culture of their community. Youth culture was a reaction to the economic, political, and educational changes after World War II in Western civilization. The culture tends to fluctuate with different generations (“Helping our Youth”, n.d).

Cool

This is a term that emerged among youths in the 1950s meaning dressing, looking and behaving in ways that are fashionable, trendy, hip. Synonyms for *cool* in pop culture history are *hip*, *groovy*. Various such words used in phrases and mannerisms that gained popularity through hit songs, movies, radio jingles, etc. constitute the *pop language*. *Dude*, *chill out*, *24/7* are all hip talk. According to Ryan (2008), ‘cool’ is a cultural concept that implies a comfortable balance, a sense of being at home with oneself in a calm space of one’s own classification, that sets one

apart from others and from external influences that befall on others. It is also a mechanism of cultural activity in the form of a ‘mobile ideal’ of what is fashionable and what should be imitated so that one is perceived as cool and the first one to adopt that fashion style. So young people in the town are always found taking pleasure in being the first to have watched a new movie or wearing a new brand of clothes or some other artifact, or having done something different and exciting for the first time and sharing it with friends.

Fashion

It is a complex association of self-identity, social influence, cultural ideal and commercial industry (Ryan, 2010). Being fashionable definitely depends largely upon the social, ethnic or economic class we belong to. We will always identify ourselves with the group in which we have always lived and grown and financial status can only determine how liberal we are at shopping.

Consumerism

According to Gabriel & Lang (as cited in “Consumer Culture,” n.d) consumerism is a moral doctrine, a means for demarcating social status, a vehicle for economic development, a public policy, and a social movement. It is defined here as the collection of behaviours, attitudes and values that are associated with the consumption of material goods.

Standard English

The term ‘Standard English’ refers to a dialect which has acquired the status of representing the English language. It refers to the content of the utterance rather than the pronunciation. In written form it is used in such formal documents as essays, business letters, notices, reports, and memos. In spoken form it is used in such formal utterances as business negotiations, public announcements, and news broadcasts (“Standard English,” n.d.). One important aspect of a

standard language is that it does not reveal any variation in the geographical or social category while in use; i.e. its grammar, vocabulary and sometimes pronunciation, is too uniform to suggest which part of the world it has come from.

Language Habit

Language educators have defined habit formation as the “production of linguistics responses to stimuli by imitation and repetition in pattern drill” (Rivers, 2001). Language habit here refers to the certain ways by which people use a language while speaking and writing. It denotes a person’s characteristic way of speaking and writing. It includes such features as directness or indirectness, word choice, pacing and pausing, and the use of such components as figures of speech, stories, jokes, anecdotes, questions, exclamations, defenses, excuses, etc. In other words language habit speaks of the many ways that people adapt to communicate what they wish to, and also interpret and evaluate what and how others have responded to them.

Digital Literacies

Gilster in his book *Digital Literacies* (1997) as cited in (“Digital Literacy for _____”, 2009) has defined digital literacy as the ability to understand and use information in multiple formats from a wide range of sources and presented via computers. With advancements in technology, users today have taken to authoring their own multimedia contents that has hugely aided in improving their skills in designing, organizing, writing, presenting, and in critically thinking and creativity.

Computer - Mediated Communication (CMC)

CMC consists of electronic-mediated communication systems (e.g. e-mail, instant messengers, computer conferencing, video-conferencing, etc.) that facilitate communication interactions among people (Olaniran, 2006). Kern (2006) suggests that CMC relates partly to the particular medium, like instant messaging, chatrooms, blogs, MOOs, etc., and partly to the social and cultural context in which a communication act is performed. Even today most CMC driven communication is still done via the keyboard.

Significance of the Study

The significance of the study stems from the following factors:

- The research would help to study and understand the various advantages and disadvantages relating to the impact and influence of popular culture on everyday language environment of the youth.
- It would add to the research already done to the field of language use among youth and thereby furnish concrete observations that will help in framing new information and evidence on the rise of a ‘new’ language community.
- It would also help to bring forth numerous implications for policy-making relating to English language learning and thereby bringing in necessary innovative changes in classroom teaching and learning strategies so that our classrooms do not remain linear, stagnant and monotonous.

Structure of the Thesis

Chapter 1 contains a brief introduction to culture, delineating the differences between ‘high culture’ and ‘low culture’, in addition to the various definitions offered by experts in the field,

starting from the Frankfurt School to contemporary scholars like Danesi and Dolby. It also introduces the readers to the different dimensions of the study, narrating about the popular culture, the youth and language use among the youth. Special focus is placed on how social media sites such as Facebook, Twitter, Google+, etc. are affecting the language learning skills of the youth of India.

Chapter 2 seeks to provide both a national and international context to popular cultural practices. It offers suggestions on the changes wrought in the thinking and practice of the subject. It elaborates on how the eponymous sounding mass media reaches the mass and creates differences in the expression of thoughts among the young people. The impact of television, print media (newspapers, magazines, popular books, etc.), radio and internet on the language use of youth are discussed in this chapter. The chapter comprises of two sections; the literature review section, and the theoretical framework section.

Chapter 3 provides a description of the popular culture forms accessed for this study. The popular cultural objects studied in this research are categorized into three sections. They are Social Media, Mass Media and Other Media. Social Media consists of Social Networking Sites (SNS), Mass Media comprises of Television, Print Media (Newspapers, Magazines, books, etc.), Radio and Internet; and Other Media includes English Cinema, Mobile Phones and English Music.

Chapter 4 presents the methods and procedures that the researcher followed to examine the impact of popular culture on language learning amongst the Indian youth. The chapter describes

the following important sections of the study: the research approach, the study area and the selection of the sample, the methods used in designing the instrument and data collection process, a description of the validity and reliability of the study, a description of the statistical procedures used to analyse the data, the ethical considerations, and finally the research limitations.

Chapters 5 and 6 present the research findings of the study undertaken through a questionnaire survey amongst students of Bachelor of Technology, Bachelor of Medicine and Bachelor of Surgery (M.B.B.S) study programs, and Arts, Commerce and Science under-graduate students. The chapters discuss the results centered on the key objectives of the study. Impact of popular cultural categories such as social networking sites, mass media, mobile phones, English cinema and English music on language usage of the youth of India is presented in detail in this chapter. The quantitative responses of the questionnaire have been calculated in Microsoft Excel (2010) and the qualitative responses accessed through open-ended questions are documented after meticulous examination of each respondent's response in the questionnaire.

Chapter 7 gives the conclusions and recommendations of the study. The findings of the study indicate that the language environment of the youth of the country is significantly influenced by today's popular culture forms. They enjoy being a part of 'popular culture' as that reassures their identity in the group of their peers inside or outside their study institutions, just like their counterparts worldwide. Their academics is intervened by the genres of popular culture and English language teachers therefore need to think hard now, even in our resource-challenged classrooms, about delineating these as useful teaching resources in classrooms. Certain suggestions regarding pedagogical implications for teachers are mentioned in this chapter.

CHAPTER – 2

Review of Related Literature and Theoretical Framework

This chapter comprises of two sections; the literature review section, and the theoretical framework section. The literature review section covers the previous research work done on popular culture forms, the literacies associated with it, style of the youth subculture, the markets of English, innovations in language with time, the intersection of popular culture and language pedagogy, types of culture and significance of popular cultural texts in youth's lives. The theoretical framework section discusses the possible phenomena that guide the engagement of the youth with popular culture, which includes the theory of symbolic interactionism and the second language acquisition and learning theories that underpin the context of this study.

Literacies and Popular Culture

Since the present study focuses on the language skills development of individuals from different sources of popular cultural texts, the review of literature begins with the kinds of literacies that are prevalent in contemporary period. Literacy is a social practice (Barton, 1994; Barton and Hamilton, 1998). Marsh and Millard (2000) suggest that through literacy we communicate with each other, cement existing discourses, and shape new ones and fashion out the structure of our lives. And that more or less all communities 'use literacy to build common structures, even the young people's community.' Thus we see that since it is a widespread social phenomenon, it is inevitable for it to make meanings from the cultural landscapes. Coiro et al. (2008) have observed that information and communication technologies are transforming the way we read, write, interact, find and make use of information, and participate in public life. Harnad (1991) had said that digital technologies have been portrayed as bringing about a 'fourth revolution in the means of production of knowledge', with the other three arising from the development of

language, writing, and printing. But print literacy today is seen to be overshadowed by digital literacy. According to Snyder (2009) the term ‘digital literacy practices’ represents culturally and socially shaped ways of using, producing and understanding information in multiple formats, from a range of sources, when it is presented via the electronic screens of digital technologies. The core digital literacy practices include Internet searching, hyper-textual navigation, content evaluation and knowledge assembly. Research today is pivotal on new text types, language practices, identity work and social formations, with the increase in the use of mobile phones, text messaging, the Internet, instant messaging, blogs, search engines, websites, email, music, imaging, etc. by young people (Jones, 1999; Warschauer, 1999).

Warschauer (2009) speaks of different kinds of resources that promote meaningful access to and use of technology. The physical resources are computers and Internet access; digital resources are online contents and tools in multiple languages and appropriate to the needs of diverse users; human resources are knowledge and skills developed through instruction emphasizing critical inquiry and situated practice, and finally social resources are the enhanced social capital developed through in-person, online and institutional support. Digital literacies are thus best acquired when the physical resources, human resources and social resources are all acquired. Lankshear and Knobel (2003) have highlighted digital literacy practices of youth to be word processing, hypertextual linking, participating in online discussions, social networking, using presentation software, creating webpages and assembling digital portfolios. Research literature however suggests that a literacy classroom for the future must involve the effective integration of print literacy and digital literacy and not a choice between the two.

Popular Culture Forms

According to Storey (1993), popular culture refers to that which is ‘left over’ after the canon of high culture has been decided upon, or it may pertain to the mass-produced culture of the ‘culture industry.’ Fiske (1987) argues that popular culture is constituted by the meanings that people infer from it rather than those identifiable within the texts. Barker (2012) further says that popular culture can be regarded as the meanings and practices produced by popular audiences at the moment of consumption. Thus it may be understood that at the present time, popular audiences i.e. the contemporary young people while using SNSs, televisions, newspapers and other forms of print media, English cinema, etc. are said to be consuming them. In this process of consumption they attach some meaning to it. They perceive that having random access to all these cultural objects makes them belong to the youth subculture where people are cool, fashionable, trendy, updated and stylish, unlike the aged and the elderly.

Willis (1990) argues that while processes of commoditization underpin a ‘common culture’, meaning is not inherent in the commodity but is constructed in actual usage. This he calls ‘grounded aesthetics’. So the youth extract expressions from the popular cultural objects that they consume, and apply in their day-to-day communication with friends and acquaintances.

Cheung (2001: 60) proposes that, ‘Popular culture is a rich source of authentic materials, bridging the gap between formal and informal English learning, and developing learning based on students’ daily experience, personal values, attitudes and feelings.’ Thus we see that popular cultural products as authentic classroom resources are a well-researched field today with numerous studies being conducted world-wide. Rogers (1988) defines authentic materials as ‘appropriate’ and ‘qualitative’ in terms of goals, objectives, learners’ needs and interest and

‘natural’ in terms of real life and meaningful communication (p. 467). It is further elucidated by Kilickaya (2004) that these are materials which involve language naturally occurring as communication in native-speaker contexts of use, or rather those selected contexts where Standard English is the norm: real newspaper reports, real magazine articles, real advertisements, cooking recipes, horoscopes, etc. But these are not new areas of studies, they belong to the well-grounded and well-researched learning theory of Task Based Language Teaching (TBLT) and Communicative Language Teaching (CLT) made popular by such scholars as Long (1985), Prabhu (1987), Long and Crookes (1992), Ellis (1993) and Skehan (1998). Today’s popular cultural products thus have a huge potential to be used as authentic resources for classrooms, and if implemented properly by the teachers, even in resource-challenged classrooms pervasive in the Indian context, has the potential to bring qualitative difference to the teaching learning process.

Youth Subcultural Styles

The Centre for Contemporary Cultural Studies (CCCS) in Britain has been dedicated to study and research on the working class youth subculture since 1960s. Subcultural studies basically include style, resistance, space and media, societal reaction, and identity and authenticity as noted by Williams (2007). The CCCS theorists have talked of style to be a dominant aspect of leisure period when no cultural force can enforce to do anything outside a person’s wish-list. Cohen (1972) speaks of four dimensions of style, namely, dress, music, ritual and argot. Young people often choose to dress themselves in ways different from many of their peers to look unique. Even music is a potent meaning-making entity in the lives of young people. They adhere to certain ritualized behaviour and maintain some typical language for speech that distinguishes them from others. Many a times a certain youth style emerges as a form of resistance in the adult world for their ‘obnoxious’ hair styles and clothing and ‘obscene’ lyrics in music (Williams,

2007). The societal reaction to youth subcultures are sometimes best called ‘moral panics’ (Cohen, 2002). Williams (2006) and Widdicombe (1993) have held that identity discourse may be differentiated into two layers; ‘social identity’, in which people identify themselves as a member of some group, and ‘personal identity’, in which they identify themselves as individuals; as ‘sub-culturalists, unique from fellow members.’ Thus subcultural capital of young people may be objectified through their hair styles, dressing, food habits, record collection, way of talking, etc. According to Hebdige (1979), subcultures are authentic because they signify unadulterated, ‘pure’ resistance to the mainstream. However, this authenticity only exists at the moment of the subculture’s creation because participants’ styles and identities are quickly commoditized and resold to them for profit, thus destroying the authentic version of the subculture. Hence we find that the young people are found to have their own style of interacting with their peer group and the consumer-oriented market is proactive in hacking them with user-friendly materials for their comfortable and easy interactions in the form of iphones, tablets, Bluetooth devices, etc.

Markets of English

Knowledge of English is considered critical for continued progress upstream in the education system or access to better-paying jobs as observed by Park and Wee (2012). Kachru (1985, 1986, 1997) has developed a model of English language called the ‘Three Circles model of World Englishes’ which comprises of the Inner Circle countries (US, UK, Canada, etc.), Outer Circle countries (Singapore, Nigeria, Sri Lanka, India etc.) and the Expanding Circle countries (China, Indonesia, Korea, etc.). The Inner Circle countries are mostly those with the native-speaker status, Outer Circle countries are those where the English language is institutionalized along with the emergence of ‘nativized’ varieties and the Expanding Circle countries are those where English is still a foreign language with slow progress in its acquisition. Kachru and his

colleagues have also established through their work that Indian English is one Outer Circle variety of English now 'recognized as bona fide Asian English rather than bastard offspring of English.' The English spoken in the Inner Circle countries is regarded as standard, proper or correct. Park and Wee (2012) claim that Standard English is usually the variety that is accorded greatest economic value in the linguistic market of English. In addition to it, they also say that language practices, like cultural practices, contain within them the potential for innovation. Thus, like wiki page additions every user has the prospect of making changes to the language, no doubt necessary acceptance of the changes at a mass scale becomes essential to have any validity among users.

ELF (English as a Lingua Franca) researchers predict that, as more non-native users continue to use English for various exchanges among themselves, those users will necessarily adapt the language to their own purposes and in the process give rise to new communicative norms that are not dependent on the hegemony of the native speaker (Park & Wee, 2012). Seidlhofer (2004) reiterates this stating that, 'English as a consequence, is being shaped, in its international uses, at least as much by its non-native speakers as its native speakers' and 'the language is used more and more for practical purposes by people with very varied norms and scopes of proficiency'. Moreover, this global spread of the language is directly proportional to the economic value it holds to itself in the market. The more one is well-conversant in English one is having an extra edge over others who are non-speakers or poor speakers of the language. In this regard, Tickoo (2006) claims that the educated middle class sees English as the one and only gateway to the world of endless opportunities and that it has come to symbolize power, economic prosperity and latterly information-technology powered modernity. Along with this one can add age, attitude, socio-economic status, strategies, methods and techniques, teaching-learning environment and

cultural dimension as some of the factors that affect English language learning (Gomleksiz, 2010). So for any of the dialects of World English, learners of the language have to overcome the above mentioned issues to learn it. Schneider (2007) has observed that the label ‘Indian English’ is a convenient cover term for a range of regional and social varieties namely ‘Marathi English’, ‘Hindustani English’, ‘Boxwallah English’, ‘Babu English’, and ‘Kitchen English’.

Language Innovation with Time

Bloomfield (1914) had spoken of innovations in speech and language use to be usual which is the result of a psychic predisposition not only on the part of those speakers who independently originate but also on the part of those who unconsciously take it. In other words, change in language is due to the inevitable shifting of the conditions under which speech is carried on. English is today spoken by more people (as a first, second, or foreign language) than any other language and is accepted by more countries as a necessary lingua franca than any other language (Graddol, 1997). This exceptional increase in usage of English language has also resulted in new speech communities and numerous geographical and regional variations in the language. Thus, the day-to-day newer additions to the existing vocabulary in the Oxford’s, Chamber’s or Longman’s dictionary are a result of this, and with every passing day newer additions of words sourced from each corner of the world are going to be the norm rather than being the exception.

Intersection of Popular Culture and Pedagogy

Researchers studying the intersection of popular culture and pedagogy (e.g., see Alvermann, Hagood, & Moon, 1999; Beavis, 1998; Buckingham, 1993; Buckingham & Sefton-Green, 1994; Dyson, 1994; Giroux, 1994; Knobel, 1999; Luke, 1997; Moje, 2000; and O’Brien, 1998) do note the ubiquity of technological advancements that transport the young as well as the adults to such

virtual worlds that blur the online and offline spaces completely. It has been emphasized that printed popular culture texts have more transferable value and hence more educational worth than non-printed ones such as computer gaming, etc. Studies by O'Brien (1998), O'Brien, Beach, & Scharber (2007) and Reinking (2005) have pointed out the possibility of teaching reading skills through multimedia in a language classroom.

A range of popular cultural texts such as comics (Bitz, 2008, Norton, 2003), film (Kist, 2008), sports memorabilia (Mahiri, 1998), music remix (Gustavson, 2008), digital images (Bailey, in press; McVee, Bailey, & Shanahan, 2008; Miller, 2008), instant messaging (Lewis & Fabos, 2005), mobile texting (Ito, Okabe, & Matsuda, 2005), e-mailing (Alvermann, 2006), urban signage (Dutro & Marquez-Zenkov, in press), tagging (Moje, 2000), and tattooing (Kirkland, in press) can be included in children's and young people's classroom teaching learning process as researches by Rymes (2004) and other researchers revolve around. It is also asserted that when print-based texts, and new literacies enhanced by technological innovations are integrated, learning takes place faster and better (Marsh, in press; Xu, 2004). According to Yardi (2008), the potential success of peer-to-peer learning in an online chat room is rooted in the theory of constructivist learning where students are empowered to argue, debate, and discuss with one another, creating an environment in which they can take on as much power as they want thus exhibiting autonomous learning. Black (2007) in his study has observed that, English Language Learners (ELL) affiliated to some fanfiction enjoyed making their own stories from the original stories of which they were fans (e.g. Harry Potter), with new plots, settings and characters, thus developing their own different characters and situations. Writers then review each other's work and request stories from their favourite fanfiction authors.

Dyson (1993) has coined the term 'Permeable Curriculum' with respect to children's knowledge of popular songs, movies, cartoons, comics, televised sports that can seep into the formal educational set-up in school curriculum. If such a 'permeable curriculum' could be developed for young people in colleges with higher version of popular culture texts such as blogs, wikis, Social Networks, etc. learning can be made interesting. Learning new words and expressions in the English language is what should ultimately be aimed at. Sufficient knowledge of the vocabulary is an integral part of learners' general proficiency in a second/foreign language (L2) and is a primary requisition for successful communication (Nation, 2001). Literature on vocabulary acquisition says that regular rehearsal of vocabulary learning is essential for proper retention among learners. Hulstijn (2001) explains rehearsal to be an activity to encode new information into our long-term memory through overt or silent articulation. If new words are not frequently rehearsed they may be forgotten due to the fragility of human memory (Ellis, 1995; Hulstijn, 2001; Nation, 2001). Thus through repeated access to the English songs, movies, social networks, internet etc. rehearsal can be made possible.

Morrell (2002) makes this observation that, often the failure of urban students to develop 'academic' literacy skills stems from the inaccessibility of the school curriculum to students who are not in the 'dominant' or 'mainstream' culture, and not from a lack of intelligence. The new literacy theorists believe that such students are literate but that their literacies have little connection with the dominant literacies promoted in public schools (New London Group, 1996; Street, 1995). Mahiri (1998) proposes that the critical teaching of popular culture can make connections that are relevant to all students in diverse urban classrooms.

Williams (1998, pg.48) has identified three components of culture that is found inherent when deciding on popular culture to be a part of pedagogy. Morrell (2002) has put them as follows:

The ‘*ideal* component’ of culture is a state or process of human perfection in terms of absolute or universal values. Since popular culture relates to struggle for freedom from perceived cultural tyranny and oppression right from its conception, it subsumes this component. The ‘*documentary* component’ of culture is the body of intellectual and imaginative work in which human thought and experience is recorded. This is seen in the contents of popular culture namely hip-hop music, films, music, television, etc. where our creativity is tapped. The ‘*social* component’ of culture is a description of a particular way of life that expresses certain meanings and values not only in art and learning, but also in institutions and ordinary behaviour. The everyday confrontations of young people with social institutions such as schools, media, corporations, and governments are also a part of the popular culture they follow.

Morrell (2002) shares his experience where he draws from data collected during the eight years that he taught urban teens in the San Francisco Bay area and southern California, USA. He focussed on a few particular manifestations of popular culture (i.e., hiphop, film, and mass media) around which he prepared classroom units. He and his colleague designed a classroom unit that incorporated hip-hop music and culture into a traditional high school senior English poetry unit where they began the unit with an overview of poetry in general, attempting to redefine poetry and the poet’s role. The students were also inspired to create their own critical poems to serve as celebration and social commentary. In case of films, he created units in which students were able to use their visual literacies and experiences with popular film to learn, interpret, and deconstruct literary texts. On a typical day, there might be 30 minutes of film watching and 25 minutes of critical discussion. While working with urban youth in Los Angeles, he helped coordinate a series of research seminars where a student research team decided to study access to corporate media and the corporate media’s portrayal of urban youth. The students

read literature relating to critical media literacy and the sociology of education, designed a study, conducted interviews, analysed several hours of news coverage, and performed a content analysis of major U.S. daily newspapers. Thus we get to see that different kind of activities can be done with popular culture depending on the level and standard of the students in the classroom.

Types of Cultures

Oral Culture:

In oral cultures communication is primarily based on face-to-face interaction. The more people could memorize things; the culture could be taken further down to the future generations. There are two distinct characteristics of oral culture: presence of stories and proverbs, and flourishing of epic poetry, that provides a foundation to the culture's existence. Durkheim has described oral cultural communities to be small-scale, and with an undifferentiated social order where people think, do and believe almost the same things.

Written Culture:

Phonetic writing systems developed some 3,000 years ago (Goody and Watt, 1963). Non-phonetic writing systems of ancient world which have signs for particular words had thousands of signs to have the reading capacity match with the spoken vocabulary. This resulted in a small literate community in the society. It is believed that if signs represented sounds instead of words, learning would have been easier. And ease in learning will promote adoption of writing.

Print Culture:

The German printer, Johann Gutenberg invented printing in the fifteenth century which is very different and more powerful than handwritten manuscript. Griswold (2013) says that this shift from manuscript to print culture democratized literacy in the West and allowed for transmission and comparison of knowledge. In Europe, printing laid the methodical foundation for Renaissance classical texts, the Reformation (people could have and read their own Bibles instead of depending on the interpretations of priests), and the rise of ‘rationalized science’ (Eisenstein, 1979). Literacy therefore increased with print culture. People could now be connected and have relational communities (Griswold, 2013) instead of having only face-to-face contact. Secondly, it gave birth to a new kind of ‘territorial community’, called nation. New print genres such as newspapers and novels both became the cause and consequence of the spread of nationalism. Smaller communities came to be connected through local newspapers and relational communities through mailed newsletters, etc. Thus the print culture played a major role in changing our lives.

New Media Culture:

Electronic communications is the third great revolution in human communication which has transcended us from modern to post-modern era. It includes two-way transmission such as telegraph, telephone, fax, Internet; one way transmission such as broadcasting (radio, television) and audio gadgets (videocassettes, CDs, MP3s), and participatory new media (the proliferated new media such as Facebook, YouTube, Yelp, LinkedIn, etc. and blogging, chat rooms and talk shows). Crystal (2008), Menchik and Tian (2008) have contended that ICTs have a strong impact

on language. They both stabilize and destabilize language, spreading certain idioms around the globe while introducing words and shortcuts that abruptly enter the common discourse.

Electronic media thus propels the immediacy of human contacts as well as intimacy. Immediate and intimate communications have broken down a number of long-standing social barriers (Meyrowitz, 1985). So almost everything is possible to access through the internet and this transparency can be enjoyed as long as our curiosity is satiated. As the telephone contributes to the preservation of relational communities, social networks, blogs, and e-mails do the same today. The democratizing impact of media also cannot be more emphasized. Whereas print can differentiate between people according to their choice of text reading as the elite or the common mass, this is gradually changing with the widespread undifferentiated audience seeing the same television programs and YouTube videos.

Significance of Popular Cultural Texts in Youth's Lives

In the words of Guy (2007), pop culture is something which is popular and is enjoyed by most of us. People want excitement, entertainment and stimulation as consumers of pop culture. And the cultural texts that are most popular and prolifically develop and disseminate messages about the society are TV, radio, cinema, the Internet, newspapers, magazines, art and music, etc. Dimitriadis (2001) adds that young people actually use these texts to construct their identities, their unique subjectivities, and the social networks in which they are embedded. Dolby (2003) further says that most of these texts such as soap operas, movies, advertisements, comics, sports teams, music lyrics, video games, superheroes, websites, etc. are produced by the media industry and that popular culture is a place where the youth learn about the world. In addition Grossberg (1996) suggests that 'it is the place where they absorb their taken-for-granted understandings

about life, its possibilities, and its limits.’ Thus it may be understood that apart from the literacy related gains, the youth have their popular culture as a platform to vent out their identity and make new formulations in it from the associations they belong to.

Theoretical Framework

The following social and language theories underpin the framework of the study:

Symbolic Interactionism

Symbolic Interactionism is a theory given by George Herbert Mead, an American sociologist, about how people actively build/construct and learn the norms and roles. Another theorist of this school of thought, Charles Horton Cooley has coined the term ‘looking-glass self’ (1964).

The basic principles of symbolic interactionism include the following (Ritzer, 2011):

1. Human beings, unlike lower animals, are endowed with the capacity for thought.
2. The capacity for thought is shaped by social interaction.
3. In social interaction people learn the meanings and the symbols that allow them to exercise their distinctively human capacity for thought.
4. Meanings and symbols allow people to carry on distinctively human action and interaction.
5. People are able to modify or alter the meanings and symbols that they use in action and interaction on the basis of their interpretation of the situation.
6. People are able to make these modifications and alterations because, in part, of their ability to interact with themselves, which allows them to examine possible courses of action, assess their relative advantages and disadvantages, and then choose one.
7. The intertwined patterns of action and interaction make up groups and societies.

According to Cooley, any type of these interactions includes three phases:

1. 'The self imagines another's response to his/her behaviour or appearance.'
2. 'The self imagines the other person's judgement.'
3. 'The self has an emotional reaction, such as of pride, shame, belongingness, envy, etc. to that judgement.'

Young people today remaining under constant peer pressure are the 'self' who are open to all kinds of influences and 'judgements'. Symbolic Interactionism makes this suggestion that human interaction creates culture and this culture is easily transmitted to wider range of people around through repeated expression, and socialization of new people such as the youth. Identity of this 'self' is the key concept of Symbolic Interactionism. This develops through interaction with others and requires confirmation from others.

Willis (2003) incisively comments on adolescents and identity formation that youths are now less defined by the conventional social, economic, and racial cultural identities, rather than by their interests in the commodity and electronic cultures such as listening to R & B and rap music on MTV, DVDs, cell phones, and iPods. This results in a state where teachers cannot shy away from the fact that this phenomenon has the potential to re-define the social, cultural, linguistic, and educational landscape of language teaching and learning in their classrooms. In addition, the young people practice "flexibility, mobility, and repositioning in relation to markets, governments and cultural regimes" (McCarthy et al., 2003, p. 451). Willis (2003) argues that the relations of commodity and electronic culture help adolescents define themselves in terms of multiple cultural identities that are plural and fluid (McCarthy et al., 2003). He also asserts that the new form of techno-culture determines the possibilities of how the individual can experience his life. Thus the youth are at their own disposal to choose the kind of self they want to present

before their peers. Associate Dean at Hong Kong University's Faculty of Education, Angel Lin's (2013) research tells us that to conquer the psychological barriers associated with learning a foreign language, teachers need to use features of pop culture in their classroom teachings - hip hop music, films and even video games - that will appeal to students. (www.scmp.com/.../article/.../pop-culture-...)

Second Language Acquisition (SLA) Theories

Krashen's (1985, 1994) theory on SLA provides the basis for both second language teaching and learning, and for theories that were formulated in response to Krashen's theory. According to Krashen, SLA happens when 'comprehensible input, that is, one-way input in the second language' that is both comprehensible and one step ahead of the existing level of linguistic competence of the learners is provided to the learners. Founded on Vygotsky's "zone of proximal development" (1962), Krashen's 'input hypothesis' is represented as $i+1$. Krashen (1996) further suggests that language acquisition happens when learners receive messages they can understand. Interaction theorists like Lightbrown and Spada (1999) suggest that, "When learners are given the opportunity to engage in meaningful activities they are compelled to 'negotiate for meaning,' that is, to express and clarify their intentions, thoughts, opinions, etc., in a way *which* permits them to arrive at a mutual understanding. This is especially true when the learners are working together to accomplish a particular goal . . ." (p. 122). In this context we can cite Pica (1994), who defines negotiation as "modification and restructuring that occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility" (p.495).

Vygotsky's (1962) socio-cultural theory or social interactionist approach of learning that focuses on how cultural beliefs and attitudes positively influence learning, in addition to peer and adult influence on learners, is cited as a framework supporting learning in the present context. Swain (1995) in her "comprehensible output hypothesis" stresses that not only 'comprehensible input', but output is also important, and theorizes that it fulfils four key functions in SLA: '1) enhances fluency; 2) creates awareness of language knowledge gaps; 3) provides opportunities to experiment with language forms and structures; and 4) obtains feedback from others about language use.' According to Ariza and Hancock (2003), comprehensible output assists learners in conveying meaning while providing linguistic challenges.

Thus, we can summarise that both linguistic environment and social context are essential for effective SLA, in addition to certain cognitive inputs provided by the learners for meaningful constructions to take place. Based on this idea, our study is furthered to understand the effect of popular culture on language learning amongst the youth of India.

Communicative Approach

The term 'approach' here refers to the theories about the nature of how language is learnt. The Communicative Approach (CA) thus refers to the beliefs and theories of language teaching which emphasize that the goal of language learning is 'communicative competence' (Richards, 1985). Proposed by Dell Hymes and further developed by such language experts as Michael Canal, Merrill Swain and Sandra Savignon, 'communicative competence' subsumes four interconnected components – grammatical competence, discourse competence, socio-cultural competence and strategic competence. Grammar competence refers to the ability of the learner to understand the sentence-level that includes the vocabulary or lexical items, phonological functions and the morphological and syntactic structures. Discourse competence includes the

ability of the learner to use the language appropriately in meaningful contexts. Socio-cultural competence is the ability to ‘use English in social contexts in culturally appropriate ways’ (Gebhard, 2011), and strategy competency is measured in terms of fluency, understanding, comprehensibility, and proper application of ideas and thoughts in unrehearsed communicative situations. In the CA language needs of the learner is given primary importance. Identification of learners’ communicative needs provides a basis for curriculum design (Van Ek, 1975). Thus, taking cognizance of the English communication needs of their students, teachers can utilize popular cultural forms as one of the foundations for their syllabus design for English classrooms.

Task-Based Language Teaching (TBLT)

Much like regular tasks that we perform everyday such as making tea, writing an essay, talking to someone on the mobile, TBLT seeks to develop students’ ‘interlanguage’ through providing a task and then using language to solve it (Skehan, 1996). TBLT proposes the notion of ‘task’ as a central unit of planning and teaching. It is based on the concept that effective learning occurs when students are fully engaged in language tasks, rather than just learning about language. TBLT approach is ideally determined by the specific needs of particular learners. Especially useful in ESP courses, TBLT makes use of everyday resources to assign tasks to learners and then assessing them through language related criteria. TBLT is one of the recent approaches to language learning that has proved to be quite useful among teachers coming from diverse local conditions.

Cooperative Language Learning (CLL)

CLL forms a part of a more commonly known ‘instructional approach’ called Collaborative Learning (CL). It is a teaching learning approach that involves collective and collaborative

effort from pairs and small groups of learners. Olsen and Kagan (1992) define CLL as a “group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.” In ELT, CLL is seen more as an extension of the Communicative Language Teaching (CLT) approach where the primary objective is towards improving the communicative atmosphere of the classroom. The focus is towards a learner centered learning approach that is perceived to be more effective in learning than the teacher centered approach seen widely in classrooms. As noted by Richards and Rodgers (2001) CLL supporters have borrowed heavily from the theoretical works of developmental psychologists Jean Piaget (e.g. 1965) and Lev Vygotsky (e.g. 1962), who gave primacy to social interactions in learning contexts. To reiterate what has been suggested by Richards and Rodgers (2001) we can say that the key ideas behind CLL are to ‘foster cooperation’ among learners, to cultivate their ‘critical thinking skills’, and to develop their ‘communicative competence through socially structured interaction activities’. All these key notions of CLL are today seen to be integral to CMC in specific and to popular cultural forms in general.

Conclusion

Language not only entails ‘forms, patterns and rules’ but is also simultaneously tied up with the ‘social, subjective and objective world’ of the speaker. It also conveys the ‘attitudes, habits and cultural characteristics of its speakers’ (Byram, 2000). Thus, the fundamental question underpinning the studies of any culture – “How, where, when and to what effect are the shared meanings of particular groups produced, circulated and consumed?” – becomes the foundation on which the present research study is progressed further. The study subscribes to the theoretical

context offered by the five dimensions of culture – ‘representation, production, consumption, identity and regulation’ (Byram, 2000). According to Hall (1997), ‘the relation between things, concepts and signs lie at the heart of production of meaning in language. The process which links these three elements together is what we call representation’. Meanings are not only produced, and disseminated by individuals, groups and organisations, but they are also generated in the process of consumption: people listen to a song, read certain types of books, wear certain clothes, interact with others in a particular way; and all these become signifiers of their identities, which brings us to the last two dimensions of culture - ‘identity and regulation’. While producing ‘shared meanings’, a group creates a sense of identity, and these ‘shared meanings’ also work towards regulating the identity of the group. In the context of today’s youth group’s language environment, the group identity and the shared meanings provide rich resources and avenues for innovative language usage and practice that is certainly not commonly seen in formal classroom settings.

CHAPTER - 3

Popular Culture Forms

This chapter is a description of the popular culture forms that are included in this study. It comprises of three sections, with broad categorization such as; 1) Social Media and English Language, 2) Mass Media and English Language and 3) Other Media and English Language. First section is a discussion on social networking sites and English language learning of the youth. Similarly, the second section comprises of discussion on internet, print media (newspapers, magazines, popular books, etc.), radio and television and their impact on the language skills of the young community. Lastly, in the third section there is a discussion on mobile phones, English cinema and English music and their impact on the same as mentioned above. Language skills are the ability to carry out a language task with relative expertise to a relatively successful degree (Macaro, 2006). The major motive behind studying of these forms is to make some meaningful observations on how these can affect the language skills of the young people using them, in our society.

Section 1: Social Media and English Language

Social Networking Sites

Social Media means the media that are designed for social interaction and user participation; for example multi-directional conversations, through accessible web-based publishing methods such as blogs, message boards and wikis along with websites such as *Facebook*, *Wikipedia*, and *Twitter*; which can be shared freely, often involving user generated content (Barker, 2013). It includes but is not restricted to internet forums, groups, blogs, microblogs, networking sites, social bookmarking sites, wikis, podcasts, content communities for articles, video/photo sharing

sites, Q & A sites, review sites, etc. But we shall restrict our focus unto networking sites which is one of the major domains of social media. Allen, Burrell, & Bourhis (2008) are of the opinion that regardless of the purpose of the conversation, people tend to pursue efficient ways of interacting, in order to be considered competent. Young community of our society may directly be understood to belong to this category as they always wish to be unique, different and up-to-date, as is generally observed in any community.

Taprial and Kanwar (2012) have given the following insight on Social Networking Sites (SNSs) and their emergence which has been included in the present study. Initially, in 1997, the first sites came into existence, some of them named as Classmates.com and SixDegrees.com. The former tried connecting people to each other from their early school days whereas the latter was based on the theory that no person is separated from another by more than six degrees. In 2002, a new SNS was launched named Friendster which promoted the idea of a rich online community through bonding between people. 2003 saw the introduction of LinkedIn and MySpace; and Facebook (FB) in 2004. LinkedIn is a serious networking site for professionals and business people to connect with their contemporaries. MySpace was the most visited SNS in the world from July 2005 till early 2008, surpassing Google in 2006. However, in 2008, Facebook overtook MySpace. Fitzgerald (2012) confirms that among all the social networking sites, Facebook is the best social networking site at present and the second most visited site in the world after Google. It allows users to create individual profiles, add or invite friends, exchange messages, join other communities of like-minded people or form groups of their own based on common interests, which could be categorized by school, college or workplace. Google has come up with Google Plus (Google +), which resembles Facebook feature-wise with some additions like “circles” of friends and acquaintances or followers. It has become a serious competitor for

Facebook and both are now striving to be *numero uno*. Another micro-blogging site Twitter created in 2006, allows users to send and read text-based posts of up to 140 characters, known as ‘tweets’. There are many more SNSs which came and survived for a short stint and there are also chances of emergence of newer ones with new features.

Social networking sites may be divided into two categories:-

Personal social networks that centres around the individual, such as Facebook, MySpace and Bebo, and *Group-based social networks* that centres on a group or a topic, such as Ning, Edmodo and Elgg. However, they share common features like profiles, friends, groups, member status updates, and ‘activity’ or news feeds. Xu et al. (2012) say that Social Networking Sites usage patterns can be characterized by five main activities – posting, viewing, sharing, replying and playing as shown in Table 3.1.

Table 3.1: Activities in Social Networking Sites

Activity	Description
Posting	Publishing information like photos or photo albums, videos, events, or just random thoughts using the enabling tools offered by SNS
Viewing	Browsing others’ published information or profiles
Sharing	Sharing amusing, inspiring or valuable sources (posted by one person) with other SNS friends
Replying	Responding to others’ comments, posted or shared pictures, videos and status
Playing	Playing social games embedded in SNS

Blankenship (2011) has described the impacts of social media on higher education in the form of interconnected “literacies”, which includes attention, participation, collaboration, network awareness and critical consumption. Along with improving all the above mentioned literacies, we also intend to observe the subtle as well as the most apparent consuetude by which the English language is being affected through ‘social networking’. As students spend significant period of time using SNSs, it definitely makes sense to study its influence on them. In Table 1 we can see that the scope of communicating through a language occurs while ‘posting’, ‘sharing’ and ‘replying.’ On the other hand, ‘viewing’ keeps us at the receiving end. “Playing” may also be considered to keep us at the receiving end when we are allowed to autonomously click what interests us. In the first four activities depicted in Table.1 we come across varied range of expressions of communication.

Werry (1996) says that communicators have developed short cuts for expressing words, phrases, and emotions as well as textual and graphical pragmatic devices. And Varnhagen et al. (2009) have remarked that these short cuts and pragmatic devices have become so ubiquitous in electronic communication that they are being collected in dictionaries (e.g., Jansen, 2003; Shoeman & Shoeman, 2007; <http://www.netlingo.com>; <http://www.urbandictionary.com>). They might have gained popularity because typing complete expressions is a slower process and more error prone than speaking, as suggested by Herring (1999, 2003). Varnhagen et al. (2009) have cited that, though researchers, teachers, media and parents consider incorrect language deviations to be detrimental and improper, (e.g., <http://www.oxfordlearning.com/letstalk/texting-vs-writing-the-problem-with-instant-messag/>; Lee, 2002); some researchers (e.g., Lewis & Fabos, 2005; Merchant, 2001; Spatafora, 2008; Tagliamonte & Denis, 2006) suggest that this phenomenon simply represents contemporary slang, a process in the evolution of the English language. To

add to it, Sternberg, Kaplan, & Borck (2007) say that this new language may benefit students in terms of encouraging creativity in written expression and increasing literacy. Table 3.2 gives a range of instances on the same.

Table 3.2: Shortcuts

Authors	Instances
Clark & Araki (2011)	Abbreviations (Nite, sayin, gr8, lol, iirc, etc), Emoticons (<3)
Varnhagen et al. (2009)	Word Combination (Wanna, Gonna), Shortcuts (U, 2day, etc.)
Crystal (2006)	Abbreviated words (<g>, <vbg>, <gd&r> etc.), Compound words (Mouseclick, mousepad), Prefixes (@-Home, V-chat), Blends (etailing, bugzilla, infonet, etc), Bicapitalization (ScienceDirect, AltaVista, etc.) and many others.

The question that arises here is, ‘with this sizable internet language corpus, is English language and learning getting affected?’ Crystal (2006) talks of tentative language development to be of two kinds, first which will affect the nature of language use within an individual speech community and the second, which would give rise to different languages altogether. In addition to the internet-spawned neologisms which are widely learnt and used by the netizens, interestingly there is a scope to learn the standardised language even through social networking sites, like Facebook, Twitter and MySpace. For e.g. sometimes a classroom teacher can interact with students through forums formed on Facebook where there is less possibility of using wrong English. Twitter messages being restricted to 140 characters generally have content that needs to be made comprehensible to the readers through proper language usage.

Section 2: Mass Media and English Language

Internet

Internet is a part of digital technology which covers computers and all their functions, information storage in databases, information processing, and digital equipment like USB data storage devices, cameras, mp3 players and some cinema and television. Barker (2013) illustrates about digital technology that it organizes information electronically into bytes, or ‘discrete bundles of information which enables more information to be stored and processed at greater speed than by any other medium in human history.’

We see that internet is a space open to all kinds of people to communicate freely irrespective of sex, gender, age, class or nationality. Poster (1997) is of the opinion that internet is a space of democratization as acts of discourse are multidirectional and not constrained by categories of gender, class or ethnicity that are evident in face-to-face communication. It is a ‘decentralized network of networks’ that enables to make a phone call, write a message, set up a web page and many more things. With the advent of Web 2.0, users of internet are enabled to participate and interact. Some of the internet media are blogs, message boards, podcasts, and video sharing. Hence e-learning is the next big thing today after classroom learning. E-learning is commonly referred to as intentional use of networked information and communications technology in the teaching and learning process (Naidu, 2006). Since there is a scope of learner autonomy in it, users can learn at any time, any place and any pace. It may be included under computer-mediated communication (CMC) which consists of electronic-mediated communication systems (e.g. e-mail, instant messengers, computer conferencing, video-conferencing) that help people interact with each other. They are again either synchronous or asynchronous. For synchronous CMC all

participants or users need to be present during interaction regardless of physical location. Some such communications are Instant Messaging, online chatting, webinars, video conferences, etc. In asynchronous CMC, however, participants are not constrained by time. They can leave words for others to read or write later for communication, or vice-versa, at their convenience. Some examples are weblogs, emails, social networking activities, discussion boards, voicemails, etc.

Computer-assisted language learning (CALL) programs provide multimedia with sounds, videos, graphics and texts which allow learners to be exposed to target language and culture (Mohammadi et al., 2011). When integrated appropriately, CALL technologies can support experiential learning and practice in a variety of modes, provide effective feedback to learners, enable pair and group work, support experimental and inclusive learning, improve student achievement, provide access to authentic materials, facilitate greater interaction among users, customize instructions, allow freedom from a single source of information, and motivate learners (Lee, 2000). Multimedia is understood as the use of a computer to present and combine text, graphics, audio, and video with links and tools that let the user navigate, interact, create, and communicate. However, online multimedia services can play a very important role in enhancing the skills of users in addition to providing ample entertainment. Mohammadi et al. (2011) have also projected that through using internet and web, students can reinforce their communicative competencies, familiarize with different cultures and strengthen their necessary skills like: listening, speaking, reading and writing. In web-based and internet learning, anxiety is reduced due to the absence of a face-to-face teacher and hence learners feel more confident.

Other than content and skills learnt from the internet, the interactive quality of internet has given rise to another aspect of language. The language used online is called *Net Lingo*. David Crystal (2006) defines it as a language designed for efficiency of communication in net-sphere so that a

message can be sent in the shortest time possible. Abbreviations like etc., et al., op. cit., and N.B. are constituents of “scholarspeak” but the vocabulary of net lingo is different owing to the speed and extent to which the miniaturizing of forms are taking place online compared to offline language. Five types of miniaturization are generally seen in net lingo. They are:

1. Abbreviation (shortened words) - ppl for people, b/c for because
2. Acronyms (composed of first letter of every word in the phrase) – OMG for oh my God, LOL for laugh out loud
3. Phonetic Replacement (certain letters and numbers replace entire words or parts of words because they represent the pronunciation more compactly) – cu for see you, l8r for later
4. Compounding (combination of separate words, or their parts, to make a new word that is shorter) – mousepad, webonomics, netlag, netizen, hackitude, geekitude.
5. Symbol replacement (use of emoticons and symbols, or letters with the value of symbols, in place of letters or words) – e-zines, e-commerce.

Print Media (Newspapers, Magazines, Popular Books, etc.)

Print media comprises of newspapers, magazines and popular books. Kaushik (2011) contends that among the various forms of media, ‘print media offers stability amidst welcome fluidity in language.’ For centuries, the printed word has ‘served as the touchstone of standardization.’ Besides, the multiple originators of media generally pass through certain standards of quality control that ensures its authenticity.

Print technology was first invented by Johannes Gutenberg (c. 1395-1468) after which Marshall McLuhan called this period the “Age of Print” and the “Gutenberg Galaxy”. Reading has since

then been a recreational activity for many. Some of the reading materials are books, magazines, newspapers, comics, journals, etc.

Books have always been enjoyed when read for pleasure. A *narrative* is a text to which readers respond instinctively as pleasurable and meaningful. It consists of a sequence of events or actions logically connected. There are a number of ways for delivering narrative. *Novel* is the most influential medium to cultivate pop culture (Danesi, 2008) as they are popular sources for many cultural practices over the centuries. Another common form is the *pulp fiction* in which stories are published in inexpensive fiction magazines serially with themes of crime, adventure and sex written in a sensational way. They were produced with cheap paper made of wood pulp thence the name.

Newspapers are something which most of us are fond of. They update us of the happenings nation-wide, world-wide and of the locality. Other than a source of recreation it also plays an important role in influencing public opinion and bringing about radical social change. Danesi (2008) claims that people buy newspapers not only for their news content and editorial commentaries, but also for their advertising content, comic section, crossword puzzle, sports gossip, classified information, entertainment news, review of books and movies, portraits of exceptional individuals and other such “variety acts” that rival television for entertainment value. The world’s first print newspaper was a Chinese circular called *Dibao* which was produced using carved wooden blocks.

The modern-day magazine materialized with the publication of *The Gentleman’s Magazine* (1731-1907) in England. The word ‘magazine’ has been derived from the French word *magasin*

which means 'storehouse'. So, it is a literary storehouse of essays, poems, stories, reports, etc. often backed by illustrations, photos and the like. Some of the popular magazines are *National Geographic* (1888-) which consists of information of science, travel and history, *Consumer Reports* (1936-) that gives comparative evaluations of consumer products, *Cosmopolitan* (1886-) that talks of modern fashion and lifestyle for women, *Vogue* (1892-), *People* (1974-) featuring stories on celebrities, *Wired* (1993-) dealing with digital culture, and many more. Since magazines may be kept for longer time they are printed in better papers and smaller page sizes.

Comics are narratives told by means of a series of caricatured art arranged in strips or rectangles and read like a verbal text. Dialogues are written in balloons indicated from the speaking characters. They are generally colorful and fun-filled to read and usually depict adventure, exploits or lifestyles of one or more characters. Superman, Spiderman, the Fantastic Four, Batman and many others are now reigning with supreme popularity.

The use of the above media of print makes people use of language to think about, listen to, view, read, write, discuss and produce media texts, write to express understanding, read to find meaning and interpret, speak to clarify and extend thinking, listen to understand and learn, respond personally and critically to print media, read, interpret and communicate facts and figures through reports, charts and graphs, understand the importance of social responsibility and personal integrity in the use of language and media, etc. (Media Studies 20). Today print media products are used extensively for language teaching and learning worldwide, and are well-researched fields in ELT. Magazine articles, cartoons, comics, popular fictions are a huge source of authentic materials for language teaching that teachers in every corner of the world make use of extensively in the teaching learning process.

Radio

Guglielmo Marconi was the first to invent a *radiotelegraph* in 1901, which is now called Radio. It had the capacity to reach an audience much more than of the print media as it could span great distances instantly and the takers did not have to be print-literate. Radio broadcasting reached the peak of its popularity during the World War II. The basic content of its programs today are music, newscasts, talk shows, live broadcasts of sports events, debates, materials of some pulp fiction, traffic bulletins, weather reports, and time checks. We generally listen to it while travelling or in leisure time with family. It develops people's imagination, by creating pictures in the mind through the power of words, stimulates the imagination to fill in the visuals, etc. The listeners see the drama in their heads. Thus, in a language classroom use of radio helps students to promote their imagination, to boost their creativity. Besides getting new information and entertainment, radio helps improve one's pronunciation, intonation and pitch of voice, and also add new styles of expressions to one's vocabulary corpus. Through exposure to TV news and radio programs students acquire the knowledge, structures, strategies, and vocabularies they can use in everyday situations (Cabaj and Nicolic, 2000). From the 1920s to 1950s it was a primary form of pop culture that has gradually lost its significance with the advent of television. But even then various stakeholders have made use of its great reach to provide real-time learning experience in difficult subjects like Maths, Science and English, through discussions by subject experts, for learners in rural areas. As per a *Times of India* report dated December 1, 2010, a Bangalore-based NGO, Education Development Centre (EDC), the US Agency for International Development (USAID) and Bihar Education Project (BEP) in collaboration with All India Radio have made use of an interactive radio programme called 'English is fun' for primary level rural school students in eight states of the country – Bihar, Jharkhand, Karnataka, Delhi, Rajasthan,

Andhra Pradesh, Chhattisgarh and Madhya Pradesh. As a result of this initiative, children's ability to speak English has increased substantially in the last four years amongst the school students at the elementary level. Consequent upon the success of this programme, EDC has now prepared similar packages for Mathematics and Social Sciences also.

Television

Ehrenreich (1991) says that over 15 years of our waking lives we watch television. Television was the invention of a British electrical engineer, John Logie Baird (1888-1946). It is the primary source of mass communication virtually across the world, after having replaced radio. Television is one form of mass media that has the largest number of consumers and it is the production house of the largest volume of popular cultural texts as noted by Barker (2013). Since it is a resource available to almost everybody in this modern industrialized society, it imparts popular knowledge about the outside world which is different from ours. Hall (1977) has further elaborated saying that television has the provision and the selective construction of social knowledge, of social imagery, through which we perceive the "worlds", the "lived realities" of others, and imaginarily reconstruct their lives and ours into some intelligible "world-of-the-whole." It is a rich resource for the construction of cultural identity of the audience. Barker (2013) contends that though the new digital media is on the rise now, television is not yet surpassed in percentage of accessibility. Since television 'produces and circulates an explosive display of competing signs and meanings' (Barker, 2013), there is a 'flow of images and juxtapositions that fuse news, views, drama and reportage into an electronic bricolage' (Williams, 1974).

It is something that we watch in a specific domestic space of our home, mostly in the living room. Amidst the broadcasting there is some talking among the family members and group of

friends watching the programs and unconsciously there happens the production of cultural identities. However, its ubiquity is also felt by its presence in hotel rooms, airports, schools, elevators, office waiting rooms, cafeterias, washrooms, and even outer space. This technology is now applied even in medical devices, security systems and computer-aided manufacturing. Cable television and direct-broadcast-satellite (DBS) gave rise to many new channels and types of programming that have captivated people across the globe. Channels that feature cultural and educational programming are Discovery Channel, National Geographic Channel; Arts & Entertainment Channels like Sony, Colors, Zee, etc.; movie channels are Home Box Office, Star Movies, the Movie Network; music channels are MTV, VH-1; news channels are CNN, Fox News, NDTV 24X7, Star News; religion channels are Astha, Shradhha, Sanskar, Jagaran; sports channels are ESPN and animation channels are the Cartoon Network, Pogo, etc.

Overall, television provides a lot of high-quality educational and cultural programs that acts as a major source of local, national, and international news feed for us. Now interactive television has boomed in the market which allows the viewers a choice in what they watch and when they watch it. Some genres that have gained tremendous popularity are sitcoms, reality shows, soap operas, news, live-shows etc. Morning programs are invariably information programs such as news, weather or sports, children's shows, exercise programs, talk shows, quiz shows, religious discourses, etc. Since in the afternoon, the primary viewing audience is made up of stay-at-home people, programs are generally soap operas, cookery shows, interview programs with moral issues and such. In the prime time, i.e. from 7 pm to 10 pm starts the family hour. It comprises generally of sitcoms, adventure programs, documentaries, movies, and the like. Prime time is followed by late night programs which allow indulgence into any type of show that is comfortably watched when left undisturbed. Thus television is now a diverse and heterogeneous

source of news, entertainment, information and knowledge. Viewers watch channels that meet their interest and in the process they understand that some of the TV programs are highly educational.

News is one of the most common and primary texts of television which appears on almost all the networks available. It is found to have a great influence on public life as it is understood to reflect real events around us. Hartley (1982) identifies that Anglo-American news comprises of politics, the economy, foreign affairs, domestic affairs, sport and ‘occasional’ stories. Similarly, in India the news channels cover the same components along with Bollywood news, cultural events, etc. Dahlgren (1995) points out that within the traditional news programmes now new popular formats have flourished. Some of them are the tabloid-style news broadcast, the political talk show, the vox-pop audience, participatory show and the infotainment magazine shows found on breakfast and daytime television.

However with the ability to view broadcast television in different computer screens after having downloaded through peer-to-peer networks like BitTorrent in the internet, television programmes are watched with ease and comfort even in our bedrooms with the autonomy to replay, pause and watch the shows. Whatever it is, the bottom-line remains the same that growth in Internet usage has not diminished TV viewership. Barker says that the heaviest Internet users are also the biggest viewers of TV. In ELT, television is a reach source for language learning pertaining to improvement in pronunciation, vocabulary, sentence structure and grammar. Any English language TV show in India, be it a movie channel, an educational channel, or a news channel, has the potential to improve the English language skills of a viewer as the viewer gets to hear native-speakers of English, or very high quality non-native speakers of English in India. English movies with subtitles telecast on some TV channels are another form of popular culture that is

quite well-established today as a source of improving English skills among non-native speakers of English.

Section 3: Other Media and English Language

Mobile Phones

Today a mobile phone is no longer an item of luxury but a highly essential communication device that keeps people in contact with each other 24/7. In a matter of just a decade it has moved from the times when young people were being compelled by “social engineering” sources to adopt mobile phones – from ad campaigns, from product placements in TV shows, films, and entertainment events, and even from parents (Chaisri, 2001) - to being a device that can make the difference between a life and death situation. Interestingly, and maybe unfortunately, in a country like India where some families do not even have proper toilets at homes, each member of the family can be seen using a mobile to keep in touch with others, or accessing internet for information and entertainment.

Present day mobile phones are multimedia platforms where other than making calls, they enable us to download videos, take photographs, play games and music and connect to the internet. Marketing executives are targeting the 13-27 age groups which are called the ‘iGen’ or ‘Google generation’, for whom the mobile phone is the primary device for connecting with friends and continuing their social networks (Barker, 2012). Since interactive experiences are made easily available to young people through these pervasive and cheap internet penetration in their regular-using gadgets the communication takes place intermittently. Barker also claims that the world’s quickest growing mobile phone market is in India, which has been adding some 5 million new subscribers per month, with an expected 300 million users in 2010.

The learning consequences of this tidal wave of technology is seen when Wireless application protocols (WAP) that use cell phones to access the internet help users find definitions and reference information as and when required. Today, when timely access to information is vital, mobile devices such as cellular phones, smartphones, mp3 and mp4 players, iPods, digital cameras, data-travelers, personal digital assistance devices (PDAs), netbooks, laptops, tablets, iPads, e-readers such as the Kindle, Nook, etc. have spread very rapidly and become common (El-Hussein & Cronje, 2010; Franklin, 2011; Kalinic et al., 2011). Kalinic et al. (2011) have said that mobile devices are quite popular among young population, particularly among university students (Cheon et al., 2012; Park et al., 2012). Thus, the idea of learning through mobile devices has gradually become a trend in the field of digital learning (Jeng et al., 2010). This is because learning with mobile devices promises “new opportunities and could improve the learning process” (Kalinic et al., 2011, p. 1345), and learning with mobile devices can help achieve educational goals if used through appropriate learning strategies (Jeng et al., 2010).

Previous researches and practice illustrate the function of mobile devices in language learning as follows:

It is a data collection tool (Kukulsa-Hulme, 2005; Petersen & Divitini, 2005; Cavus & Ibrahim, 2009) for recording interviews or casual interactions in the English language which could be used for future reflections, content creation and sharing.

It is a communication tool (e.g. Kiernan & Aizawa, 2004; Kong, 2009) to communicate with peers, instructors or native speakers via phone calls, SMS or phone e-mail in the English language.

It is a language assistant (e.g. Ogata & Yano, 2004; Markiewicz, 2006; Anderson, et al. 2008) that provides instructions or references to support language learners in conversing with native speakers in real-life situations.

It is a productive tool (e.g. Joseph et al., 2005; Hasegawa et al., 2008; Chen et al., 2009) for learners to generate small-scale artefacts such as short write-ups, photos or animations.

English Cinema

People look for recreation, inspiration and insight in the movies they watch. They fall under three categories namely, *feature films*, *documentaries* and *animated films/cartoons*. Feature films are fictional, the content being an adaptation of a novel or short story, a play or some other print work. Documentaries are real-life situations where there may be unrehearsed discourses shot without a script. Animated films are produced digitally these days. Some of the early movie genres in pop culture are crime drama, science fiction (sci-fi), animation, comedy, character drama, historical drama, documentary, suspense, horror, musical, war, action/adventure, film noir, western, romance, and melodrama. Some recent movie genres are youth rebellion, spy adventure, intrigue, romantic comedy, science fiction (sci-fi), martial arts, rap/hip-hop, African-American, Hispanic, coming-of-age, antiwar, sword and sorcery, disaster, apocalyptic thriller, fear, chick flick, girl power, etc.

Films/Cinemas/Movies can be watched in theatres, television, computers, notepads, tabs and these days even on cell phones. Technological resources such as World-Wide-Web, CD-ROM, videotape, videodisc, computer software, simulation and modelling tools, and multimedia technologies can also aid to the viewership of movies. Such independent and easy access to movies has definitely accelerated the frequency of their viewership amongst people. As English

language has also moved towards a dominant position worldwide, there is a general tendency to acquire the language to the optimum. Tafani (2009) suggests that through movie watching the viewer can give attention to the accent, voice, body language and choice of words in the received language, in addition to getting a practice on analyzing the lifestyle, the story, the plot, and the summary of the movie.

For English language learners, video has the added benefit of providing real language and cultural information (Bello, 1999; Stempleski, 1992). And videos may include movies, television programmes and news broadcasts. According to Ward & Lepeintre (1996), films are motivating for EFL/ESL teaching because a film with a story is more likely to be appreciated rather than a lesson to be taught. Stempleski (2000) asserts that films are valuable and rich resources for teaching because they present colloquial English in real life contexts rather than artificial situation; an opportunity of being exposed to different native speaker voices, slang, reduced speeches, stress, accents, and dialects. According to Massi & Merrio (1996) good films can serve as valuable pedagogical aids, both for classroom use and self-study. Secles, Herron & Tomasello (1992) further explain, “Viewing the video and movie clips would enhance students’ learning of vocabulary and idiomatic structures because of the contextualized presentation of the video”, and viewing foreign films in dubbed English necessarily gives the exposure and experience. Quiang & Wolff (2007) suggest that using films as a classroom resource exposes students to the language and becomes beneficial for students’ communicative skills, rather than grammar and such. Even the entertainment value of a film is important as it increases interest in the topic, which can boost people’s motivation towards learning (Silvia, 2008).

Different English movies might belong to different genres or regions. Thus the non-homogenous language can help learners acquire advanced listening comprehension & conversational

vocabulary specific to a particular location and culture. Paralinguistic elements present in movies are also important to help viewers know the body language and its associated meanings (Tognozzi, 2010). Quite a few studies have revealed that students appear to learn word meanings while reading expository and narrative texts in an incidental way; that is, without the explicit intention to learn words (e.g., Jenkins, Stein, & Wycsocki, 1984; Nagy, Herman, & Anderson, 1985; Shu, Anderson, & Zhang, 1995). Goodwin (2004) who has done extensive work on developing courses to teach language through film clips, says that ‘it allows learners to mimic the multi-layered complexity of real-life interaction, develops learners’ listening comprehension through intensive analysis of native speaker speech, examines the underlying message conveyed not only by the discourse and the context of the situation, but also by the stress and intonation patterns chosen by the speakers.’ She also opines that movies highlight the intersection of prosody with non-verbal communication, incorporates drama techniques which engage the learner both psychologically and physically, and provide a rich context for developing interactional skills, and ultimately can help improve intelligibility.

Bueno (2009) has illustrated ways in which pop culture, particularly films, can be used to teach the target language and culture. According to her, two significant benefits of using films in foreign language classes include that foreign language students can develop (1) “media literacy skills” and (2) “trans-lingual and trans-cultural competence.” For Indian youngsters, English cinema viewing can be made more interesting if they comprehend every detail of it, may be, with the help of English subtitles, and some prior knowledge of the foreign culture showcased in the cinema.

English Music

Pop culture is propelled to the center stage because of music. Pop music is the heart and soul of pop culture. Pop music originated in the late eighteenth century America when melodious music composed by professionals were performed in parks before large gatherings. However, different musical styles have been in fashion in different periods. Some of them are disco, glam rock, punk rock, new wave, reggae, funk, metal, rap, jazz, folk, and so on. The advent of the music video, the launch of Music Television (MTV) in 1981, a twenty-four-hour music video channel, the introduction of CD in 1983 and the newer advancements of modern technology have actually led to the closer proximity of young people today with English music. The songs are generally about love, sexuality, adolescent identity crises, personal freedom in youth, and other issues of major concern to the young people.

There are so many different ways we encounter music in our daily lives - we might be awakened by an alarm clock playing a roaring metal song, the soundtracks we choose in the iPods when we are walking, jogging or travelling, some romantic ballad breaking the silence of a shop at the supermarket, listening to some song in a music channel, in college parties where playing popular songs are a must for the party to be a hit, and when we ease our way to sleep with some soft number - we are constantly listening to some music. Even though music attracts one and all, but young people are seen to be more susceptible to its influence as compared to any other age group. Most of the youngsters today are found to have submitted to constant aural stimulation while walking, driving, jogging, eating, working or studying. An affinity between language and music is also perceived when young people are seen enjoying karaoke displays where they get to hear the music and read the lyrics simultaneously.

According to Crystal (2003), popular music is one of the most important media through which people around the world have come into contact with English since the 1960s. Though the term popular music might seem self-explanatory, it can be understood in two theoretical perspectives. Focusing on musical style, a popular song produced in a non-Anglo-American region might be defined as “popular” because it sounds like an Anglo-American popular song (Bennett, Shank, and Toynebee, 2006). With the rapid explosion of cheap technologies, different types of media and media-related activities, songs have become an omnipresent feature of the leisure world of the young (Brown, 2008). Brown (2009) goes on to add that listening to popular music, accessed via Web 2.0 technologies, such as P2P networks and pay-per-track sites, and played-back on MP3 players, is a central, defining activity of contemporary youth consumer culture.

The existence of the Mozart Effect, which was described for the first time by Rauscher et al. in 1993 (Cacciafesta et al., 2010), contends that learning is enhanced with music, be it, spatial-temporal intelligence, mathematical capabilities or abstract reasoning. A wonderful fact about the human foetus is revealed by some researches that it comprehends acoustic signals in the womb and after birth the first aspect of language that babies learn is its music: its intonation, pitch, and rhythm (Mora, 2000). Newham (1995) adds a more scientific fact about the retention by stating that the primarily right hemisphere-oriented process of music making can enhance the process of language acquisition and memory which place demands upon the left hemisphere. Thus songs enhance and stimulate memory. So if musical experiences are incorporated into daily life of the young people today, there could be a scope of language skill development along with its other cognitive advantages. Gardner (1993) has noted that the musical intelligence is the first intelligence to emerge in young learners. Perhaps it happens because music allows relaxing even in a learning atmosphere. In a classroom environment, songs can be used to teach sounds, rhythm

& stress, polite formulae, sentence patterns & syntax and vocabulary (Richards, 1969). Paquette and Rieg (2008) have contended that language lessons addressing grammar, reading fluency, and writing, among other literacy skills, can be enhanced through the medium of music.

This study defines music as songs with or without orchestration. Ostrand & Schroeder (1979) opine that Baroque music, with its 60 beats per minutes and its specific rhythm creates a kind of “relaxed concentration” for active learning. We enjoy a melody by listening, humming, whistling, singing to it, or dancing along. Hence it drives us into tapping toes, clapping hands, nodding heads, and smiling. In such a non-threatening environment learning becomes joyful. Lems (2005) has confirmed that listening to songs is a tried-and-true method by which students can improve their listening comprehension in a different language, and when used as a guided activity its value is maximized even further. Song lyrics can easily be chanted or sung, aiding oral fluency and pronunciation. There is a huge availability of lyrics websites on the internet. In whichever form they are introduced, their words and phrases can be explored and put to use in speech or writing. Language acquisition occurs most effectively where there is freedom to know, to try, and to err, without the fear of penalty (Nessel and Dixon, 2008). And all the three can happen while picking new words from the popular English music. In a very non-threatening environment people can learn new language nuances along with entertainment.

Nessel and Dixon (2008), opine that students learn the English words of a favorite popular song much more readily than learning words presented in a textbook lesson. Murphey (1992) theorizes that lyrics in pop songs boost language production as they contain high-frequency vocabulary that every learner needs to know. As the young people’s vocabulary and collocation expands their confidence and interest to improvise on the existing language skill increases. Learning through music is reinforced when they tune in to their favorite numbers which have good amount

of vocabulary and comprehensibility. This can be included under both incidental and intentional language learning. While we listen to the lyrics of an English song, we tend to remember the words which are easy to pronounce, smaller in size, and morphologically less complex. It is worthwhile to note here Lems' (2005) observation that American songs are a rich source of contemporary idioms and culture. Popular music, more particularly, deals in and with people's fantasies, realities, dreams and nightmares which stimulates incredible creativity and pleasure (Hansen, 2010). We are thereby interested to study popular music which young people get attracted to as it plays a dominant role in their culture and has been taken as a mode of expression of thought and emotion. The lyrical content of modern day music may concentrate on issues like courtship, marriage, break-ups, death, nature, education, women's roles, etc. Contemporary song lyrics are also affected by the broad variety of children's stories, games, toys, chants, fads, mythical heroes, and nonsense word play.

Griffiths (2013) observes that songs are poems set to music he also simultaneously says that the corpus of songs can deliver unlimited resource that can be used in a language classroom. However, lyrics of pop music used in the classroom need careful selection along with close attention to their vocabulary and the range of meanings connoted. Marsh and Millard (2000) are of the opinion that if the inappropriate materials are filtered out, there is a possibility of wide range of interesting work that can be done in the language classroom. Hoggart (1995) also opines that a careful analysis of the words of pop songs can work as an antidote to the cultural critics who dismiss the pop songs vocabulary as something 'cheap', 'trite' or 'sentimental'. Hagood and Ash (1999) used karaoke within reading lessons in order to orientate adolescents towards schooled reading practices. Music plays a powerful role in identity formation and friendship group cohesion, a process which begins from an early age, but is at its most potent in

adolescence. Marsh and Millard (2000) have shared some applications of songs in the language classroom in a way where songs can be collected on a particular theme: rain and sunshine, cars and highways spring to mind as being common subjects of many pop lyrics. These ideas can be pursued either as a stand-alone activity or used in conjunction with poetry. Thus popular songs and their related artefacts can offer the opportunity for the development of critical literacy skills.

Conclusion

We can conclude this chapter by summarizing that all the popular cultural products mentioned above, viz. SNSs, internet, newspapers, magazines, mobile phones, music, cinema, TV and radio etc. are rich sources of authentic language materials that, if used and implemented properly by teachers, can provide an enriched experience to students in the language classrooms. With technology moving at a fast and furious pace, where an expensive gadget purchased yesterday is becoming obsolete today, teachers need to understand and accept the significance of popular culture forms in the lives of the youth, and consequently change their teaching strategies to adapt to the needs and moods of the youngsters.

CHAPTER – 4

Methodology

This chapter presents the methods and procedures that the researcher followed to study the impact of popular cultural forms on everyday language environment of the Indian youth. In addition it describes the procedures followed to examine how these popular cultural forms can be used as a strategy for English language learning amongst students at the tertiary level and also delineates the changes in their language habits because of the new adaptations. The chapter thus describes the following important sections of the study: the research approach, the study area and the selection of the sample, the methods used in designing the instrument and data collection process, a description of the validity and reliability of the study, a description of the statistical procedures used to analyse the data, the ethical considerations, and finally the research limitations.

Research Approach

A descriptive research approach was used for this study. Descriptive studies are aimed at finding out ‘what is,’ so observational and survey methods are often used to collect descriptive data (Borg & Gall, 1989). A descriptive research method, as widely accepted, is an investigative method of study that includes sufficient and precise interpretation of findings. Descriptive research describes a certain present condition, and is commonly used to explore opinions that can represent a whole population (Singh and Bajpai, 2008). This method therefore is relatively appropriate to this study since it aims at measuring the current impact of popular cultural forms on the language environment of the youth groups. A survey was administered to a selected sample from the specific population identified from the objectives of the study. The term

‘survey’ is commonly applied to a research methodology designed to collect data from a specific population, or a sample from that population, and typically utilizes a questionnaire or an interview as the survey instrument (Robson, 1993). Surveys are used to obtain data from individuals about themselves, their households, or about larger social organizations. Sample surveys are significant tools for collecting and evaluating data from selected individuals. They are widely accepted as important tools for conducting and applying basic social science research methodologies (Rossi, Wright, and Anderson, 1983).

Leary (1995) suggests that there are definite advantages in using a questionnaire compared to an interview methodology: questionnaires are less expensive and easier to administer than personal interviews; they lend themselves to group administration; and, they allow confidentiality to be assured. Therefore, the researcher selected a descriptive research methodology and designed a questionnaire survey instrument to assess the perceptions of the youth regarding the impact of popular cultural forms on their language environment, the changes perceived in their English language habits because of this, and how these popular cultural forms can be used for effective classroom teaching in the context of Indian students.

Research Population and Sample

People in the age group of 15-29 years comprise 27.5% of the population of India. They are understood as the ‘youth’ (National Youth Policy, 2014). Our study comprises of students from Higher Education studying in various under-graduate programs namely, B.A., B.Com, B.Sc., B.Tech, and MBBS. Data has been accessed from respondents at the tertiary level; hence the age group of our sample is 18-29. According to the All India Survey of Higher Education (2011-2012), published by Ministry of Human Resources Development (MHRD), Government of India,

80% of the student population is enrolled into various under-graduate programs across the country. Out of these 80 percent, around 40% are pursuing undergraduate studies in the Arts stream, 17% are pursuing B.Tech courses, 15% are studying B.Com, 12% are studying Science subjects, and 4% are pursuing the MBBS program. The rest of the students are studying other professional undergraduate programs, like Pharmacy, Bachelor in Education (Bed), Bachelor in Business Administration (BBA), Hotel Management, etc.

A stratified random sampling technique was adopted among undergraduate students of different educational backgrounds namely, Bachelor of Arts (B.A), Bachelor of Commerce (B.Com.), Bachelor of Science (B.Sc.), Bachelor of Technology (B.Tech.) and Bachelor of Medicine, Bachelor of Surgery (MBBS). Data was collected from the students while they were there in their classrooms; hence the setting was quite standard for them. The responses of the students were elicited through a questionnaire survey by visiting their respective colleges and collecting data from them inside the classrooms after being allowed time slots by the authorized heads of the institutes.

Universe of the Study

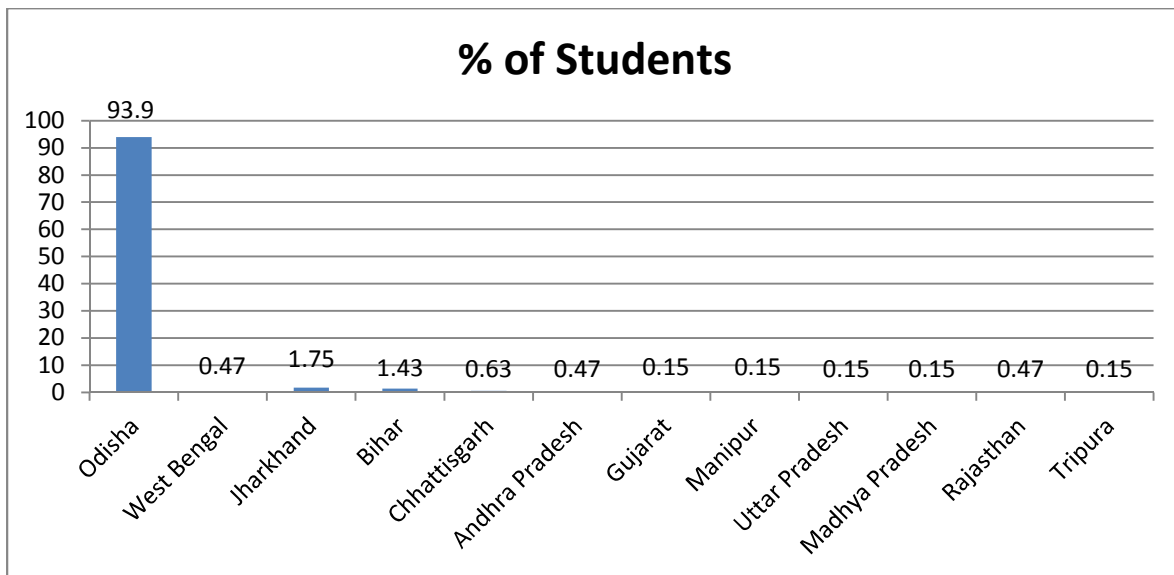
The study was confined to the geographical location of Odisha for research convenience and easy data accessibility, and grounded on the fact that Odisha as one of the states is typical of all such other states of the country that share similar economic and socio-cultural conditions. The results of the study can very well be generalized to other parts of the country as educated young people in general are seen to share similar social and cultural traits. Out of 43 million people in Odisha, situated on the east-coast of the country, 42% are young people (Orissa State Youth Policy, 2013).

Data was sourced from students from different locations of the state covering all the regional zones, namely Balasore, Baripada, Rourkela, Burla, Bhawanipatna, Berhampur and Cuttack. Balasore and Baripada are districts located to the north of Odisha and towards south-eastern part of India. Rourkela is a city located in the Sundargarh district of western Odisha known for one of the biggest steel plants of Steel Authority of India Limited (SAIL), the Rourkela Steel Plant (RSP) and the education hub, the National Institute of Technology. Burla is a town under Sambalpur district, also situated in the western part of Odisha. It is a university town hosting the Sambalpur University, Veer Surendra Sai Medical College and the Veer Surendra Sai University of Technology. Bhawanipatna is a town located in the district of Kalahandi situated in south western Odisha. Cuttack is a coastal district of Odisha situated on the eastern part of the state. The respondents from Balasore and Bhawanipatna were students of B.Tech program of the age range 18 to 27 years. Baripada and Rourkela provided students of B.Tech as well as Arts and Commerce backgrounds of the age range of 18 to 26. The respondents from Burla were MBBS students of the age range of 19 to 29 years. Berhampur, a major commercial town of Odisha located in the southern side of the state, provided Arts, Science and Commerce undergraduate students. Lastly data was collected from two different areas of Cuttack district, namely Chandol and Natakai where students were from B.A and B.Sc. background of the age range between 19 to 25 years.

Majority of the students belonged to Odisha (588); however, there were students from different other states of India namely West Bengal (03), Jharkhand (11), Bihar (09), Chhattisgarh (04), Andhra Pradesh (03), Gujarat (01), Manipur (01), Uttar Pradesh (01), Madhya Pradesh (01), Rajasthan (03) & Tripura (01). The distribution of the students from different states in percentage is shown in Figure 4.1. Number of students selected for the study represents the

total number of students from each college who participated in the questionnaire survey. The questionnaires were distributed in the theory classes of the students as per availability of the classes. The students who were absent or abstained were minimal and the numbers differed from college to college.

Figure – 4.1: State-wise Distribution of the Student Sample in Percentage (N=626)



The demographic detail also included the area that the students belonged to; whether urban (300) or rural (326).

Figure – 4.2: Location-wise Distribution of the Student Sample in Percentage (N=626)

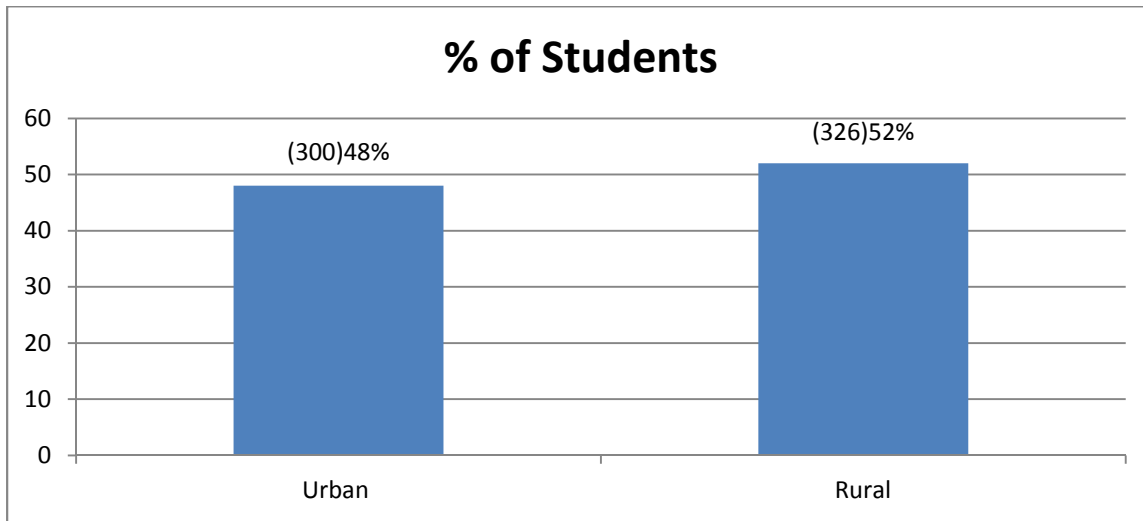
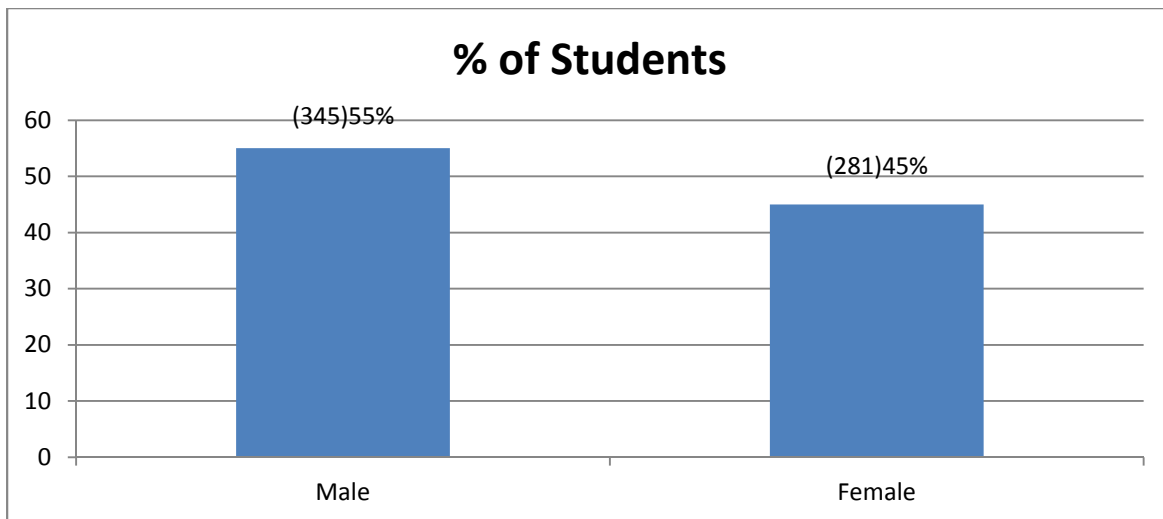


Figure – 4.3: Gender-wise Distribution of the Student Sample in Percentage (N=626)

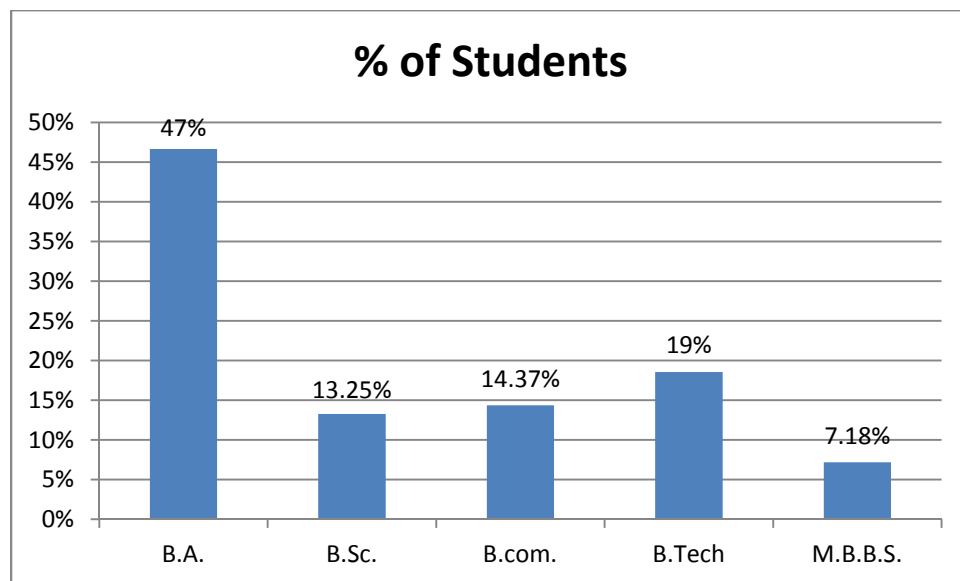


The above graph represents the percentage of male and female students considered for the study.

The male (55%) population was slightly more than the female (45%) population.

The students belonged to the age group of 18-29. The B.Tech students get admitted into the colleges on the basis of their scores in a common entrance test either at the state level, Joint Entrance Examination (JEE, Odisha) or All India Engineering Entrance Examination (AIEEE) at the national level, and therefore the students form a heterogeneous group belonging to different geographical locations within the country. The MBBS students get admitted into the college on the basis of their scores in a common entrance test at the state level Joint Entrance Examination (JEE, Odisha), one of the toughest exam for the examinees. The B.A, B.Sc. and B. Com. students get admission into colleges either on the basis of the results of the previous examination, or on the clearance of entrance tests that varies from institute to institute.

Figure – 4.4: Course-wise Distribution of Student Sample in Percentage (N=626)



Since all these students were between the age range of 18-29 years, they are considered to be youth and used as subjects of the study.

Instrument of the Study

The researcher made use of a questionnaire (Appendix I) as research instrument through which both quantitative and qualitative data were collected. Qualitative data elicitation through open-ended questions was included in the questionnaire so that the students could include some responses in their own words that could supplement the answers provided through the closed-ended sections of the questionnaire.

A questionnaire of Popular Culture and English Language (PCEL) was developed by the researcher herself. It assessed the impact of popular culture on the English language skills of the youth in India. This instrument was used to achieve the purpose and objectives of the study and was divided into three sections.

The questionnaire consisted of three sections:

Section 1 -Social Media and English Language

Section 2 - Mass Media and English Language

Section 3- Other Media and English Language

Section-1 comprised exclusively of Social Networking Sites (SNSs) as these sites have really and truly caught the imagination of young people, and is considered today to be the most happening places to be for any informed and up-to-date youngster.

Section-2 covered Internet, Print Media (Newspapers, magazines, popular books, etc.), Radio and Television.

Lastly, Section-3 comprised of Mobile Phones, English Cinema and English Music.

The popular cultural forms under each section are again divided into Part-1 and Part-2.

Part-1 of each section consists of a table with a 5-point Likert type rating scale, Strongly Agree, Agree, Neither Agree nor Disagree, Disagree and Strongly Disagree. The number of items in

each section differed from section to section, and each item addressed to the needs of one research question or other.

Part-2 of each section consists of open-ended questions and multiple choice type questions where there is a provision for selecting more than one option.

The survey items in this study were developed after consultations with experts in the field, and analysis of prior studies, and review of the literature. A piloting of the questionnaire was conducted at a local college nearby to the researcher's own institution. Certain items that the students found difficult to understand and interpret were modified and simpler sentences were written instead. Certain items were also separated and made into two items as they were creating confusion in the minds of the respondents. Overall it was observed that the students were very excited and were full of enthusiasm while filling up the questionnaire. The reasons for this could be that popular culture forms are such an integral part of young people's life that they were quite happy responding to the questionnaire, which was also a first time for them. Some of the items in the questionnaire which were changed were, "Subtitles/ captions for the dialogue help in understanding the language used in the movie" instead of "English captions benefit towards learning English"; "I feel English songs should be a part of our curriculum" instead of "Music is a teaching/learning tool"; "Reading newspapers, magazines, popular books, etc. has improved my English skills" instead of "Reading newspapers, etc. has improved my writing style." These statements were changed for better understanding of the respondents as otherwise they were unable to choose the appropriate answer that most suited their positions. Some of the items were completely deleted in the final draft of the questionnaire for their redundancy. These items were perceived to be not adding anything to the data to be elicited from the students. Some of those items which were deleted included, "I prefer community media like radio due to its low cost of

operation”, “I feel inadequate when I see friends using better English in SNS”, “Television increases the language achievement level of its viewers” and “I prefer reading newspapers, magazines online rather than in paper print”.

Administration of the Research Instrument and Sample Size

The researcher personally visited each of the institute and conducted the survey. A letter from the Head of the Department of the researcher’s institute seeking permission to conduct field work was addressed to the head of each survey institution, showing the purpose of the visit and details of the research study. No institute declined to cooperate in the survey work. On the contrary they were all very happy to give permission and allowed slots from their regular class routines. The survey was conducted during the academic year 2012-2013. Administration of the questionnaires was conducted by the researcher over a period of seven months. At the selected research sites the researcher got the permission to conduct the survey in the classroom atmosphere. She gave clear instructions as soon as the questionnaires were distributed to fill in. After the questionnaire was distributed the researcher kept moving around the classroom to facilitate the students to appropriately fill in the questionnaire and also encouraged them to clear doubts if they had any. In many cases, when the questionnaires were returned the researcher on the spot checked the blank cases and asked them to fill in the open-ended question which many had avoided to fill in. Some students who were not interested to fill in data were asked to abstain from filling in the questionnaire. It differed from college to college. Finally, it was administered to 700 students and 626 valid responses were received to progress the study further.

The colleges which were selected for the survey are given below in the table along with the number of students selected from each institute.

Table 4.1 List of Colleges Selected

Sl. No.	Name of college	Student population	No. of respondents	College type	Location	District
1.	National Institute of Technology	5000	78	An institution of national importance	Rourkela	Sundargarh
2.	Veer Surendra Sai Medical College	750	51	Premier govt.-run college and hospital	Burla	Sambalpur
3.	Balasore College of Engineering and Technology	1200	73	Self-financing College (Affiliated to Biju Patnaik University of Technology (BPUT))	Sergarh	Balasore
4.	Ballavi Devi Mahila Mahavidyalaya	1200	78	Affiliated to Utkal University	Natakai	Cuttack
5.	Hrudananda Smarati Mahabidyalaya	800	106	Affiliated to Utkal University	Chandol	Cuttack

6.	Government College of Engineering	960	55	Constituent College (BPUT)	Bhawanipa tna	Kalahandi
7.	Government Autonomous College Rourkela	1194	150	Government Autonomous College	Rourkela	Sundargarh
8.	Khallikote College	100	35	Affiliated to Berhampur University	Khallikote	Berhampur

Validity of the Research Instrument

Content validity for the survey instrument was established through a review by a panel of experts. The panel of experts consisted of faculty experienced in teaching Communicative and Business English courses, along with faculty from the Department of Humanities and Social Sciences of National Institute of Technology (NIT), Rourkela who had expertise in statistical techniques for the study at hand and had research experience of utilizing questionnaires as research tools.

Reliability of the Research Instrument

As mentioned above, there are three sections in the questionnaire which are again divided into Part-1 and Part-2. Part-1 of each section consisting of Likert-type rating scales was subjected to the reliability test.

In Section 1 (Social Media and English Language) there is only one form, Social Networking Sites (Section 1.1), with 15 items.

In Section 2 (Mass Media and English Language) there is Internet (Section 2.1), with 7 items; Print Media (Section 2.2) with 4 items; Television (Section 2.3) with 6 items, and Radio (Section 2.4) with 4 items respectively.

In Section 3 (Other Media and English Language) there is Mobile Phones (Section 3.1) with 4 items; English Cinema (Section 3.2) with 10 items and English Music (Section 3.3) with 7 items in the Part-1 tables respectively.

The reliability statistics of the items, form-wise, were tested through Cronbach's Alpha. The Cronbach's Alpha value for each of the forms is mentioned below for better interpretation:

Table 4.2: Reliability Coefficients for Items, Form-wise, in Sections 1, 2, 3

Items	Cronbach's Alpha
Section-1.1 Social Networking Sites (Items 1-15)	.760
Section-2.1 Internet (Items 1-7)	.733
Section-2.2 Print Media (Items 1-2)	.661
Section-2.3 Radio (Items 1-4)	.785
Section-2.4 Television (Items 1-6)	.652
Section-3.1 Mobile Phones (Items 1-4)	.752

Section-3.2 English Cinema (Items 1-10)	.984
Section-3.3 English Music (Items 1-7)	.875

We find that the Cronbach's Alpha values of all the items are in the range 0.65 and above which confirms to the accepted level of item reliability (George and Mallery, 2003).

Data Collection and Analysis

The students were considered for the study as they also fell under the category of youth and it was convenient for the researcher to get the youth population in large number in educational institutions. Results have been elicited using both qualitative and quantitative techniques, and hence, cancelling out their weaknesses. Stratified random sampling was used to select the colleges within the whole population. The purpose to select a variety of colleges under these criteria was to make the data more varied, enabling to draw generalized statements, ensuring transferability to other contexts and settings. Transferability which refers to the extent to which the findings from a study can be applied to other settings and contexts can be applied in this research by providing readers with materials to determine how closely their situations match and how far the findings of this study can be transferred to their setting or context. The non-response rate of the sample was as low as 10 percent which is typical of any study (Guthrie, 2010).

The study made use of 626 questionnaires to collect information from Engineering, Medical, Arts, and Science and Commerce graduates of the state. Out of a total number of 626, maximum numbers of respondents were B.A students (292/47%) followed by B.Tech. students (116/19%), B.Com. students (90/ 14.37%), B.Sc. students (83/13.25%) and MBBS students (45/7.18%) respectively.

The scoring of Part 1 of each sub-section in the given three sections is based on summing all the items for each individual to get a raw score for a particular individual. The group data were analysed using the descriptive measures for frequencies and percentages and represented graphically for each form given in the questionnaire.

In Part-2 of each sub-section in the given three sections, multiple options regarding their preference for certain popular cultural categories is mentioned for which answers were elicited from the respondents. The scoring of this section is done by applying '1' for the selected items and '0' for the unselected items. Then the selected items of all the individuals were summated for eliciting group result. Part-2 of each sub-section also had open-ended questions to be answered by the respondents. The objective was to elicit information on each individual's opinion on any improvement or deterioration of their language skills with the use of the respective popular cultural genres. In addition, information was also elicited from the respondents regarding the extent to which their vocabulary has been enriched after usage of these popular cultural forms. Qualitative method was used to interpret and analyse data for this particular section.

Statistical Analysis

The group data of all the sections were analysed based on the frequencies and averages. Schematic representation in the form of bar graphs and pie chart is produced for all the sections.

Ethical Considerations

Since the data made use of human participants, the significant ethical issues that were considered included consent, confidentiality and anonymity. The identity of the respondents was not asked for, and their cooperation for the study was ardently requested for. They were categorically

assured that the data gathered from them would be treated with the strictest confidence, so that they would answer with honesty and openness.

Limitations of the Study

The survey was conducted during the academic year 2012-2013, and hence recent and popular advances in technological communication applications like ‘Whatsapp’, ‘Hike’, ‘Instagram’, ‘Snapchat’ etc. have not been taken into account for the study. In addition, the youth group taken into account for the study are from educated backgrounds, hence there could be a predisposition towards a certain informed and scholastic approach, as opposed to a non-academic and uninformed way of thinking. Furthermore, the study has only considered a youth population who have access to technological gadgets and applications, and has not considered the others who do not have access to all the popular culture forms.

Chapter Summary

The purpose of this chapter was to describe the research methodology of this study, explain the universe of the study and selection of sample, describe the procedures used in designing the instrument and collecting the data, and provide an explanation of the statistical procedures used to analyse the data. A descriptive research approach was adopted so that the objectives of the study could be addressed appropriately. Data was collected through a questionnaire comprising both close-ended and open-ended questions from 626 young people regarding their perception on the impact of popular cultural forms on their English language environment. The questionnaire also tried to draw responses on the potential use of these cultural products as teaching learning tools in our language classrooms. In the following two chapters answers to these issues are discussed at length, based on the results elicited from the data.

CHAPTER – 5

Data Presentation and Analysis (I)

This chapter presents the research findings on the impact of popular cultural forms on the English language learning skills of the youth of India elicited through the close-ended section of a questionnaire survey among the students of Bachelor of Technology (B.Tech.), Bachelor of Arts (B.A), Bachelor of Science (B.Sc.), Bachelor of Commerce (B.Com.) and Bachelor of Medicine and Bachelor of Surgery (MBBS) study programs. Different popular cultural forms such as social media sites, mass media, mobile phone, English cinema and English music were taken into consideration for the study. Data collected for each of the categories were selected for data analyses which are described in detail. The quantitative responses of the questionnaire were calculated in Microsoft Excel (2010) and the qualitative responses elicited through the open-ended questions were interpreted and documented after meticulous examination of each respondent's response. The quantitative data was collected from all the three sections that included the tables with Likert type rating scales and the multiple choice type questions, and the qualitative data was collected from the open-ended questions given at the end of the questionnaire. The quantitative data analysis is followed by the qualitative data analysis of the questionnaire.

Results from Part - 1 of the Questionnaire

I. Youth's Views on the First Research Question (data drawn from Sections 1, 2, 3)

What effects do popular cultural forms have on the youth of India and on their everyday language environment?

The following Items from each of the given sections address to Research Question 1:

From Section 1.1 (Social Networking Sites, Part-1) -

Item 1 (My language on SNSs is English),

Item 2 (I take care that I don't commit any grammatical, spelling or semantic error when I post a status, comment, message or chat on SNS),

Item 3 (I refer to a dictionary to use good vocabulary while writing in SNS),

Item 4 (I take note of new stylish expressions of communication on SNS for future use),

Item 6 (I prefer using stylish abbreviations rather than correct English, because it's cool (E.g. thx for thanks, plz for please),

Item 7 (I use a thesaurus to use synonyms of the commonly used words),

Item 8 (Along with entertainment I learn new words simultaneously while playing games in SNS),

Item 9 (I 'share' quotations/proverbs from friends' wall which I refer back later for use in communication),

Item 12 (I often use a portmanteau of the words from English to get my ideas communicated (E.g. Brunch= Breakfast+Lunch, Chillax=Chill+Relax).

From Section 2.1 (Internet, Part-1)

Item 3 (English Communication skills can be improved by e-mailing or online chatting in English),

Item 6 (My language on internet is mostly English),

Item 7 (Communicating in the virtual world assists in improving my confidence while using the English language).

From Section 2.2 (Print Media, Part-1)

Item 1 (I am fond of reading newspapers, magazines, comic books and other popular books)

Item 4 (I think reading newspapers, books, comics is not a waste of time).

From Section 2.3 (Radio)

Item 1 (I am fond of listening to radio).

From Section 2.4 (Television, Part-1)

Item 1 (I am fond of watching TV),

Item 3 (Watching TV helps to improve the language skills),

Item 5 (I easily learn rude and obscene English words from TV).

From Section 3.1 (Mobile Phones, Part-1)

Item 1 (I use short-cuts/simplifications in SMS texting),

Item 2 (Constant practice of SMSing affects my English spelling, grammar and sentence construction in formal writing).

From Section 3.2 (English Cinema, Part-I)

Item 1 (I am fond of watching English Movies),

Item 2 (I can understand the dialogues in them very easily),

Item 7 (The dialogues of the native speakers in the movie acquaint me with the pronunciation).

From Section 3.3 (English Music, Part-I)

Item 1 I am fond of English songs),

Item 3 (I learn new words from the songs that I hear),

Item 4 (I like to listen to, learn and sing English songs because they make me feel trendy),

Item 5 (I prefer listening to karaoke, as along with the music, the lyrics are displayed on the video screen)

Results from Section 1.1 (Social Networking Sites, Part-1)

Item 1 has the highest frequency for options ‘agree’ (34%), followed by ‘neither agree nor disagree’ (31.8%) and ‘strongly agree’ (27.8%). It signifies that possibly along with English, some other languages are also used by the youngsters, but primarily English is used. Young people find it convenient to use English in social media while indulging in small talk, compared to any other local language. In addition, general observation also shows that communicating in English provides the youngsters with confidence and a feeling of self-worth, which leads them to try and regularly practice it on the social media.

Item 2 has the highest frequency for ‘strongly agree’ (34.2%) followed by ‘neither agree nor disagree’ (30.5%) and ‘agree’ (19%). This shows that the students are conscious about not committing grammatical or spelling errors on SNSs, as it runs the risk of coming across as not being very proficient in English, which is, as has been generally observed in the Indian context is not something to be very proud of. Yet at the same time, a substantial percentage is unsure whether it is affecting their formal English skills or not. When this item is interpreted in conjunction with Item 6 that has a remarkably high frequency for option ‘strongly agree’

(43.6%), we find that though the users are conscious about not making any grammar or spelling errors, even then they prefer using stylish abbreviations which are though not grammatically correct, make them come across as cool and up to date on 'net lingo'. This also agrees with the findings from Item 4 that has a combined frequency score of 38.2% for 'agree' and strongly agree' which shows that there is a general wish among respondents to impress others by using stylish expressions. And they do this under the assumption that the people they communicate with are all aware of these expressions, and understanding these expressions will not be an issue.

Item 3 has the highest frequency for 'strongly disagree' (32.7%) followed by 'neither agree nor disagree' (28%). This could be understood as that the young people are not very bothered about using a dictionary for superior presentation on the sites. However, prior knowledge of English is certainly used to make the writings as good as possible. Item 7 has the highest frequency for 'neither agree nor disagree' (33.5%) and least for 'strongly agree' (8.5%). This shows that similar to dictionary usage, thesaurus usage also is not counted among one of the top priorities by youngsters while on the social media. But, some users definitely find some help from this. We can cite one example by interpreting this concurrently with the received qualitative data where we find that when such persons want to use "congratulations" to wish someone they would prefer some other word like "felicitations".

Item 8 has the highest frequency for 'neither agree nor disagree' (28.8%) followed by 'agree' (24.3%) and 'strongly agree' (24.4%). When we count the results from these three options we find that a lot of new words are being learnt while playing games in SNSs. However, a substantial percentage does not seem very bothered about the learning potential of these games.

Item 9 has the highest frequency for ‘neither agree nor disagree’ (35.8%) followed by ‘strongly agree’ (20.6%) and ‘agree’ (20.1%). This shows extensive sharing of quotations, sayings, and proverbs, both in current, and for future communications, done in-between regular interactions in SNSs. Even then, a majority percentage is seen to be indifferent to this statement. Interestingly, Item 12 has the highest frequency for ‘strongly disagree’ (33.5%) and lowest for ‘strongly agree’ (9.1%) which signifies that using portmanteau words is still not very popular amongst the young people. This somewhat contradicts the findings from Item 6 regarding using of stylish expressions, but this can be interpreted as even though they would like to use stylish expressions, the average youngster, maybe, is still not very much aware of these kind of expressions for regular usage.

Results from Section 2.1 (Internet, Part 1)

Item 3 has the highest frequency for ‘agree’ (43.1%) which indicates that popular practices like e-mailing and chatting via internet enables communication skills improvement. The informal, non-threatening and autonomous environment enhances the freedom and style of expression of the youngsters. Item 6 has the highest frequency for ‘agree’ (47%). This can be understood as the effect of the young people’s interest to acquire English language skills rapidly for better presentation of the self. Other than that it also indicates the dominance of English globally that has arguably made it the most popular world language today. Item 7 has again a remarkably high score of frequency for ‘agree’ (49.5%) which also emphasizes on the fact that practicing a second language in the virtual world actually enhances the confidence level of the users, because of the informal, non-threatening and autonomous environment as mentioned above. A non-threatening and autonomous environment is always seen to be conducive for learning.

Results from Section 2.2 (Print Media, Part 1) -

Item 1 has high scores for both ‘agree’ (54.8%) and strongly agree (36.7%) which are self-explanatory. Newspapers, magazines, comics, and other popular books have always been popular reading sources. These are the traditional reading sources that have been assisting everyone, starting from the readers themselves, to classroom teachers, to help improve their knowledge base, in addition to providing ample resources for a superior classroom learning environment. Item 4 has high scores for ‘agree’ (50.2%) followed by strongly agree (37.1%) which suggests that in the perception of the youth, reading popular books, magazines and newspapers, etc. are worthwhile reading activities that keep them informed of general happenings, in addition to being mediums of relaxation and stress busters, as is generally observed. And since it contributes to some meaningful learning of English language skills it is certainly not considered to be a waste of time.

Results from Section 2.3 (Radio, Part 1) -

Item 1 has the highest frequency for ‘agree’ (34.5%), but the scores for ‘disagree’ is also quite high at 25.6% which suggests that radio as a popular cultural product is not high on the list of many of our youngsters. This can be attributed as a natural outcome of the advancements in technology that has brought in much better products like TV and Internet whose outputs are more superior and engaging for the users. Even then for some youngsters it is still a pleasure listening to radio programs.

Results from Section 2.4 (Television, Part I) -

Item 1 has the highest frequency for ‘agree’ (53.4%) which shows that watching television is a popular pastime for the youth of the country. Item 3 also has a very high score for ‘agree’

(52.4%) which suggests that TV is a major source for improving English language skills of the young people in their everyday life. The different English channels showing movies, reality shows, news, etc. can help the young people learn new expressions and correct language usage in day to day life. Item 5 has the highest frequency for 'agree' (46.2%). Along with all the informative and educational programs on TV, since the youngsters are also exposed to other types of informal conversations that liberally make use of offensive words, there is great likelihood of them picking up these terms into their vocabulary.

Results from Section 3.1 (Mobile Phones, Part I) -

Item 1 has the highest frequency for 'agree' (33.4%). This shows that young people use shortcuts and simplifications quite liberally in their messages while instant messaging. The idea behind instant messaging is that one can convey a message without too much writing, or spending too much of time and energy. The primary objective is for the message to be understood by the receiver irrespective of the sentence's grammar and spelling. When we interpret this concurrently with Item 2 that has highest and equal frequencies for both the options 'agree' and 'strongly agree' (29.6%) the indication is clear that the students realize that SMSing is far removed from formal writing, and since they are two separate writing canvases, the writing habits practiced in the former platform does not really interfere with the latter.

Results from Section 3.2 (English Cinema, Part I) -

Item 1 has the highest frequency for the scale 'agree' (45.7%) which shows that watching English movies is a pleasurable popular culture practice among young people. Item 2 has a high frequency for 'agree' (46.4%). This tells us that with regular viewership of English cinema, young people comprehend the foreign accented English words with relative ease. Item 7 has the

highest frequency for 'agree' (39.3%) which indicates that the way a native English speaker pronounces is a matter of importance for the young people, and they get acquainted with it while watching English cinema.

Results from Section 3.3 (English Music, Part I) -

Item 1 has the highest frequency (32.7%) for 'neither agree nor disagree' which signifies that young Indians are not overtly fond of English songs as compared to some other forms of popular culture. Item 3 also has the highest frequency (32.6%) for 'neither agree nor disagree' followed by 27.6 % for 'agree' and 13.1% for 'strongly agree'. This shows that even though quite a few new English words are learnt by the youth while listening to English songs, there is still a substantial number who are indifferent to this aspect of English learning. Item 4 has the highest frequency (29.1%) for 'neither agree nor disagree' followed by 'agree' (21.2%) and 'strongly agree' (13.7%) which suggests that one of the reasons why they listen to English songs is that it makes them appear to be somewhat trendy in front of others. Yet, at the same time many are indifferent to this particular aspect of the form. Item 5 has the highest frequency (28.8%) for 'neither agree nor disagree' followed by 'agree' (27.6%) which indicates that being able to watch the lyrics of the songs sung in foreign accent is better enjoyed by the young people rather than without the lyrics. The lyrics enable them to understand the songs better which makes it much more pleasant to the ears. Even then, here also it is observed that quite a few students are indifferent to the fact whether they were able to understand the lyrics or not.

II. Youth's Views on the Second Research Question (Data Drawn from Sections 1, 2, 3)

How can the popular culture forms be used in English language learning amongst students at the tertiary level?

The following items from each of the given sections address to Research Question 2:

From Section 1.1 (Social Networking Sites, Part-1)

Item 11 (I browse certain pages, being a member of one /some groups in SNS that teach good usage of the English language),

Item 14 (I browse certain links as I am a member of one/some SNS communities which share latest reviews and recommendations regarding books (E.g. English novels, classics, non-fiction, etc.).

From Section 2.1 (Internet, Part-1)

Item 1 (Internet tools like blogs, podcasts, YouTube videos etc. can be used for teaching purposes),

Item 2 (Students can improve their English skills through the use of the internet),

Item 4 (Reading skills and vocabulary can be developed through extensive reading of Internet materials),

Item 5 (I am aware of many useful educational internet sites that can improve my language skills).

From Section 2.2 (Print Media, Part-1)

Item 2 (Reading newspapers, magazines, popular books etc. has improved my English skills).

From Section 2.3 (Radio, Part-1)

Item 2 (I listen to English debates, news, useful social information, discussion programmes and music, etc. on radio),

Item 3 (I prefer radio channels which broadcast news, debates, current issues etc.),

Item 4 (I listen to radio to learn distinct articulation (clear expression) of speech).

From Section 2.4 (Television, Part-1)

Item 4 (Images, sounds, animations and music helps in remembering the things said on TV),

Item 6 (Advertisements on TV are a great source of new English words. (As advertisers are known to create unique words, or use slang words, to advertise their products.).)

From Section 3.1(Mobile Phone, Part-1)

Item 4 (My mobile phone is my personal mobile log (life diary that saves experiences, memories, thoughts or moments in a visual and textual form).

From Section 3.2 (English Cinema, Part-1)

Item 4 (I would prefer watching movie adaptations of novels, plays and short stories, etc instead of reading them),

Item 5 (Subtitles/ captions for the dialogue help in understanding the language used in the movie),

Item 8 (Film clips can be used for language lessons in the classroom),

Item 9 (Writing the review of an English movie watched in the classroom can improve writing skills of the language),

Item 10 (I am interested in learning English if the teacher used English films as teaching materials).

From Section 3.3 (English Music, Part-1)

Item 6 (I feel English songs should be a part of our curriculum),

Item 7 (I feel music is a powerful stimulation in vocabulary enrichment rather than bookish learning).

Results from Section 1.1 (Social Networking Sites, Part-1) -

Item 11 has the highest frequency for ‘neither agree nor disagree’ (31%) followed by ‘agree’ (21.7%) and ‘strongly agree’ (16.5). This indicates that even though some young people do browse certain pages of language teaching/learning in the sites in which they have their memberships or registrations, there is a substantial number which is indifferent to the same. Many of them appear to be really interested in improving their vocabulary through SNS and are particular about not completely wasting their time on only chatting and looking. However, quite a few are unconvinced about browsing such pages for language learning purposes. Item 14 has the highest frequency for ‘neither agree nor disagree’ (35%), with other four frequency scores somewhat evenly distributed. This indicates that there is very less amount of interest among the youth in getting informed about books via SNSs. The reason for this could be that not many are interested or bothered about the usefulness of SNSs for learning purposes.

Results from Section 2.1 (Internet, Part-1) -

Item 1 has the highest frequency score for the scale ‘agree’ (44.6%) followed by ‘strongly agree’ (44.1%) which shows that youngsters are definitely thinking of internet to be an effective teaching aid. Item 2 has the highest frequency for ‘agree’ (46.8%) followed by ‘strongly agree’ (40.4%) which again reiterates that English language skills can be improved through internet. A

simple electronic device that can access internet connection is enough to address any query that one can have on this earth. Item 4 again has the highest frequency for 'agree' (48.7%) which proves that the young people accept that reading skills and vocabulary building which are essential for language learning can be improved with regular use of the internet. The new words that one comes across are retained for usage elsewhere. Item 5 has a very high frequency for 'agree' (50%) which explains that the respondents are significantly updated of educational sites for acquiring language skills. Since Google is the search engine where every other site can be searched for, various English language enhancing sites are reached with ease.

Results from Section 2.2 (Print Media, Part-1) -

Item 2 has the highest frequency for 'strongly agree' (44.7%), followed by 'agree' (41.4). It signifies a clear conclusion that these forms of Print Media are greatly assisting the readers in improving their English language skills. This is not anything new that is being observed, as these forms of print media are all well-established methods of language practice among language teachers and learners practiced both inside and outside the classrooms.

Results from Section 2.3 (Radio, Part-1) -

Item 2 has the highest frequency score for 'disagree' (34.5%) which throws light on the fact that today's young people do not essentially depend on radio broadcasts for different contemporary programs such as debates, news, discussion programs and music as they have other advanced alternatives for the same, such as television and internet. Item 3 has the highest frequency for 'disagree' (32.3%) which again reiterates that since they do not depend much on radio to access the programs they also have not much preferences of the radio channels too. Item 4 also has the highest frequency for 'disagree' (39.8%). It explains that radio is not really their domain to have

speech practices. Even then the observed data is not as clear-cut as the results for the other forms are. The scores for option 'agree' in the given items is also quite high, which signifies that there is a dedicated population which regularly listens to radio programs and extracts certain benefits from it. The rural areas where radio reach is assumed to be more could have a role to play here.

Results from Section 2.4 (Television, Part-1) -

Item 4 has the highest frequency for 'agree' (47.3%) which claims that images, sounds, animations and music via TV programs can help the students in language classrooms better in remembering things. Native-like pronunciations and accent is also captured through its audio-visual features. Item 6 has the highest frequency for 'agree' (39.1%) followed by 'strongly agree' (22.7%) which speaks volumes of the fact that advertisements can also be informative and educative and students do find them as a sound source for English learning. Hence while products are being sold, jingles, tag-lines, dialogues and voice-overs impart English language skills to the listeners. However, a high frequency for 'neither agree nor disagree' (22.4%) suggests that a substantial number is unsure whether advertisements seen and heard on TV have any real impact on their English language skills.

Results from Section 3.1 (Mobile Phone, Part-1) -

Item 4 has the highest frequency for 'agree' (35.6%). This emphasizes on the fact that the young respondents use mobile phones to save experiences, memories, thoughts or moments in visual and textual forms which might be contributing to some learning or practicing of the English language when used for the above mentioned activities on the phone.

Results from Section 3.2 (English Cinema, Part-1) -

Item 4 has highest frequency for ‘agree’ (38.1%) followed by strongly agree (22.9), which encourages us to conclude that students prefer watching movie adaptations of novels, plays and short stories instead of reading them. The audio-visual aspect of the movie is something that is probably more enervating for the youngsters rather than the textual form. Reading is related more to academics which they probably do not want to mix up with the entertainment quotient, hence watching a cinema is preferred over reading a book on the same topic. Even then in the current Indian context, popular writer Chetan Bhagat’s books are seen to be as popular as the movies based on his novels, among the youngsters.

Item 5 has highest frequency for ‘agree’ (40%) followed by ‘strongly agree’ (36.6%) which suggests that subtitles and captions underneath the movie screen is a definite help in understanding the words spoken in the movies. It is because foreign accent and pronunciation in the English movies many a times curb our understanding of the dialogues spoken by the actors. Item 8 has the highest frequency for ‘agree’ (35.5%) which shows that a majority of the youth understand the significance of using film clips as teaching aids in classrooms for making learning sessions interesting. Item 9 has the highest frequency for ‘agree’ (34.6%) which also tells us that the young people consider writing reviews of movies they are shown in classrooms as a method to improve their language skills. Even then, 26.2% frequency score for ‘neither agree nor disagree’ suggests that a sizable percentage of these young respondents are unsure whether this method can actually aid towards improving their English skills. Lastly, Item 10 has also the highest frequency for ‘agree’ (32.9%) which helps us to conclude that young people perceive films as a teaching aid that would make their language classrooms quite interesting. It carries the

potential to relieve them from the load of academic pressure for some time, despite of being in a regular classroom.

Results from Section 3.3 (English Music, Part-1)

Item 6 has the highest frequency (28.4%) for ‘neither agree nor disagree’ followed by the options ‘agree’ (22.2%) and disagree (19.2%). This indicates that the young respondents cannot really figure out whether English songs can really help in language classrooms. Item 7 has the highest frequency (26.8%) for ‘neither agree nor disagree’ which suggests that quite a few of them are still in a fix to decide whether English music can really be of help in vocabulary enrichment in replacement of books. But if we combine the percentages for ‘strongly agree’ and ‘agree’ (39.3%) we find that a majority percentage feels that music can be a useful tool for vocabulary building, compared to learning from books.

III. Youth’s Views on the Third Research Question (Data Drawn from Sections 1, 2, 3)

What changes are being perceived in the language habits of the student groups after these new adaptations?

The following items from each of the given sections address to Research Question 3:

From Section 1.1 (Social Networking Sites, Part-1)

Item 5 (I can identify and use most of the abbreviations used in the site. (E.g. lol, rofl, btw, brb, etc.),

Item 10 (I can now use many new English words in my day to day life that I learnt after using SNS),

Item 13 (I try to write good English because it can impress my friends on SNS),

Item 15 (My English language skills are improving by participating in SNS).

From Section 2.2 (Print Media, Part-1)

Item 3 (Access to popular Print Media products keeps me informed of how English is used in different cultural contexts (e.g. Indian, American, Japanese, Mexican, etc.)

From Section 2.4 (Television, Part-1)

Item 2 (TV viewing aids in building concrete opinions on current issues).

From Section 3.1(Mobile Phone, Part-1)

Item 3 (I often text in Hindi or mother tongue with the English alphabet)

From Section 3.2 (English Cinema, Part-1)

Item 3 (My listening skill is improved with the audio-visual aid of cinema)

Item 6 (I have learnt some new English expressions by watching movies)

From Section 3.3 (English Music, Part-1)

Item 2 (I can easily comprehend the words uttered while listening to them)

Results from Section 1.1 (Social Networking Sites, Part-1)

The combined score for options ‘agree’ and ‘strongly agree’ (48.2%) for Item 5 followed by ‘neither agree nor disagree’ (29.1%) shows that even though the young people are not completely well versed with the short-cuts used in the SNSs, they still use them quite frequently. Many times it is seen that if somebody has used certain abbreviations in the SNS and the users fail to understand this, their meanings are referred to in the internet. Item 10 has the highest

frequency for ‘neither agree nor disagree’ (32.3%) followed by ‘agree’ (30.2%) and ‘strongly agree’ (24.9%). Thus, usage of new words learnt from SNSs is taking place frequently, though not all the time. A significant percentage of youngsters are not very sure of being able to use new English words as an end result of using SNSs. Item 13 has a remarkably high frequency score for ‘strongly agree’ (42.7%) which indicates that the respondents want to impress their friends with good English, which is widely observed as a matter of fact in today’s day to day life of a youngster. Even professionals are keeping their Facebook (FB) account neat and error-free as FB profiles are increasingly under the magnifying lens for better information about the person who applies for any job. Item 15 has the highest frequency for ‘strongly agree’ (37.9%) which supports the notion that language skills are enhanced after using SNSs on a regular basis.

Results from Section 2.2 (Print Media, Part-1)

Item 3 has a high frequency for ‘agree’ (47.5%). From this we can infer that through print media resources the young people are being educated on the differences of language use in accordance with different cultures (For e.g. ‘My good name is Sharda Acharya’, ‘I am from Odisha only’ (Indian context), which is unlikely to be said in British or American cultural contexts).

Results from Section 2.4 (Television, Part-1)

Item 2 has a remarkably high frequency for ‘agree’ (52.6%). This shows how the young people come to terms with changes in their lives, and draw conclusions on issues by being able to build concrete opinions about things happening in the surroundings and presenting them accordingly.

Results from Section 3.1 (Mobile Phone, Part-1)

Item 3 has the highest frequency for ‘agree’ (37.5%) which shows that the young people generally do not use other languages like Hindi or other regional languages, replacing English, while texting. Thus English is the general SMS lingua franca for these groups of young people. High frequency for ‘neither agree nor disagree’ (28.9%) also indicates that a sizable number is indifferent to what language they are using while sending instant messages. It is hardly a matter of concern for them. General observation tells us that *Hinglish*, *Bonglish*, *Tamlish* etc. are also used frequently by youngsters while SMSing.

Results from Section 3.2 (English Cinema, Part-1)

Item 3 has very high frequency for ‘agree’ (46.2%) in comparison to other options which shows that the respondents find their listening skills improved with the audio-visual aid of cinema. It is common knowledge that people comprehend better when they get to watch a conversation rather than just hearing it. Item 6 has the highest frequency for ‘agree’ (42.5%) followed by ‘strongly agree’ (33.6%). This shows that vocabulary skills are improving after watching English cinema. New and diverse expressions are being learnt from the English news channels, movies, talk shows, etc.

Results from Section 3.3 (English Music, Part-1)

Item 2 has the highest frequency (37.7%) for ‘neither agree nor disagree’. This shows that there is not much comprehension of the English words that are uttered while listening to English music. Usually, without seeing the lyrics alongside it is not easy for a non-native speaker to understand the accent and pronunciation of a native-speaker singing in the English language.

Tables and Figures Depicting Frequency Distribution and Mean Results

The following tables depict the frequency counts of responses relating to various popular cultural forms as elicited from the youth through the questionnaire survey: (N=626)

Section-1 (Social Media and English Language) Section 1.1

Table 5.1 Frequency Count Relating to Social Networking Sites

Sl. No.	Items	Frequency Distribution for Each Item in Percentage				
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	My language on SNSs is English.	27.8	34.0	31.8	4.2	2.2
2.	I take care that I do not commit any grammatical, spelling or semantic error when I post a status, comment, message or chat on SNS.	34.2	19.0	30.5	7.8	8.5
3.	I refer to a dictionary to use good vocabulary while writing in SNS.	11.2	12.1	28.0	16.0	32.7
4.	I take note of new stylish expressions of communication on SNS for future use.	19.5	18.7	35.3	12.5	14.1
5.	I can identify and use most of the abbreviations used in the site. (E.g. lol, rofl, btw, brb, etc.)	22.0	26.2	29.1	10.5	12.1
6.	I prefer using stylish abbreviations rather than correct English, because it's cool.(E.g. thx for thanks, plz for please)	43.6	21.2	20.4	8.8	5.9

7.	I use a thesaurus to use synonyms of the commonly used words.	8.5	16.1	33.5	21.9	20.0
8.	Along with entertainment I learn new words simultaneously while playing games in SNS.	24.3	24.4	28.8	12.9	9.6
9.	I 'share' quotations/proverbs from friends' wall which I refer back later for use in communication.	20.6	20.1	35.8	11.0	12.5
10.	I can now use many new English words in my day to day life that I learnt after using SNS.	24.9	30.2	32.3	10.4	2.2
11.	I browse certain pages, being a member of one /some groups in SNS that teach good usage of the English language.	16.5	21.7	31.0	16.8	14.1
12.	I often use a portmanteau of the words from Hindi and English to get my ideas communicated.(E.g. Brunch= Breakfast+Lunch, Chillax=Chill+Relax)	9.1	9.7	26.5	21.1	33.5
13.	I try to write good English because it can impress my friends on SNS.	42.7	18.2	20.1	10.4	8.6
14.	I browse certain links as I am a member of one/some SNS communities which share latest reviews and recommendations regarding books. (E.g. English novels, classics, non-fiction, etc.)	12.5	18.1	35.0	16.8	17.7
15.	My English language skills are improving by participating in SNS.	37.9	23.2	25.4	10.7	2.9

Section-2 (Mass Media and English Language)

Section 2.1

Table 5.2 -Frequency Count Relating to Internet

Sl. No.	Items	Frequency Distribution for Each Item in Percentage				
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	Internet tools like podcasts, blogs and YouTube videos etc. can be used for teaching purposes.	44.1	44.6	6.5	3.0	1.8
2.	Students can improve their English skills through the use of the internet.	40.4	46.8	6.9	3.7	2.2
3.	English communication skills can be improved by e-mailing or chatting online.	35.5	43.1	15.3	4.8	1.3
4.	Reading skills and vocabulary can be developed through extensive reading of Internet materials.	31.5	48.7	12.0	5.4	2.4
5.	I am aware of many useful educational internet sites that can improve my language skills.	21.7	50.0	20.9	6.1	1.3
6.	My language on internet is mostly English.	34.3	47.0	10.7	6.5	1.4
7.	Communicating in the virtual world assists in improving my confidence while using the English language.	24.8	49.5	19.8	4.8	1.1

Section 2.2

Table 5.3 -Frequency Count Relating to Print Media

Sl. No.	Items	Frequency Distribution for Each Item in Percentage				
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	I am fond of reading newspapers, magazines, comic books and other popular books.	36.7	54.8	5.8	1.8	1.0
2.	Reading newspapers, magazines, popular books etc. has improved my English skills.	44.7	41.4	8.3	4.0	1.6
3.	Access to popular print media products keeps me up-to-date and informed on how English is used in different cultural contexts (e.g. Indian, American, Japanese, Mexican, etc.)	40.2	47.5	7.9	2.3	2.0
4.	I think reading newspapers, magazines, comic books etc. is not a waste of time.	37.1	50.2	8.3	2.8	1.7

Section 2.3

Table 5.4 - Frequency Count Relating to Radio

Sl. No.	Items	Frequency Distribution for Each Item in Percentage				
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	I am fond of listening to radio.	12.8	34.5	18.4	25.6	8.8
2.	I listen to English debates, news, useful social information, discussion programmes and music on radio.	9.7	27.3	18.7	34.5	9.7
3.	I prefer radio channels which broadcast news, debates, current issues etc.	8.9	27.0	22.2	32.3	9.6
4.	I listen to radio to learn distinct articulation (clear expression) of speech.	8.3	19.3	19.5	39.8	13.1

Section 2.4

Table 5.5 - Frequency Count Relating to Television

Sl. No.	Items	Frequency Distribution for Each Item in Percentage				
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	I am fond of watching Television.	27.6	53.4	11.3	6.1	1.6
2.	TV viewing aids in building concrete opinions on current issues.	18.1	52.6	19.5	8.8	1.1
3.	Watching TV helps in improving English language skills.	28.6	52.4	10.3	7.1	1.6

4.	Images, sounds, animations and music helps in remembering the things said on TV.	29.1	47.3	13.6	7.3	2.7
5.	I easily learn rude and obscene English words from TV.	21.6	46.2	20.4	9.6	2.2
6.	Advertisements on TV are a great source of new English words. (as advertisers are known to create unique words, or use slang words, to advertise their products.)	22.7	39.1	22.4	12.1	3.7

Section-3 (Other Media and English Language)

Section 3.1

Table 5.6 - Frequency Count Relating to Mobile Phones

Sl. No.	Items	Frequency Distribution for Each Item in Percentage				
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	I use shortcuts and/or simplifications in SMS texting.	24.0	33.4	28.1	7.8	6.7
2.	Constant practice of SMSing does not affect my English, spelling, grammar and sentence construction in formal writing.	29.6	29.6	28.0	7.5	5.4

3.	I do not text in Hindi or mother tongue with the English alphabet.	21.9	37.5	28.9	5.6	6.1
4.	My mobile phone is my personal mobile log (life diary that saves experiences, memories, thoughts or moments in a visual and textual form).	35.6	20.6	16.1	8.3	19.3

Section 3.2

Table 5.7 - Frequency Count Relating to English Cinema

Sl. No.	Items	Frequency Distribution for Each Item in Percentage				
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	I am fond of watching English Movies.	30.6	45.7	11.1	9.5	3.0
2.	I can understand the dialogues in them very easily.	18.4	46.4	18.6	13.3	3.1
3.	My listening skill is improved with the audio-visual aid of cinema.	27.2	46.2	14.3	8.5	3.6
4.	I would prefer watching movie adaptations of novels, plays and short stories, etc. instead of reading them.	22.9	38.1	19.4	14.7	4.7
5.	Subtitles/ captions for the dialogue help in understanding the language used in the movie.	36.6	40.0	12.3	7.9	3.0
6.	I have learnt some new English expressions by watching movies.	33.6	42.5	12.3	8.4	3.0

7.	The dialogues of the native speakers in the movie acquaint me with the pronunciation.	24.0	39.3	23.5	9.5	3.4
8.	Film clips can be used for language lessons in the classroom.	21.1	35.5	25.1	14.3	3.8
9.	Writing the review of an English movie watched in the classroom can improve writing skills of the language.	22.6	34.6	26.2	12.0	4.4
10.	I am interested in learning English if the teacher used English films as teaching materials.	25.6	37.9	20.0	12.2	4.1

Section 3.3

Table 5.8 - Frequency Count Relating to English Music

Sl. No.	Items	Frequency Distribution for Each Item in Percentage				
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	I am fond of English songs.	14.7	26.7	32.7	11.8	13.9
2.	I can easily comprehend the words uttered while listening to them.	9.1	22.5	37.7	16.3	14.2
3.	I learn new words from the songs that I hear.	13.1	27.6	32.6	13.6	12.8
4.	I like to listen to, learn and sing English songs because they make me feel trendy.	13.7	21.2	29.1	18.7	17.1

5.	I prefer listening to karaoke, as along with the music, the lyrics are displayed on the video screen.	12.1	27.6	28.8	13.9	17.4
6.	I feel English songs should be a part of our curriculum.	11.2	22.2	28.4	19.2	18.8
7.	I feel music is a powerful stimulation in vocabulary enrichment rather than bookish learning.	17.6	21.7	26.8	15.7	18.1

The following Pie chart figures represent the average of total frequency distribution for the various popular cultural forms selected for the study relating to English language learning, noted according to their order of impact on the youth groups, as revealed from the data analysis:

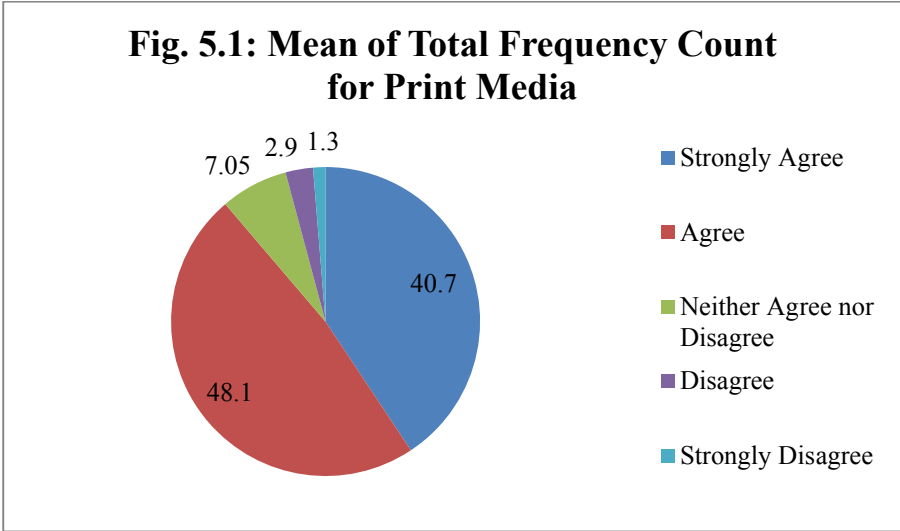


Fig. 5.2: Mean of Total Frequency Count for Internet

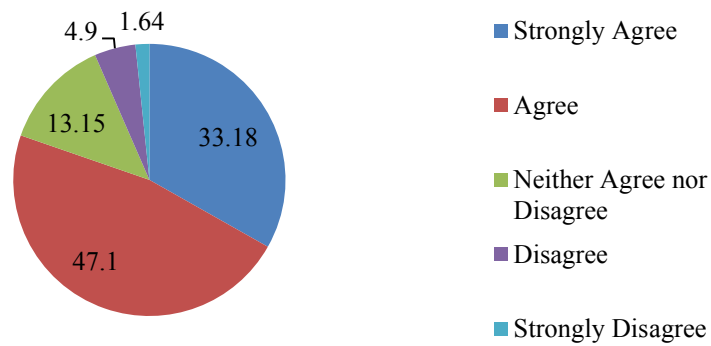


Fig. 5.3: Mean of Total Frequency Count for Television

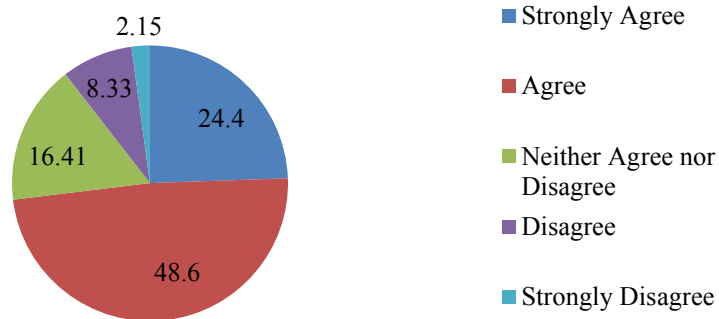


Fig. 5.4: Mean of Total Frequency Count for English Cinema

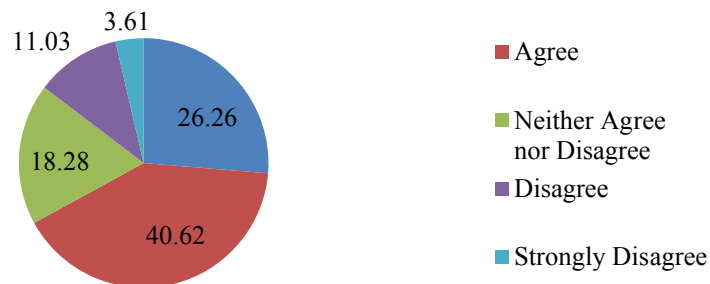


Fig. 5.5: Mean of Total Frequency Count for Social Networking Sites

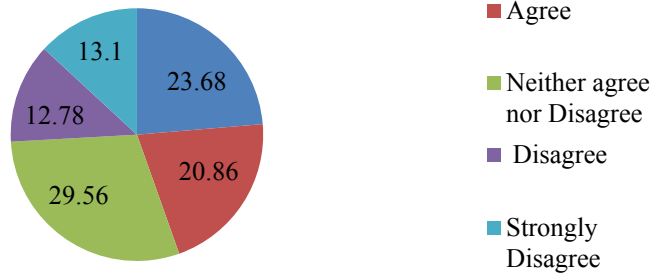


Fig. 5.6: Mean of Total Frequency Count for English Music

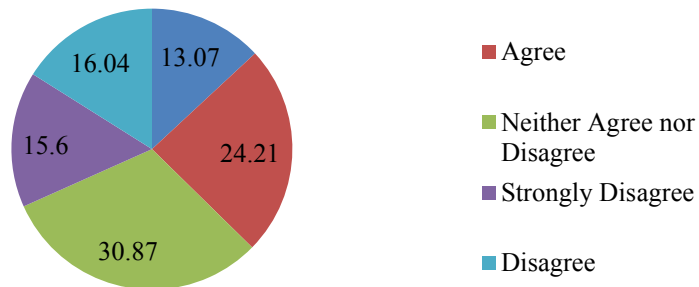
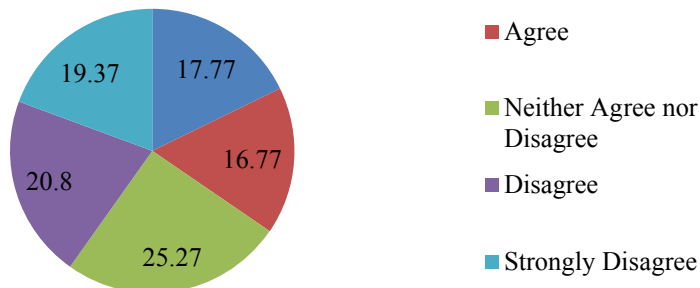
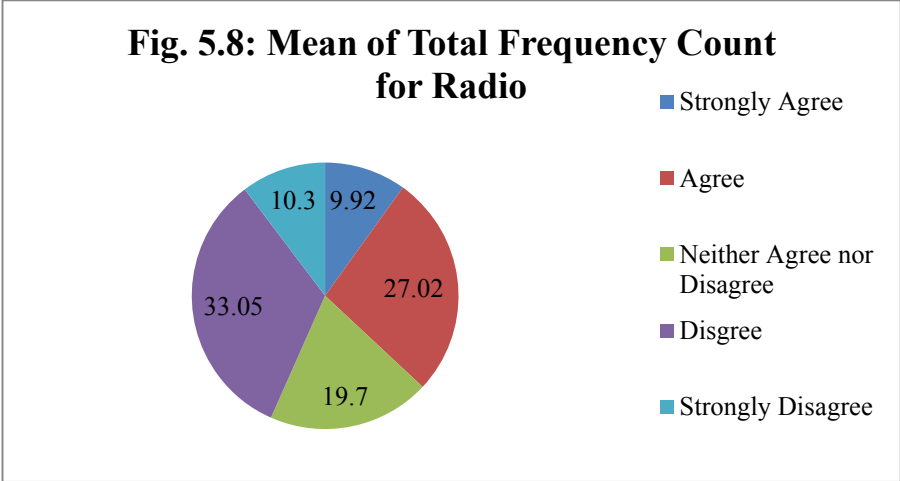


Fig. 5.7: Mean of Total Frequency Count for Mobile Phone

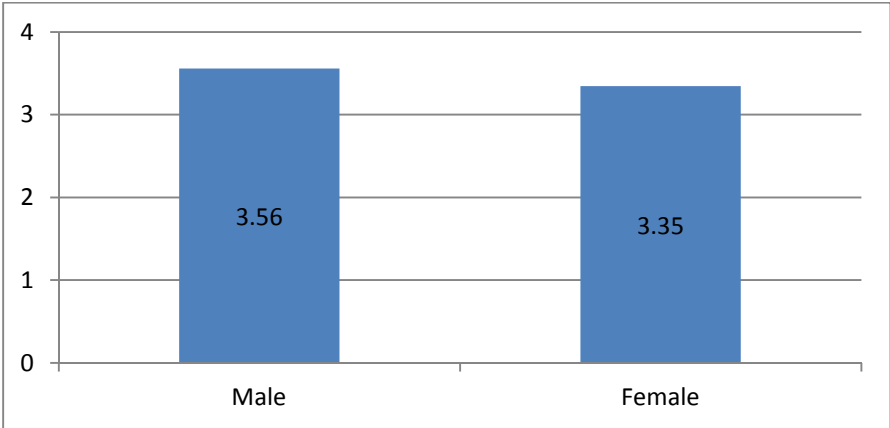




As per the results, Mass Media products are impacting the language environment of the youth the most, followed by Other Media and lastly, the Social Media.

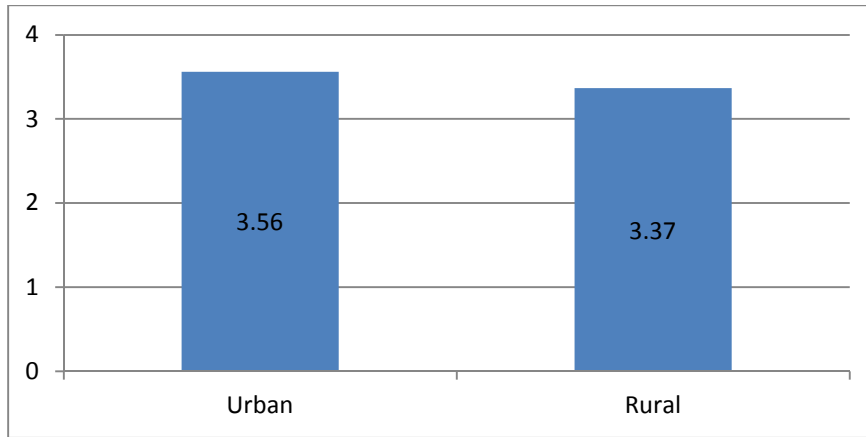
The following figures represent the differences perceived on the impact of the popular cultural forms on male and female respondents on the one hand, and urban and rural respondents on the other:

Fig.5.9: Mean of the impact of the popular cultural forms on male and female students



No clear difference is seen in the responses received from male and female respondents on the impact of the popular cultural forms on their English language learning.

Fig. 5.10: Mean of the impact of the popular cultural forms on urban and rural youth

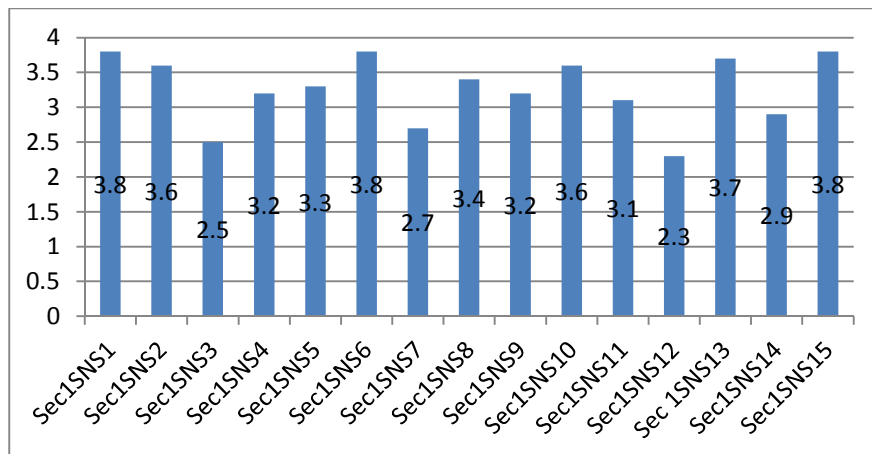


No clear difference is seen in the responses received from the urban and rural youth on the impact of the popular cultural forms on their English language learning.

The following figures represent the mean scores of each of the items in the given sections in the questionnaire (Appendix I):

Mean Scores
Section-1 (Social Media and English Language)

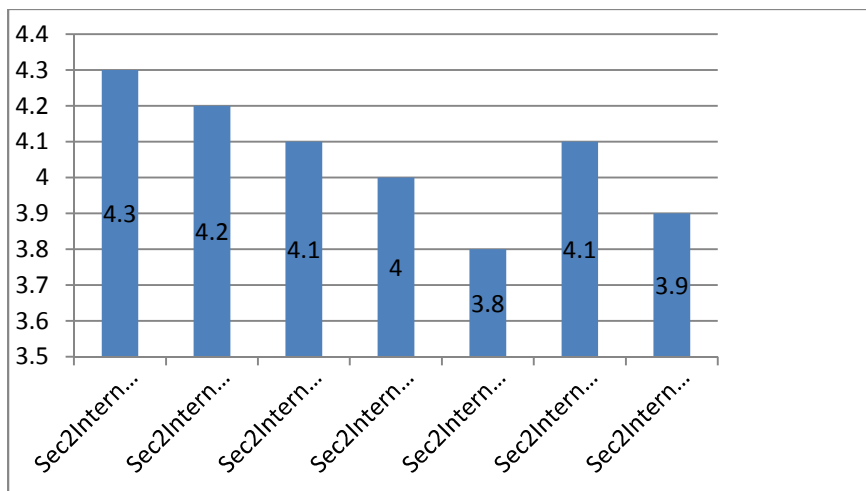
Fig. 5.11 – Mean Score of each of the Items for Social Networking Sites (Sec. 1.1, Part-1)



In Fig. 5.11 we find the mean scores of each item in the table for Social Networking Sites. It is seen that Item 1(My language on SNSs is English), Item 6 (I prefer using stylish abbreviations rather than correct English, because it's cool (E.g. thx for thanks, plz for please)) and Item 15 (My English language skills are improving by participating in SNS) have the highest mean score (3.8) out of 5. Item 13(I try to write good English because it can impress my friends on SNS) follows them (3.7). This shows that there is an overall improvement in the day to day usage of the youth's English language and that they manage to sound fashionable before their peer group at the same time.

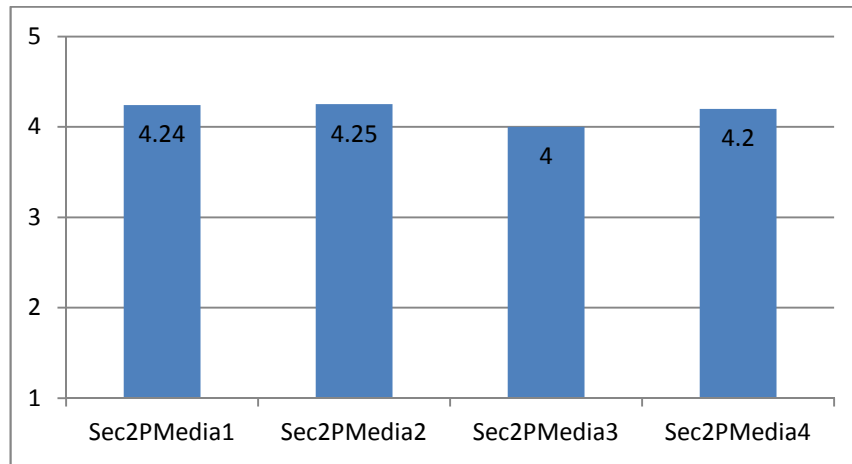
Section-2 (Mass Media and English Language)

Fig. 5.12 – Mean Score of each of the Items for Internet (Section 2.1, Part-1)



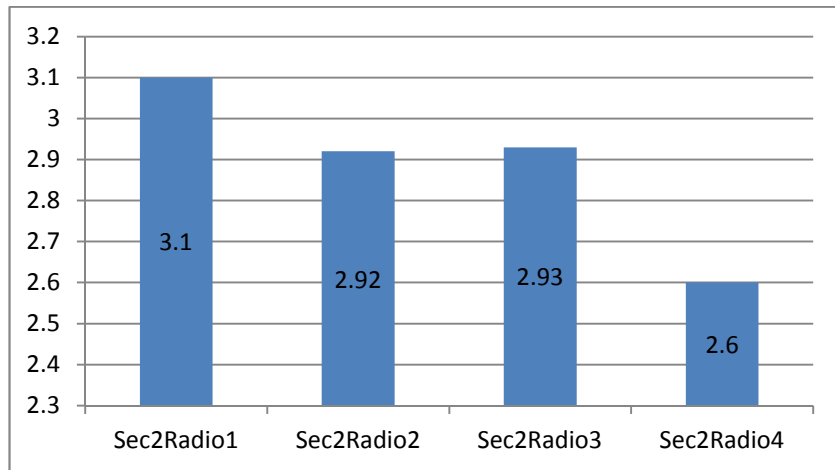
In Fig. 5.12 we find the mean scores of each item in the table for Internet. Item 1 (Internet tools like podcasts, blogs and YouTube videos etc. can be used for teaching purposes) has the highest score (4.3) out of 5 followed by Item 2 (Students can improve their English skills through the use of the internet) (4.2). This shows that the young people accept Internet to be one major teaching aid which can even be used autonomously by them for their self- improvement, either at home or any other place of comfort and ease.

Fig. 5.13 – Mean Score of each of the Items for Print Media (Section 2.2, Part-1)



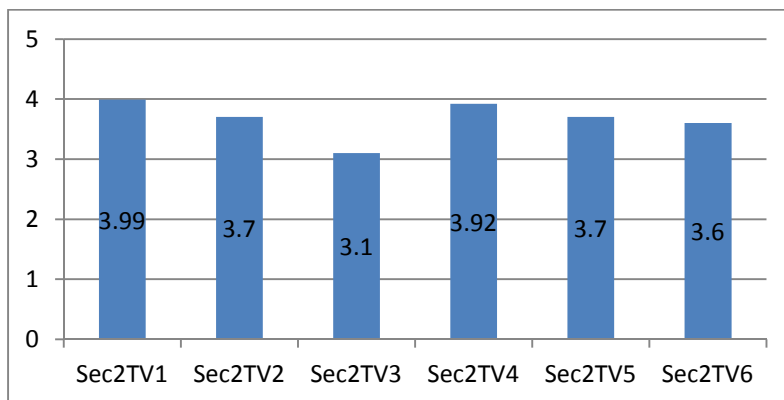
In Fig. 5.13 though there is not much difference in the mean scores of Item 1 (I am fond of reading newspapers, magazines, comic books and other popular books) (4.25) and Item 2 (Reading newspapers, magazines, newsletters, etc. has improved my writing style, vocabulary, reading habit, spellings and sentence construction) (4.24), the former is slightly higher than the latter. Item 3 (Access to popular Print media products keeps me up-to-date and informed on how English is used in different cultural contexts (e.g. Indian, American, Japanese, Mexican, etc.)) has a score of 4 out of 5 and Item 4 (I think reading newspapers, books, comics, etc. is not a waste of time) has a score of 4.2. All the scores are high out of 5. This proves that the youth find print media both to be a source of pleasurable reading, as well as a mode of learning English language skills.

Fig. 5.14 - Mean Score of each of the Items for Radio (Sec. 2.3, Part-1)



In Fig. 5.14 we find that the mean score of Item 1 (I am fond of listening to radio) (3.1) is the highest and Item 4 (I listen to radio to learn distinct articulation (clear expression) of speech) (2.6) is the lowest. Thus, it is to be inferred that today radio may not be a mode of great attraction for a majority of the youngsters, and they have mostly switched over to other advanced media of entertainment where they also find different methods and activities for language skills improvement.

Fig. 5.15 - Mean Score of each of the Items for Television (Sec. 2.4, Part -1)

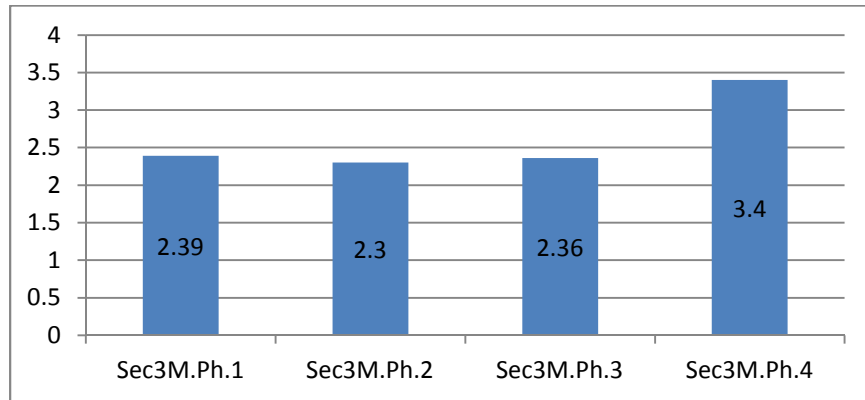


In Fig. 5.15 we find that the mean score of Item 1 (I am fond of watching Television) (3.99) is the highest which is followed by Item 4 (Images, sounds, animations and music helps in

remembering the things spoken on TV) (3.92). As we find most of the scores are above 50% of the total score, it may be understood that television is by every means a suitable tool for practicing language skills.

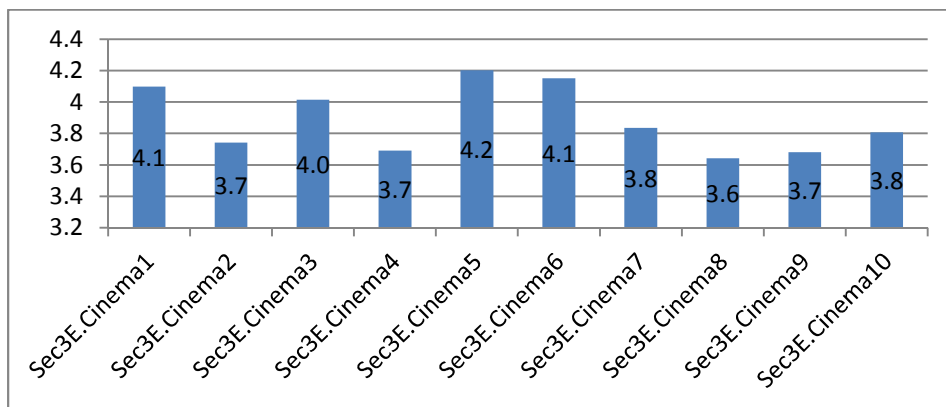
Section-3 (Other Media and English Language)

Fig. 5.16 – Mean Score of each of the Items for Mobile Phones (Sec. 3.1, Part -1)



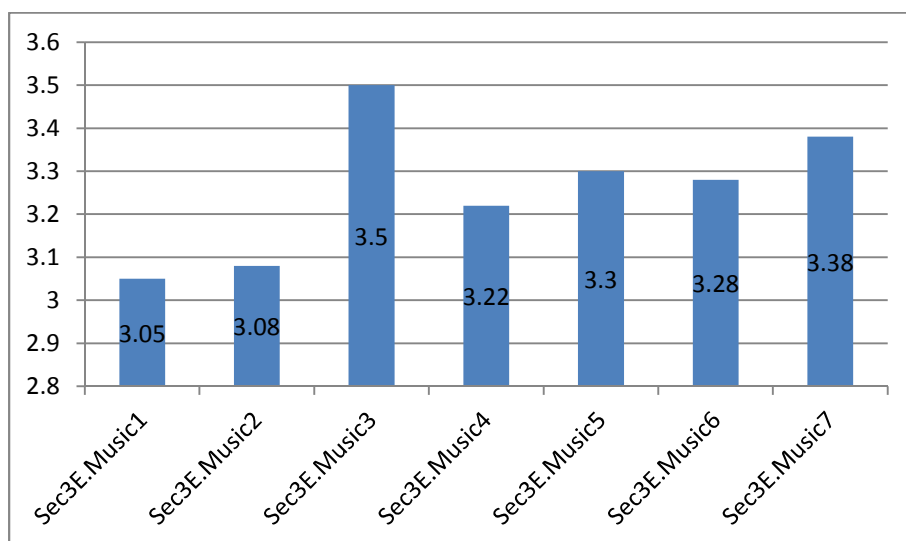
In Fig. 5.16 the mean score of Item 4 (My mobile phone is my personal mobile log (life diary that saves experiences, memories, thoughts or moments in a visual and textual form), (3.4) is the highest. Here we find that all the other three items have scores lesser than 50% of the total mean score i.e. 5. Hence mobile phones are not very convenient tools for learning language skills; rather they are used mostly as memory saving tools for future reference.

Fig. 5.17- Mean Score of each of the Items for English Cinema (Sec.3.2, Part -1)



In Fig. 5.17 the mean score of Item 5 (Subtitles/ captions for the dialogue help in understanding the language used in the movie) (4.2) is the highest followed by Item 1 (I am fond of watching English Movies) and Item 6 (I have learnt some new English expressions by watching movies) (4.1) bearing the same score. From the above figure it is perceived that English cinema has the capacity to be a wonderful teaching/learning tool for practicing language skills.

Fig. 5.18 - Mean Score of each of the Items for English Music (Sec. 3.3, Part -1)



In Fig. 5.18 Item 3 (I learn new words from the songs that I hear) has the highest mean score (3.5) followed by Item 7 (I feel music is a powerful stimulation in vocabulary enrichment rather than bookish learning) (3.38). Since music can be taken as an unconventional mode of learning, it might be a thing of interest for the young people to explore and learn the skills of language.

Discussion

The trends emerging from the findings of the study indicate that young people are getting affected by the popular cultural forms as perceived by them. As per the results elicited, if we take into account the three sections into which the popular culture products have been divided in this

study, then, 'Mass Media' products are seen to be impacting the English language environment of the youth the most, followed by 'Other Media' and lastly, the 'Social Media'. The youth realize the significance of being competent in English language in today's age and the popular cultural objects are consciously or unconsciously used to enhance their English language skills. The analysis of the data suggests to us that most of the young people find social networking sites, internet, print media, television and English cinema and English music to be of much significance in accelerating language skill improvement. Mobile phones and radio at present are not contributing much in their language learning as perceived by them. English is the preferred language for communication for regular use in SNSs for the young people rather than any other language, however, languages like Hindi, and other regional languages are also used to give a feel of informality and familiarity. Popular practices like e-mailing and chatting in English via internet enable their communication skill improvement. They believe in the fact that practicing a foreign/second language in the virtual world aids at enhancing the confidence level while using that language. This agrees with Krashen's (1996) 'input hypothesis' theory represented as $i+1$ that suggests that language acquisition happens when learners receive messages they can understand. The findings further find support from Lightbrown and Spada (1999) who suggest that, "When learners are given the opportunity to engage in meaningful activities they are compelled to 'negotiate for meaning. This is especially true when the learners are working together to accomplish a particular goal . . ." (p. 122). This is very much evident in the activities that social media users engage in as they strive to construct meaningful conversations during their interactions.

The students were observed to be aware of the trendy and stylish usage of the English language, which might be grammatically incorrect. And that extra effort to consult dictionaries/thesaurus

before posting online is seldom seen. However, being quite conscious of what kind of image they are conveying to others, they are all very careful about not committing any serious grammar and spelling errors in the forums. Flawless English is well distinguished from the incorrect language usage, and ungrammatical and incorrect English is used mostly for the fun-quotient. Mass media forms such as internet, newspapers, magazines, television and radio also have a significant impact on the youth's everyday language environment. With internet at hand, a person would even Google out the location of his family members if he/she is not at home and if it was available online. So, learning or practicing language on the internet gives autonomy and ease. Print media is the traditional, yet a massive language learning accelerator which keeps the young people updated of general happenings along with being a stress-buster. Television's infotainment programmes not only expose the young people to new language expressions, but also assists in forming new and varied opinions. Radio as a popular cultural form is not into much use by students for whom TV and internet are available. English cinema helps acquaint the non-native English speakers to know the native accent and speech. Thus Vygotsky's (1962) emphasis on the crucial role played by social interactions in language learning and cognitive development is worked out in the context of CMC and other popular cultural forms. Students' perspective also find an echo in Tanyeli's (2009) suggestions that a higher level learning can take place in web assisted learning environments.

The social media is seen to best serve the purpose of social connectivity and entertainment, and less for language learning. Mass media, particularly internet, print media and television are found to be sound sources for English learning. The social media is primarily used by the youngsters for impressing their friends by striving to use error free language in it. Overall there is this notion that language skills are enhanced after using SNS's on a regular basis. With the help of print

media, the young people are conscious of the difference of the language use according to different cultures, and television programmes help them build concrete opinions about things happenings around them and present accordingly. In case of other media such as mobile phones, students generally use English for messaging. Hinglish, Bonglish, Tamilish, etc. are also seen on a large scale.

English cinema and music are perceived to be enhancing their listening skills along with aiding towards learning of new vocabulary. One of the essentials for effective communication is that one should be heard and understood well. Since English is a second language for Indians, it might so happen that the lyrics of an English song sung by a native speaker might not be intelligible to them. Heavy orchestration and words set in extremely high and low vocal ranges limits their comprehension. Same also hold true when we take into account the English dialogues in movies spoken in native accent and with native English connotations to the words. LaBouff (2007) insists on the fact that for 90 to 95 percent intelligibility in English lyric diction, three things should be considered; ‘neutral Pronunciation, physiological clarification & study of the English cadence.’ By ‘neutral pronunciation’ she means the standardization of the English pronunciation of American English and British English that is free of regionalisms and that conforms to the norms of the theatrical stage and public usage (For e.g. pronunciation of news broadcasters, television actors, and national mass media performers). ‘Physiological Clarification’ means the clarification of the production of the speech sounds of the English language and the release of tensions of everyday speech. Study of the ‘English Cadence’ is meant by the innate accents of inflection of the English language. When songs and dialogues suffice to all the three criteria mentioned above, we can consider the scope of improving the

language skills through music and cinema. But, today with subtitles things have become much easier, as is evident from the responses of the student groups.

All these activities find support in Dimitriadis (2001) study that suggests that young people actually use these texts to construct their identities, their unique subjectivities, and the social networks in which they are embedded. Dolby (2003) research also supports the findings of the present study by suggesting that most of these texts such as soap operas, movies, advertisements, comics, sports teams, music lyrics, video games, superheroes, websites, etc. are produced by the media industry and that popular culture is a place where the youth learn about the world. Hence, all the key notions of CLL, as proposed by Richards and Rogers (2001) are today seen to be integral to CMC in specific and to popular cultural forms in general. The findings of the present study thus supports the view that CLL as an ELT approach holds a significant position between popular culture and language learning.

Conclusion

To conclude this chapter we can summarize that all the popular cultural forms taken together are seen to be significantly influencing the English language environment of the youth of India. As revealed from the results elicited through the close-ended section of the questionnaire, print media resources like newspapers, magazines and popular books are making the maximum impact on the students, followed by Internet, TV, SNSs, English cinema, English music, mobile phones and radio, in that order. No important difference was noticed in the responses elicited from male and female youngsters, and in responses from rural and urban respondents. In addition, the mean score results of each of the items also supplement the general findings of the study elicited from the quantitative data analysis.

CHAPTER – 6

Data Presentation and Analysis (II)

This chapter is a continuation of the research findings presented in the previous chapter on the impact of popular cultural forms on the English language learning skills of the youth of India. In this chapter data elicited from Part – 2 of each of the sections of the questionnaire survey that included open-ended questions and multiple option questions are presented, which supplement the results revealed from the close-ended section of the questionnaire. The study as mentioned earlier was conducted among the students of Bachelor of Technology, Bachelor of Arts, Bachelor of Science, Bachelor of Commerce and Bachelor of Medicine and Bachelor of Surgery (MBBS) study programs.

Results from Part-2 of the Questionnaire

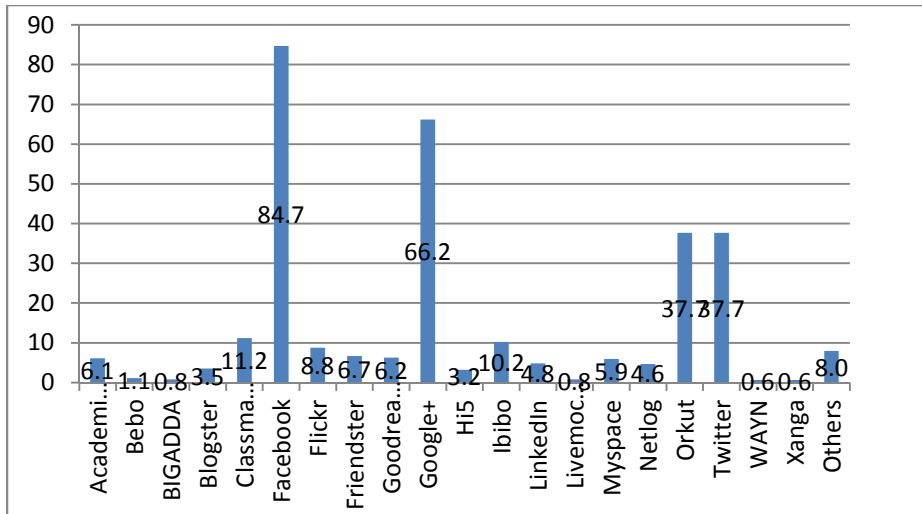
The following are the figures and their interpretations for Part– 2 of each of the sections of the questionnaire survey.

Section 1 (Social Media and English Language)

Section 1.1 - Social Networking Sites (Part - 2)

Fig.6.1: Percentage Distribution Showing Usage of Social Networking Sites

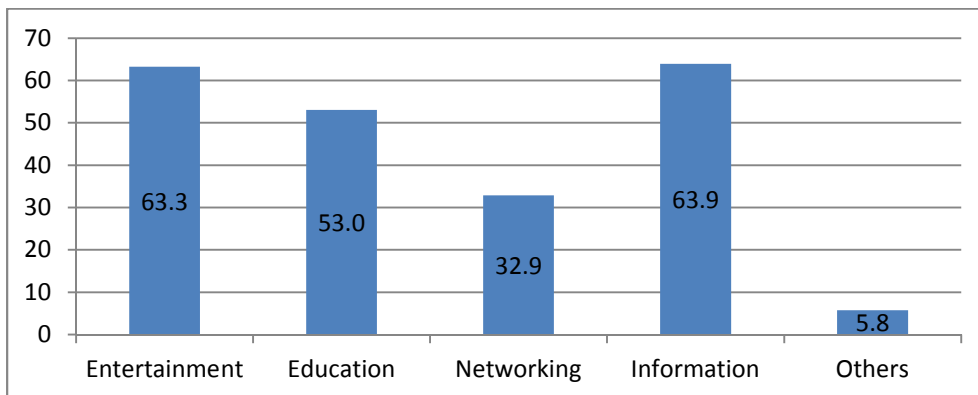
Statement 1(I log on to the following SNSs for language improvement: - (you can choose more than one option)



In the above figure we find that Facebook (84.7) is the highest used social networking site for language improvement by the youth, followed by Google+ (66.2), Orkut (37.7) and Twitter (37.7). Almost all the respondents have a Facebook account through which they keep their online connectivity with friends intact. The features in FB give more scope to use and display language learning in comparison to any other Social Networking Sites.

Fig. 6.2: Percentage Distribution Showing Usage of Social Networking Sites for Various Purposes

Statement 2 (I log on to them for...)



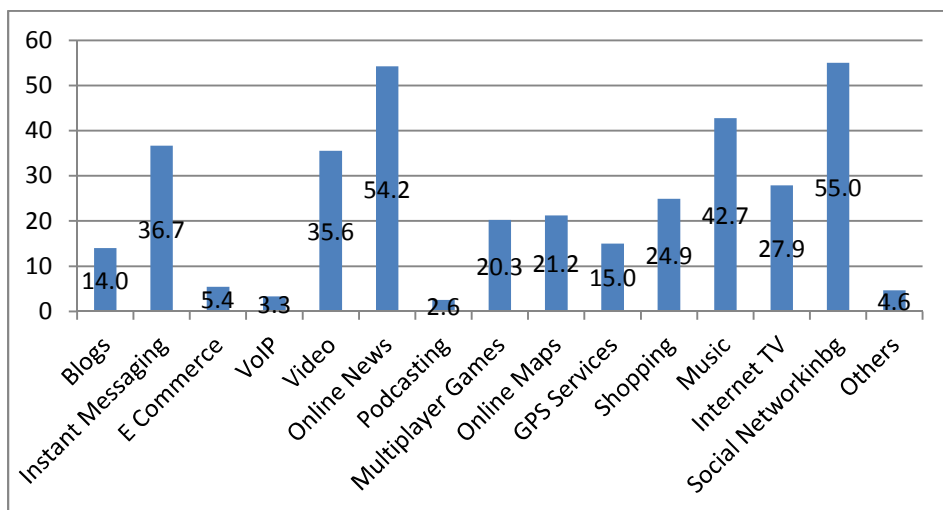
The popular SNSs are logged on especially for information (63.9) followed by entertainment (63.3) as shown in Fig.6.2. The need for information on diverse issues runs parallel to connecting to friends and other entertainment purposes. Getting connected with old forgotten friends is a factor of pleasure and entertainment for everyone.

Section 2 (Mass Media and English Language)

Section 2.1- Internet (Part 2)

Fig. 6.3: Percentage Distribution Showing Youths' Perception of English Language Practice on Internet sites.

Statement 1 (I get to practice my English language skills when using the following related applications on the Internet. (Choose whichever is applicable))



From the above figure we get to know that the youth practice English language skills the most while social networking (55.0) and accessing online news (54.2) on the internet. Other than information, SNSs impart entertainment as well as swift networking. Online news is another interesting source of information as well as entertainment and can be accessed at one's will.

Fig. 6.4: Percentage Distribution Showing Youth’s Preference Regarding Accessing English learning Materials from Internet

Statement 2 (English teaching/learning materials on internet that I prefer accessing are)

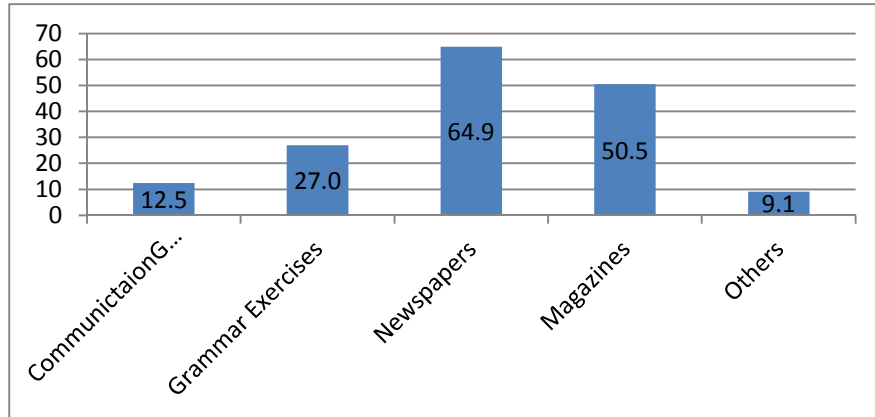


Fig. 6.4 shows that the English teaching/learning materials on the internet which young people prefer accessing mostly are Newspapers (64.9) followed by Magazines (50.5). Reading materials, apart from academic texts online, are accessed by the youngsters with high interest and zeal as they get the freedom to choose what to read and what not to read.

Fig. 6.5: Percentage Distribution Showing Youth’s Preference for Offline Communication among Friends

Statement 3 -The main ways of communicating with my offline friends are :- (you may choose more than one)

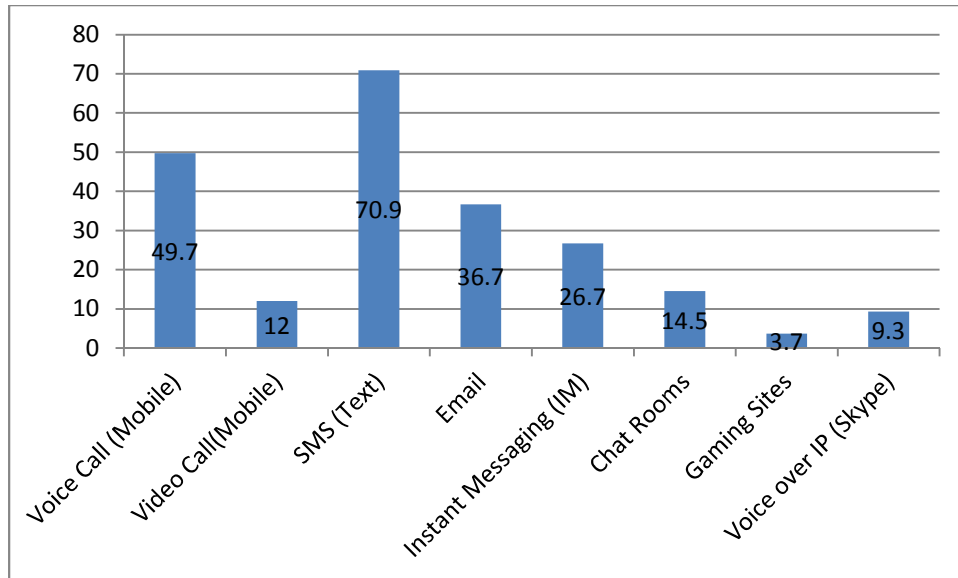


Fig. 6.5 shows that the main ways of communicating with offline friends chosen by the youth are SMS (text) (70.9) followed by Voice call (mob) (49.7). The primary reason for this could be the fact that it is cheaper in comparison to all other mentioned activities and instant messaging is an old habit which supersedes the new engagements.

Section 2.2 - Print Media (Part 2)

Fig. 6.6: Percentage Distribution Showing Youth's Preference of Reading Materials from Print Media

Statement 1 (The best forms of print media, I prefer reading always are (You can choose more than one))

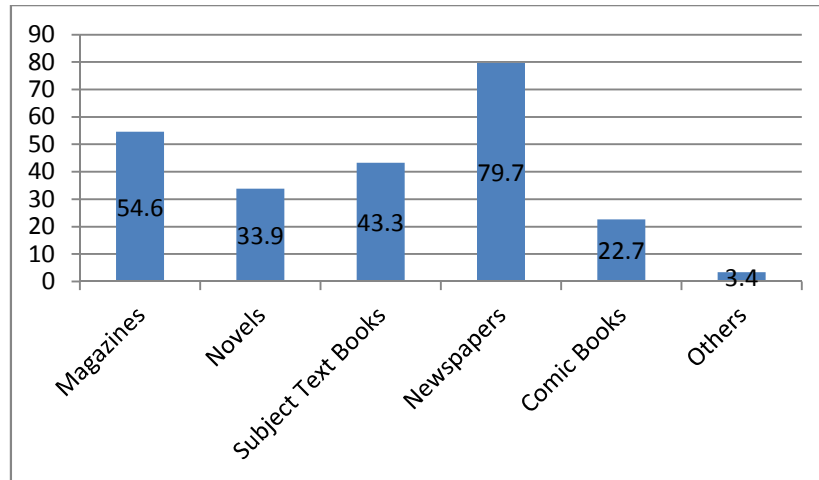


Fig. 6.6 shows that the best forms of print media that the young people prefer reading always are newspapers (79.7) followed by magazines (54.6) as they are encrypted with interesting pictures and they help keep the young people updated on current affairs and numerous other diverse subjects, which they are expected to be well aware of.

Fig. 6.7: Percentage Distribution Showing Youth’s Perception on the Improvements Generated from Print Media

Statement 2 (Reading print media improves... (You can choose more than one)

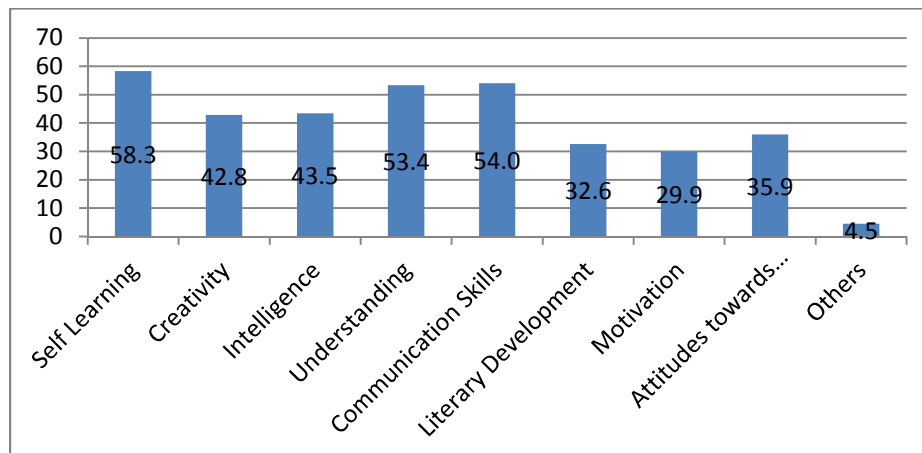


Fig. 6.7 depicts the improvements print media products bring in the day to day lives of the youth as per their perception. The aspects that have scored the highest include, self-learning (58.3), communication skills (54.0) and understanding (53.4). Developing intelligence (43.5) and creativity (42.8) also score figure high on the list. Since there is no risk of evaluation or punishment one can read at their own pace and gradually develop the language skills and enhance communication.

Section 2.3 –Radio (Part 2)

Fig. 6.8: Percentage Distribution Showing Youth’s Perception on Listening to Radio Statement-1 (To improve English language skills, I prefer listening to the following radio channels)

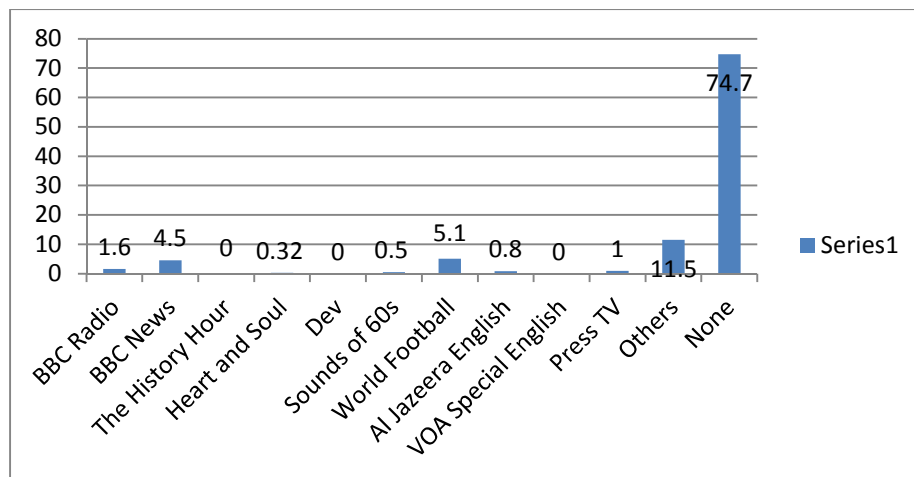
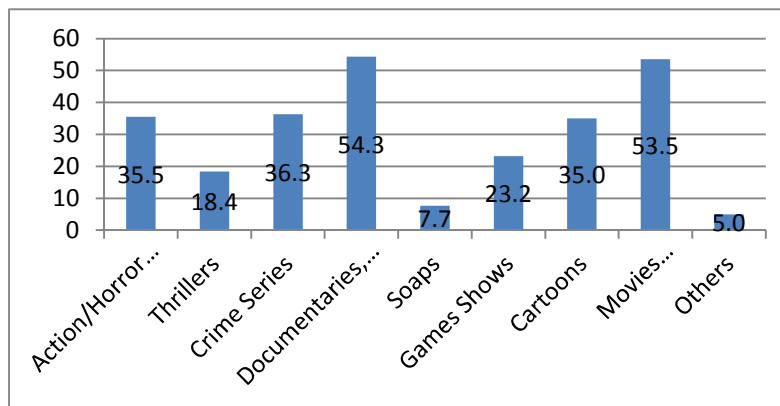


Fig. 6.8 depicts the percentage of radio listeners in the youth community of India. However we find that the percentage of non-listeners of radio is remarkably high in comparison to the listeners. As there are other alternatives of engagement to learn or practice English language radio is mostly a neglected domain as revealed from the data.

Section 2.4 –Television (Part 2)

Fig. 6.9 - Percentage Distribution Showing Youth’s Perception on the Shows in Television that improves their English Skills

Statement 1 (The category of TV shows do you prefer watching in order to improve your language skills (you can choose more than one)



As per fig. 6.9 the TV shows that young people watch mostly to improve language skills are Documentaries and News (54.3) followed by Movies and Blockbusters (53.5). There is much variety in TV shows these days, but news and movies have always been staple components of television, and have been good sources for English skills improvement for a long time.

Section 3 (Other Media and English Language)

Sec. 3.1 – Mobile Phones (Part 2)

Fig. 6.10: Percentage Distribution Showing Youth’s Perception on Usage of Mobile Phones

Statement - 1 (I can use cell phones for learning in the following way (you can choose more than one).

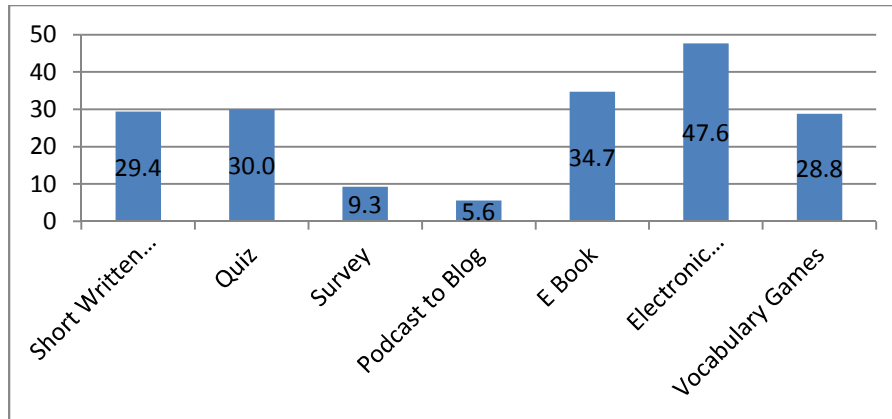


Fig. 6.10 shows that cell phones can be used for learning mostly by using the Electronic Dictionary (47.6) followed by E-book (34.7) if these applications are available in them. Meanings of difficult words and pronunciations of certain words can be easily known from mobiles. Students usually have to read voluminous books for their courses which become very convenient for them when they have a substitute inside the pockets. E-books are therefore downloaded by them for ease of reference and mobility. Even then general observation shows that paper printed books have still retained their popularity among students and scholars.

Section 3.2 – English Cinema (Part 2)

Fig. 6.11: Percentage Distribution Showing Youth's Perception on Genres of English Cinema that Aids towards Developing English Skills

Statement 1- Types of English movies you think are beneficial in learning English (You can choose more than one).

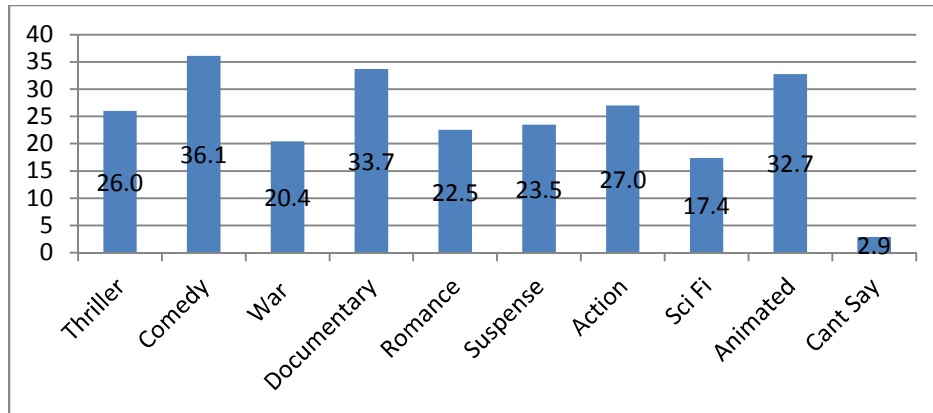


Fig. 6.11 above provides information on the kinds of English movies that the youth think are beneficial to them in learning English. Comedies (36.1), documentaries (33.7) and animations (32.1) form the sequence of their preferences. Choice of comedies over other genres suggests that comedies being perennial favorites for any age group of audience, quite naturally figures high on the list for the students. Documentaries have always been great source of learning, and animations with their unique dramatization methods are also viewed heavily by youngsters.

Results from the Open-ended Segments of the Questionnaire

The responses were analysed and the answers reveal that there is positive impact of popular cultural forms on the English learning skills of the youth of the country, as per their own estimation. But as already shown through the quantitative data analysis the impact is more for some forms like, print media, internet, TV, cinema, SNSs, and music, while not that positive for popular culture forms like mobile phones and radio.

Section-1: Social Media and English Language

Section 1.1 (Social Networking Sites)

Qualitative data was drawn from the students through the questionnaire with the help of an open-ended question given at the end, **Section 1.1, Part 2, Question No. 3**, *‘Please give your*

impressions in a few sentences as to how using SNSs has improved or deteriorated your language skills.'

The following statements are some of the actual responses received from the respondents. The given responses note the various differences in the way SNSs are perceived to be affecting English skills of the youth groups:

1. SNSs have improved my spoken English, grammatical errors, etc.
2. It helps to communicate with unknown people.
3. It is the best network for developing our English language skills.
4. It makes us strong in English.
5. Yes it can definitely increase our skills in English but excess use of it kills time.
6. We come to know the different cultures and the people's ways of living by interacting with them.
7. I came to know about many cool signs and words while chatting with friends. Sometimes there are difficult words or status posts by my friends so I dig my dictionary and do not forget to like the post or to comment.
8. Since I have come to know many new words while chatting with friends, sometimes I use different styles while talking with friends.
9. Since my word power is improved, I can speak fluent English in day to day life. With the knowledge of new English words, my personality is also improved.
10. I am always updated of the condition of present society around us by using SNSs.
11. SNS provides different information, latest updates and other unknown facts via different pages, people. Hence, it is helpful to make a man aware of the updated life style and other staff accessing it properly rather misusing it.

12. My fluency in thinking and writing has increased. Also regular touch with language has got me good improvement and confidence in the use of the language.
13. Along with improvement in language, better connectivity with friends is possible. It is also the fastest knowledge media. One does not have to browse many sites for information, social media provides that alone.
14. I can know short forms of a word. I can write messages, posts etc. I can also learn new words.
15. Now I am able to write in my style.
16. It is just a time-pass activity, gathering with friends, chatting and having fun memories.
17. Yes, SNS helps in improving my literary skills but excessive use of them destroys vocabulary by making short-cuts of important and extensively used words.
18. Writing skills improve. Different links related to studies are also available in SNSs. Video chatting with native English improves speaking skills.
19. I come across new words, proverbs and communicating with English increases the language skill.
20. I came to know about many abbreviations, links and also about other sites which helps in providing a broader knowledge and information about languages. It inspires me to learn new things swiftly and in the blink of an eye.
21. I can find new words which are now very commonly used in society. It may be through any friends, pages, comments, etc.
22. Since I used SNSs I have improved my skills in English. It has changed my personality and I am able to know about the advancement of the progressing world. But the only disadvantage of it is it kills a lot of time and it is responsible for my eye power loss.

23. I can now know new words, synonyms and it helps to correct my grammar.
24. With greater connectivity we can definitely improve our outer knowledge but uses of words like 10X for 'thanks', U for 'you' and zz for 'is' directly affect our writing in the examination, which is wrong.
25. It often deteriorates our language skills because many people are using it by writing in Hindi or Odia language using English alphabet.
26. Yes, using SNS has really improved my language skills. Now I don't hesitate to express myself, I have developed a habit of learning new words along with their meanings. So that I can converse with my friends in new, ornamental style using abbreviations. And to achieve this I have started using dictionary often which I didn't use frequently earlier. It has improved my confidence.
27. SNSs are really helpful. I can get all notes, lecture notes for interview questions, subject interview questions. I get inspirational stories, thoughts, many tutors in Computer Science related subjects.
28. I have improved both verbal and non-verbal communication skills. It helps in education as well as entertainment. It is the cheapest and easiest way to improve one's communication skill and at the same time it is interesting.
29. Use of SNSs differs from person to person and the extent of adoption also differs. I am not a very regular user of SNS, but whenever I use it I try to learn something new, technical and of course grammatically correct information.
30. When I started using SNSs my language skill was not that good. I used to write long sentences instead of short-cuts and I even didn't care about my grammar, vocabulary in my writing. But after using SNSs my writing has become more precise and correct.

31. Since most of the people concentrate on effective communication rather than using correct English, informal communication is widely used in SNSs. Language deterioration thus happens.
32. SNSs have no doubt improved my language and communication skills. I am updated of the modern or short-cut words through these media.
33. I take into account as to how my friends would react to a particular comment. So I always take care to use not only correct but also 'influential' English.
34. The 'quotes' and 'shayaris', I read on SNSs have increased my vocabulary and understanding skills. I learn some of the beautiful expressions from the SNSs.

Section-2: Mass Media and English Language

Section-2.1 (Internet)

Section 2.1, Part 2, Question 5 asked the youth, '*Please state, the three best things about internet related to language learning and the three worst things about internet related to language learning*' to which they have answered as the following.

Three best things about internet related to language learning:-

1. Ability to express ideas coming in mother-tongue into English from spoken English websites. We can communicate with others very easily; improves grammatical mistakes.
2. We can learn by sitting at home, we can learn many languages, and we can communicate in many languages.

3. It helps in developing ideas; it is affordable and interesting and helps in learning more vocabulary, adverbs and many synonyms.
4. It gives fast and correct information, easily understandable and according to need and it is multi-advantageous.
5. It is a great place to learn good English, huge amount of knowledge can be gained through it, and it is very reliable.
6. Things are written in simple English that makes understanding easy, we get instant information about the new words, vocabulary and grammatical mistakes, and it helps practicing our grammar skills.
7. It improves reading skills, helps improving the information from Wikipedia and helps to communicate with people easily.
8. Anything can be surfed according to need, it is very easy to use and we can learn about the world.
9. Online news, e-commerce and education.
10. It has many notes from different authors, newly discovered scientific truths are known and one can easily catch the language which can be repeated.
11. There are many good sites which help us improve our knowledge, help us get needed information; improve our English skills as well as our personalities.
12. It saves time, the instant news available in it, and the various networking sites.
13. It has Wikipedia, where every kind of information are available; blogs, where any kind of question may be put; and BBCTV.com, where we get to watch BBC news.

14. It helps in learning about different languages, lets us know about new improvements in it in an easy way, it gives information about any word, including picture, sound like Wikipedia dictionary.
15. www.google.com, the search engine which gives all information, we get wonderful vignettes from the internet and we get information about seminar topics and job posts.
16. Thesaurus words, video and music.
17. Email, chatting and SMS.
18. Easily every word meaning is accessible, helpful for students to get knowledge instantly which is not possible through books; internet is more interesting than books.
19. Communication games, news and online spoken English videos.
20. It improves vocabulary, reading skills improvement and teaches new trends in writing.
21. Online classes, electronic dictionary and e-books.
22. It represents communication in its best way; one can access it from any place. It gives multiple options, ratings and reviews on things of our interest. Facebook.com and learnenglish.com are good sites.
23. YouTube for the language learning videos and online movies, starsports.com for online sports and Quickreads for reading newspapers and current affairs.
24. Tutorials on different subjects, Goodreads and EssaysOnline
25. It gives a scope to learn all types of English such as American and British, we come across the changing trends of speaking skills and there is a scope of getting in touch with the celebrities on twitter.
26. SNSs like Facebook, Twitter, Hi5, etc., online novels and newspapers.

27. Learning text related materials, other personality development things/stories and social networking.

Three worst things about it related to language learning:-

1. It sometimes provides stuff that is unnecessary and act as a barrier for learning; it creates confusion if facts given vary from site to site, and some sites using bad vocabulary.
2. It is not affordable to all, sometimes very complicated words are given and we cannot improve our talking style with the help of internet.
3. When the most needed things are not available in the internet during browsing, when time is wasted in browsing not finding desirable results, and learning new abusive words, use of symbols, etc.
4. There are many bad sites that people get attracted to, very fast, Facebook.com where chatting takes place in stupid language i.e. lol, plz. It may create communication gap, may demoralize our confidence level.
5. When internet speed is low, then the willingness of knowing the information about the word decreases, there is no teacher when we have a doubt and it is difficult for poor pupils to use internet for language practice.
6. People less acquainted with English language might face difficulty to use internet which needs basic English knowledge, jargons used by my friends creates incomprehensibility, using short forms makes me forget original spelling.
7. It is pretty much vulgar nowadays; many sites don't use proper English and it is time consuming and costly.
8. Addiction to the internet for the sake of entertainment diverts people from the real world, use of abbreviations, and sometimes promotion of unsocial languages.

9. Use of abbreviations decreases the vocabulary skills, use of emoticons, grammatical mistakes.
10. Social networking sites (shares, posts), blogging sites, YahooAnswers, WikiAnswers. (incorrect usage of vocabulary and spelling mistakes)
11. Presence of fake websites, some sites which can be hacked by anyone and slang (short language) which often kill meaningful conversations.

Section 2.1, Part 2, Question 6 asks the youth, '*Mention some of the websites that you visit regularly to improve your language skills*' to which they have answered as the following.

- | | |
|--|--|
| 1. www.learnenglish.com | 16. plus.google.com (Google+) |
| 2. www.facebook.com | 17. Gtalk |
| 3. www.naukri.com | 18. www.academia.edu |
| 4. www.onlinesbi.com | 19. www.indiabix.com |
| 5. en.wikipedia.org | 20. twitter.com |
| 6. www.vocabulary.com | 21. www.orkut.co.in |
| 7. www.dictionary.com | 22. www.YouTube.com |
| 8. www.goodreads.com | 23. www.fonemania.com |
| 9. www.yahoo.co | 24. www.espnricinfo.com |
| 10. www.edu.co.in | 25. www.timesofindia.com |
| 11. www.studyenglishtoday.net | 26. www.freevideolectures.com |
| 12. www.freshersworld.com | 27. www.fadooengineers.com |
| 13. www.cricbuzz.com | 28. www.english-4u.de |
| 14. www.indiatimes.com | 29. www.worldnews.com |
| 15. www.crazyengineers.com | 30. www.thehindu.com |

31. www.seminar4u.com
32. www.freshers.com
33. novels4u.wikispaces.com
34. www.goodenglish.com
35. www.wikipedia.com
36. www.snapdeal.com
37. www.songspk.name/bollywood-songs-mp3.html
38. www.myntra.com
39. www.blogs.com
40. www.a4.com
41. www.cnbc.com
42. www.expedia.com
43. www.ted.com
44. www.flickr.com
45. www.skype.com
46. www.wechat.com
47. WizIQ.com
48. nptel.ac.in
49. www.engineersworld.net
50. www.getjar.com
51. www.classmates.com
52. www.flipkart.com
53. www.quikr.com
54. www.blogster.com
55. www.santabanta.com
56. www.ndtv.com
57. cricketnext.com
58. www.ibn7.com
59. www.160by2.com
60. get.hike.in
61. www.englishleap.com
62. Amulyam.in
63. www.shabdkosh.com
64. www.msn.com
65. www.mylanguages.com
66. www.transl8it.com
67. www.urbandictionary.com
68. www.bookchums.com
69. www.newshunt.com
70. www.netlog.com

Section-2.1, Part 2, Question 6 asked the students “*Mention some of the words learnt from the internet sites. (if any)*” to which they have answered as follows:

splendid, superstitious, judgmental, monumentally pissed, blessings in disguise, entrepreneurship, disguised, curriculum, pardon, betray, carnival, zombie, rivalry, vampire, amour, diligent, mademoiselle, impediment, adaptation, preferable, arguably, psycho, confounded, grunting, Muse, blatant, exotic, passive, apt, oblivion, delphinium, dog manager, etc.

Section 2.2 (Print Media)

Section 2.2, Part 2, Question 3 asked the youngsters “*Mention some of the words learnt from print media. (if any)*” to which they have answered as follows:

kill joy, eclectic, jeopardy, obscure and all military language, audacious, mandatory, ultimate, commodity, undertow, amicable, bombardment, acquaintance, pseudo thing, gesture, grapevine, Britannica, wizard, porn, spouse, M-I-L-F(a slang), phoenix, mimzy, buddy, audacity, etc.

Section 2.2, Part 2, Question 4 asked the youth, ‘*Do you perceive reading newspapers, magazines, books, and etc. regularly can improve your English language skills? Explain.*’ to which they have answered as the following:

1. Yes, it enables communication with others.
2. Yes, I always read them to make my English knowledge very strong. It is one of the important ways to develop English language as it comes with new vocabulary, new style of representation, and systematic ways of writing correct grammar.

3. Yes, I strongly agree with these. The more we read we gain more knowledge. Reading doesn't mean only textbook reading.
4. Yes, it is absolutely correct. Reading them can improve our English language skills because it helps us remain updated of the current affairs. It improves communication skills, creativity which leads to new innovation.
5. Yes. Because by using this we will be habituated of using English language daily.
6. Yes reading them always improves our English language and helps to use new words in day to day life making us feel like an expert.
7. Yes. They provide new and meaningful words, synonyms to common words, different ways of writing sentences and attractive and eye-catching statements.
8. Along with learning new words, we can come to know different ways of representing different skills of language.
9. Yes it increases intelligence and understanding without using dictionary after regular practice of reading.
10. I always prefer reading comics and newspaper which helps me learn some more writing skills.
11. It has introduced different new words, the way of expressing, and explaining things to me.
12. Yes, because my creativity, understanding, motivation, communicative skills are improved by reading newspaper, magazines, etc. daily.
13. Yes. I think it is the most effective way to get English learnt.
14. Increases self- learning and new format of English.

15. Yes. Newspapers are printed all over the world and published on the net. It helps to learn the crucial vocabulary.
16. The new words learnt and the different information that we get can be used in our day-to-day submission of projects, seminars, presentations, etc.
17. Yes. Through these we can come across a vast range of words, proverbs, quotations, etc. Again the blogs and cross words, etc. improve our language skill.
18. Yes because new words, new situation can improve our language skills.
19. It brings grammatical perfection.
20. I come into contact with more than 50 new words a day from newspaper.
21. It increases creativity.
22. It helps in developing reading and writing skills.
23. Yes they cover all topics that interests youth. So they don't get bored with them and so reading them develops our vocabulary, communication skills. They teach us how to write our ideas to make them liked by everyone.
24. I strongly agree to the above statement, because we get to improve our vocabulary, way of presentation, illustration. We can rectify our mistakes if we read regularly and this also enhances our understanding and comprehension skills.
25. Yes. We learn new ways to express an idea in easy language.
26. Yes reading them can certainly improve language skills, mostly if we are aware of good (strong English background) authors and in addition one should be obviously interested in his/her improvement.
27. Yes. They help us to communicate in most effective way. We can make our statements more readable and smooth.

28. Reading them also improves confidence.

29. Yes. They are based on current English writing skills which are powered by various knowledgeable people and reporters.

Section 2.3 (Radio)

Section 2.3, Part 2, Question 2 asked the youth, “*Mention some of the English words learnt from the radio channels. (if any)*” to which they have answered as follows:

Twist, breakthrough, jeopardy, etc.

Section 2.3, Part 2, Question 3 asked the students, “*Do you perceive listening to different English radio channels regularly can improve your English language skills? Explain.*”

Some of the valid answers are as follows:

1. Frankly, radio is no more a domain of hyped interest among the young people today.
2. We might listen to radio for music only when we do not possess an MP3 with songs of our choice.
3. English language can be learnt through many other means.

Section 2.4 (Television)

Section 2.4, Part 2, Question 2 asked the youth, ‘*The channels that help improve my English language skills are*’ to which they have answered as the following:

1. All English channels.
2. Discovery channel and news channels.

3. Nat-geo and AXN. improve my personality and
4. Fox Traveler. creativity, knowledge and skills.
5. All news channels, especially
English (CNN).
6. Topper TV
7. Star Movies
8. HBO Channel
9. DD Bharti, IBN7, E24, Zee News,
UTV Action, Sony, BBC.
10. News channels and Hollywood
movies.
11. Animal planet, Explorer Channel.
12. NDTV 24/7, Zee News
13. Sony Pix Channel
14. Star sports, Ten Sports for cricket
commentary
15. ESPN, Animax, star cricket, cartoon
network
16. Pogo, Rajya Sabha TV
17. History channel
18. Headlines Now, NDTV 24/7 and
mostly reality-shows that help me to
19. Movies Now
20. BBC News channel
21. WB channel
22. Z-café, MGM Channel
23. Gyandarshan-I, II, III, IV
24. Travel and Living Channel, The CW
Network.
25. Action Channel
26. TV 24, Zee smile, B4 movies, Ten
Cricket.
27. Active Channel, DD News, ABP
news
28. Z-business
29. Zee Q Channel
30. Spiritual channels.
31. UTV movies, Discovery Science, Set
Max
32. NDTV India, Al Jazeera, CNN-IBN,
Times Now.
33. Channel V
34. Zee studio, MAX TV, Star Gold.

35. Z Trendz

37. GOD Channel

36. Hungama

38. VTV, Bindass Channel

Section- 2.4, Part-2, Question-3 asked, “*The English words learnt from them are (if any)*”to which they have answered as follows:

portmanteau, looking London talking Tokyo, bullshit, goon, Coronado, Pardon, pale, remuneration, just forgot!, out of my mind, elope, patronized, abandoned, graceful, solitary, retaliation, sleet, recuse, immortal, the Scorpion King, The dark Night Riders, tangle.

Section- 2.4, Part-2, Question-4 asked, “*Do you perceive watching television shows regularly can improve your English language skills? Explain.*” Some of the valid answers are as follows:

1. Since TV programmes have many talk shows and news channels in English where hosts and reporters make use of the standard correct English which can be acquired easily by us.
2. Even the English cinemas shown with subtitles help us to learn new vocabulary.

Section-3: Other Media and English Language

Section-3.1 (Mobile Phones)

Section-3.1, Part- 2, Question-3 had this question for the youth “*The English words learnt from them are (if any)*” to which there has been no response.

Section-3.2, Part- 2, Question-4 asked the youth “*Do you perceive using mobile phones can improve your English language skills? Explain.*” Some of the valid answers are as follows:

1. Mobile phones cannot really improve English language skills when we make use of the voice call and SMSing.
2. Rather books and dictionary if downloaded in it, they can contribute in the language skill development.

Section-3.2 (English Cinema)

Section 3.2, Part 2, Question 2 asked the youth, *List some new words that you've learnt from the movies that you've watched* to which they have answered as the following.

Harry Potter, hermaphrodites, endeavor, extravagant, crap, out of your mind, dead meat, wilt, ASL, slumber, red letter, Adonis, gotta, wanna, ain't, chillax, asshole, gonna, thriller, horror, snicker, prez, rebuff, Cameron, moron, catastrophe, gibble, gasp, utmost, abruptly, kindle, beneficial, metaphysical, obnoxious, scrawny, reptiles, peril, inception, smash, hun, scapegoat, blah-blah, patch up, absolution, abundance, janitor, abashed, pirates, expendable, revamp, rebuff, etc.

Section 3, Part 1, Question 3 asked the youth, *'Do you feel watching English movies can improve your English language skills? Please Explain.'* to which they have answered as the following:

1. Yes by watching them, we learn most of the English words, their meaning and pronunciation, etc.
2. Some new words and phrases can be taught and language skills can also be developed.
3. We can know how foreigners share their feelings by using words.
4. Yes because in English cinemas the words that are uttered by actors are first in the form of script having correct way of writing.

5. Yes because they use new words that we don't use in day to day lives. We can learn by hearing them.
6. Yes, seriously it can improve our talking style. Though some weird words are used still excluding them lots of new words and expressions can be learnt. We can also get acquainted with the accent.
7. I learn new words and correct pronunciation.
8. Yes, watching English movies improves our understanding skill quickly.
9. Yes it can improve. But it would be better if the movies are with subtitles which will make it easy to understand the words and pronounce it accordingly.
10. Yes as I get acquainted listening to the English dialogues, it increases my pronunciation. Also on repetition of the words, fluency increases.
11. Yes, because listening and watching has magical impact of learning on human beings.
12. Helps understand foreign accents.
13. I can't agree that watching English movies can improve English language.
14. Yes. I can know some new words, title and other useful words from the English movies.
15. Yes strongly recommended. It is much easier to understand and catch up with the language rather than the songs.
16. It increases listening power and pronunciation.
17. Yes, watching English cinema can improve language skills, more generally it can help in learning the language. As my mother tongue is Odia but by watching Hindi TV programs and movies I learned Hindi without any formal education on the language, likewise English cinemas can also help learning language such as English.

18. Yes by seeing the facial expression and lip movement of the actor I can understand the word he/she utters. It is the best way to understand foreign language.
19. Yes it improves the communication skill by observing different conversations.
20. Yes. It improves because here we can get the oral and visual information about the word.
21. Sometimes it is helpful but nowadays students are not focusing on the words used in the movie. They are giving more emphasis on the stories, scenes, etc.
22. Yes. We can learn from audio and video clips better than text. Any new, uncommon word can be eye-catching and remain in mind forever.
23. I use the dialogues used in the movies in real life and get appreciated by my friend.
24. Yes. English movies can certainly improve our English language skills as they have a wide range of vocabulary and their usage in different contexts. Besides their pronunciation are very helpful in using those words as well as increase our listening skills. They picture the global scenario and kinds of English used across the world. But the necessity is it should be taken positively without misusing it.
25. We can communicate with people of other countries easily.
26. I think if we understand the language clearly it can help us in improving the English language skills, if we do not understand the dialogues it is totally a waste of time.
27. Yes. But non-formal and slangs should not be learnt.
28. Watching English movies can surely improve language skills. The animated form of a film with lots of expressions and subtitles make them easy to learn and use. They teach you both good and bad words but learning them all is necessary.

29. Yes. Watching English movies can improve English language skills if we try to understand the dialogues and expressions first without trying to go for the subtitles given at the bottom.

Section 3.3 (English Music)

Section 3, Part 2, Question 1 asked, “*The new English words that I have learnt after listening to English songs are (if any)*” to which the youth have answered the following:

Mami, Noogie, Twerk, Slicker, Gushy, Miami, Ripped, Huff, Resuscitate, Spew, Ecstasy, Mellow, Fella, Homie, Convict, Banger, Crib, Globetrotter, Nada, Cipher, Fazed, Arsenal, Shady, Unfurl, etc.

Section 3, Part 2, Question 2 asked the youth, ‘*Do you feel music can improve your English language skills? Please Explain.*’ to which they have answered as the following.

1. Yes. It touches heart and makes things understandable and helps in better communication.
2. Yes but a little because sounds are quick and sometimes not very audible.
3. Yes my English language skill can be developed. The new words learnt can help me write conveniently for script writing of project work.
4. No I don't think music can improve language skills. Rather movies can.
5. I think listening to music is for entertainment. People generally listen in joyful mood.
6. Yes. It helps improving but not more than watching movies or news.
7. Music consists of philosophical words and heart touching words which have really deep meaning. It depends how one understands the words and uses. True music has different language than book.

8. Yes. Also it helps to feel trendy and classy. Though I try to utter the song without lyrics still I enjoy it.
9. Yes. It is also a source of improvement of our language skill. The correct pronunciation is also helpful to us.
10. Yes. Music is the art of reaching heart directly. So it can be obviously used to improve the English language skills. Only need is to understand the words, meanings and pronunciation appropriately.
11. It can happen only if it contains a good and heavy load of new words to be learnt.
12. Yes listening is better than studying from books.
13. Music refreshes the mind.
14. Yes everyone loves to listen to songs. So they are the pathway to improve the English language skills.
15. Yes, I feel it will make me trendy and fascinating with my language skills.
16. It might be.
17. Yes. Words repeated in the songs can easily be remembered.
18. No music is more critical to understand and we can't find the actual meaning of all the things.
19. To some extent.
20. I search the new words in the dictionary and on net after having seen the lyrics.
21. In music words flow in a faster mode as compared to spoken words, as a result it helps us to bring out our fluency in speaking words.
22. May or may not be because sometimes it is not possible to get words by listening to it and the lyrics contain some words whose meanings are not given in the dictionary.

23. Yes the things that we learn from books are not remembered easily but if same thing is provided with some sort of music then it can be remembered easily.
24. Can't decide.
25. I often think that English music cannot improve our language skills because there are better ways to improve our skills like listening to English news and reading English magazines rather than listening to music.
26. No, it doesn't have much impact because they mostly consist of simple words and hard to understand. I get the meaning after listening twice or thrice.
27. Yes. But not as much as the other tools.
28. Yes the use of short abbreviations and cool words impress the youth generation.
29. I use music only for entertainment. So I can't say that it has improved my language.
30. Listening to music with lyrics helps a lot.
31. Often. It helps in my poetry writing skills.
32. Music is the fourth most important requirement of human beings after food, water, shelter. So it should be added to the study curriculum.
33. Yes. They can help us pronounce some of the difficult and different words.
34. Yes. It can improve, especially if we listen to them regularly and are fond of them.

Discussion

The major trends originating from the findings of this section are observed to be along the same lines to the findings from the quantitative section of the questionnaire. English is the preferred language for communication for regular use in SNSs for the young people rather than any other language, however, languages like Hindi, and other regional languages are also used to give a feel of informality and familiarity. Along with this, the need to be updated on current and diverse

issues make the young people take interest in reading leading English newspapers, magazines, comic books and other popular books. In the process they are richly exposed to the foreign language, English. The educational potential of these products is extensive and everyone understands this, and hence subsequently has been widely employed for English learning purposes. It is not perceived to be a time-wasting engagement since English learning happens simultaneously with relaxed and comfortable reading. From their statements it is observed that SNSs have developed their English language skills in many ways. It is the best network to exchange and learn about different cultures and languages. Apart from improving their knowledge on other cultures, it increases knowledge of unknown facts, different life styles, and provides a sense of confidence in using the language. Yet at the same time, there are several discordant voices that have noted the drawbacks of SNS, which has the potential of making students get addicted to certain useless and offensive features available in them. It is also felt that excessive use of shortcuts of important and extensively used words has the potential to weaken their vocabulary skills. If not monitored properly it has the potential to turn out to be a huge time-waste activity.

Harvard linguist George Kingsley Zipf (1902-1950) claimed that many phenomena in language is the result of an inborn tendency in the human species to expend least effort (physical, cognitive, and social) in making the most of its communicative resources. He explained this as the 'Principle of Least Effort' that people practice using least articulatory effort with miniaturizations in language, yet at the same time wanting to interpret the meaning of words and phrases unambiguously. Zipf's law suggests that more the use of a form/word in communication, more likely it is rendered in compressed or economical physical structure. This PLE is perceived to be practiced by individuals while carrying out casual communications online. Coinage of

'handles' is another new linguistic trend online. These are names created by users for themselves online which may not be their real names. This leads to online identity construction which may go offline too. Danesi (2008) says internet is not only changing language in specific ways but also assigning linguistic authority to people in myriad ways. Even there is the use of dramatic language by television newscasters, emcees of some popularity shows or circus announcers which again come under pop language which can mostly be acquired from television and online navigation. Thus learning dramaturgy as a delivery style, coining slang as a lexical style and miniaturization of language forms are some of the consequences of living in a digital world. Danesi (2008) claims that the greatest influence on the development of language today comes not from the pen, but from the computer screen. The English language is the default language of global communications hence the names *weblish* (English on the Web) and *globlish* (global English). All these are highly visible in the responses received from the students where they have explicitly mentioned about the changes in their language usage that have come about after the rapid advancements of technology in the last decade or so. Past research on this field by Choi's (2009) study illustrates how online gaming and chatting played a significant role in helping an adolescent English language learner (ELL) to improve his writing in English, which ultimately shaped an assertive linguistic identity for him. Null, an Uzbek adolescent in a U.S. high school, reported that during his first two years in the United States, he was shy and quiet because of his limited knowledge of English; however, playing online games (i.e., playing a role as a merchant and chatting online with other players) facilitated his reading and writing in English. Thus online activities can be employed for fruitful language learning practices.

Today internet is seen to be the second most popular form for English learning among students after print media. The three main benefits of the same have been clearly pointed out by the

youngsters. There are more advantages and fewer disadvantages as noted by them. Immediate information relating to English language is easily acquired at the click of a mouse which is highly useful for any group of individuals and not only the youth. The diverse ways in which the internet may be exploited for language learning is undeniable and irrefutable. When there are no real classrooms, internet serves as the virtual classroom for learning. Innumerable words may be learnt from the sites as well as from the newspapers, magazines and books, some of which are listed previously in the chapter. The youth even perceive that regular reading of newspapers, magazines, and books definitely improve their English language skills as they come with new vocabulary, styles of representations and error-free sentence constructions. Thus, as is observed, the mass media, along with computer mediated communication technologies are bringing in linguistic changes, and new discourse codes, transforming the way we communicate in general. Therefore, as Steven Pinker says, ‘language is not so much a shaper or creator of human nature, but a window onto human nature’. As also submitted by Hodkinson (2002); Jenkins (1992) and Williams (2007), virtual space and medium of networking through internet has facilitated the youth in trans-local interaction that may be regional, national or global.

English words learnt from the radio channels are also mentioned but the number is very less. The young people perceive listening to different English radio channels regularly can only sparingly teach them the language effectively. It might be because much advanced alternatives have come to overtake radio. Watching television as responded by the youth is also seen to be significantly improving the language skills of the young people in their everyday life. They have listed the numerous TV channels they view, and that help them improve their English language skills. They perceive that talk shows and news channels in televisions to make use of Standard English, which helps in refining their language skills. As proposed by Skehan (1996), in the context of

large, heterogeneous, resource challenged higher education Indian classrooms, using popular cultural forms through the TBLT approach for innovative classroom teaching is something that language teachers can certainly think of. Among the popular cultural forms mentioned in 'other media', the young people are found to have not responded positively to learning English words through mobile phones. They have emphasized that other than learning language skills through texts downloaded in them, no other meaningful ways of learning exists through voice call and SMSing. Instant messaging and texting which generally lack any quality content is observed to serve the socialization factor of the young people rather than serving any high utilitarian objective. This outlook finds support in Griswold (2013) contention that the most distinctive feature of new media is not their speed or their technologically enhanced virtual quality but their participatory nature. The blogs, Wikipedia, instant messaging, photoblogs, videoblogs, and podcasts are places where the recipient can participate by adding entries or composing from multiple sources. The cultural recipients are also cultural creators. Hence we find that people are using these cultural objects to communicate, network, learn, persuade, influence and celebrate their sociability.

Watching English movies and listening to English songs have also been pointed out by the students as being very pleasurable popular culture practices among young people. Inability to understand foreign pronunciations and accent is a matter of difficulty which the young people realize and feel can be rectified to some extent with regular watching and listening of English cinema and music. Subtitles are a definite help on this aspect. With regular viewership of English cinema and songs in videos, young people comprehend the said English words in a foreign accent with relative ease. Yet at the same time, there have been some different opinions on English music. Some students have responded that language skills can be improved through

music, but far less effectively when compared with watching movies or news channels in TVs. Songs essentially fascinate people for their comforting and relaxing effects on the human mind.

Using portmanteau words (e.g. brunch, chillax, etc.) is still not very popular amongst the young people probably because they do not have information on too many of such combination words. When we come to mobile phone usage, it is found in the study that young people do use clipped forms of English expressions while texting SMSs through their mobile phones. But constant practice of instant messaging among young people is not adversely affecting their formal writing for a majority of the population. Currently mobile phones are not serious contenders for English language learning, as perceived by the youth groups. The young people use them to save experiences, memories, thoughts or moments in a visual and textual form which may or may not be contributing to any learning. Yet at the same time, as suggested by Richards and Rodgers (2001), the potential of internet, World Wide Web, and other computer interfaces and technological innovations as classroom resources cannot be over emphasized today and the teaching fraternity needs to apply it imaginatively into their classroom practices.

Conclusion

In conclusion we can say that there was positive response from a majority of the young people regarding using popular cultural forms as language learning aids for classrooms, and even while outside, on self-study mode, for overall English skills improvement. No doubt there are some discordant voices who feel that these forms are certainly not improving their language skills because of the informal nature of some of the activities, but a substantial majority thinks it to be otherwise. This is revealed both from the results elicited from the multiple choice options that the respondents had filled up, and from the raw data drawn from the open-ended sections of the questionnaire.

CHAPTER – 7

Conclusion and Recommendations

This chapter provides the conclusion and recommendations based on the results elicited from the study at hand. The study looked into the effects of popular cultural forms on the Indian youth and their everyday language environment, how these forms could be used in English language learning among tertiary level students, and the changes perceived in the young people's language habits after these new adaptations.

Conclusion

Popular culture by its very meaning signifies an ability to provide its users with a sense of the familiar, in addition to providing enough variety to ensure continued interest among the users. To be a successful product popular culture cannot move too far away from the familiar and the comfortable, because the audience will experience difficulty in relating to it. So when we take into account all the popular cultural forms we find similar strands running through each of them that provide a sense of harmony and coordination among the user base. Subsequently when we link these forms to the teaching learning process, we perceive a sense of comfort and familiarity among the youth that is remarkable in itself. The most important thing at the end of the day is that there should be 'structured feedback' (Freeman and Anderson, 2011) after an English language classroom where the students are invited to make observations on the classes taken and what they learnt. Their comments need to be accepted in a non-defensive manner which helps the facilitator take necessary steps for the next class. By doing such things there is a scope of letting the students take responsibility for their own learning.

The findings of the study indicate that the youth who basically comprise of students are not left out of the influence of popular culture. They enjoy being a part of it as that reassures their identity in the group of their peers inside or outside their study institutions. Furthermore, their formal education pattern is influenced by the genres of popular culture and teachers therefore need to think hard now about delineating them as useful teaching resources in classrooms. English language skills can be extensively improved through Internet tools such as, blogs, podcasts, YouTube videos, electronic text corpora (e.g. British National Corpus, etc.), E-mails, chatting with e-pen pals or real time pen pals etc. For the digital generation students internet holds one of the biggest potential for knowledge improvement in general, and English language improvement in specific. All the internet tools mentioned above, including some others like wiki, Flickr, and certain educational sites are some of the best resources by which learning is happening today. Print media and television are perceived to be good sources of English language learning for the youth of India. They are widely available and are seen to be extensively popular among the young people.

Young Indians are also fond of listening to English songs in their day to day lives which leads to learning of new words while listening to them. They also feel that listening to English songs makes them come across in front of others as somebody cool and trendy. But the entertainment factor in the songs heightens when concurrently the lyrics of the songs are also made available to them. The English songs sung in a foreign accent are better liked by the young people rather than without it, as then they are also able to understand the emotions behind the lines. They are also able to remember the English words in this way much better than from text book learning. Certainly slang words are picked up more but that is a by-product of the overall learning environment that one has to accept. English movies are also in the same category as English songs for the youth of the country. Both English cinema and music are perceived to contribute to their language improvement, by improving their

pronunciation, fluency and listening skills. Presence of subtitles for the dialogues is perceived as being the best possible way for learning.

Radio currently is not a very popular form for language learning practice for most youngsters. Since they do not depend much on radio to access entertainment programs they do not have much preferences of the radio channels too. Even then for some of the young consumers listening to radio is also a part of their pleasurable activities, but it can be of help only if they regularly follow its English channels. Autonomy in learning has led to greater percentage of interest and engagement in the language skill practices amongst the youth. Since they are not under the magnifying lens of a conventional classroom scenario, they have the scope of learning at their own pace and comfort without the demands of any evaluation or assessment, and interference from any competition, or any time constraints.

Youth from rural background find it difficult to be informed of all the popular cultural practices. Moreover, due to conventional mode of teaching and learning in language classrooms, they never realize the innovative potential of these forms as teaching learning tools for classrooms. They understand them only as modes of entertainment. A section of the youth feel that some of the popular cultural forms like social networking sites, radio and mobile phones, cannot really help much in English language learning. According to them SNSs waste time leading the users to negative attributes like distraction and procrastination. Radio is out of fashion and mobile phones are mostly used for voice calling and keeping some files to watch or listen to later on.

It is perceived that in addition to their English learning skills all these popular cultural forms are also impacting the overall personality of these young people to some extent. They constantly strive to portray a good image in front of their peer groups, which consequently gives them a sense of being fashionable and cool. Since good English skills are understood to

be a requisite for making a positive impression in Indian context today, practicing and improving English skills through these popular cultural forms are highly encouraged. When entertainment and learning can happen simultaneously, without anyone making any deliberate effort towards it, then certainly no one can have any serious complains about it. Saville-Troike (2010) suggests that Second Language Acquisition (SLA) ensues and is facilitated by processing of L2 in interactional situations. “Benefits come from collaborative expression, modified input, feedback (including correction) and negotiation of meaning” (Saville-Troike, 2010). L2 learning would be hugely disadvantaged if learners are not given appropriate opportunities to practice their L2 usage. Participation in communicative events and active social interaction in potential learning situations, therefore are the keys for successful SLA.

Recommendations Based on Pedagogical Implications of the Study

It is common knowledge that popular cultural forms as pedagogical tools are a well-established field of study. Sincere and well-meaning teachers world-wide have made use of these forms in various ways for improving the language skills of their students. All it takes is a bit of creativity and innovation on the part of the teacher, and some level of interest and sincerity on the part of the students as well. Interest among the students is essential as these are primarily tasks and activities beyond text books, which are designed by the teachers themselves. Even then, these can always be made a part of the main syllabus provided there is realization by all the stakeholders that how much these popular cultural forms are a part of the day to day life of the youth groups of our nation.

In the context of the present study the data reveals that popular cultural forms like print media, internet, television and SNSs are impacting the English language environment of youngsters more than any other forms. Therefore, taking into account the results and

conclusions of the study the following are some of the recommendations based on the pedagogical implications of the study:

1. There should be meaningful engagements of the above mentioned forms in the classrooms for effective teaching and learning of the English language. This is possible if English language curricula are designed in a serious manner inculcating their uses, and there are result driven activities practiced in the classroom so that the pupils understand what goal has to be achieved within the stipulated time of the classes. Accordingly, individual, pair and group tasks can be designed. According to Pandian (2014), pedagogy does not happen independently, it needs to be nurtured, nourished and encouraged by teachers.
2. Good quality status updates by people on SNSs can be used as tools for further discussion among students. Status updates are highly popular among young people, and something they would enjoy discussing and analysing. Hence this is one task that teachers can make good use of in language classrooms.
3. Students may be given the challenging task of coming up with better thoughts and ideas on the topics concerned. Since SNSs such as Facebook are very handy in imparting information in no time, consciously or unconsciously users form forums for discussion about incidents taking place in the surrounding. Those forums can be made deliberate activities in the classroom thus engaging the students into serious exchange of thoughts and updates in English.
4. According to Saville-Troike (2010), vocabulary (or lexicon) is the most significant level of L2 knowledge that learners should develop, whether the objective is towards achieving 'academic or interpersonal competence', or a more broader 'communicative competence' that subsumes both. Taking this into account regarding vocabulary development, links given in SNSs such as Book Riots, WordPorn, and other

vocabulary improvement sites can be sent to students, and they are encouraged to learn five new words and explain those in the classroom each day. This could be a fun-filled activity. Pictures, quotations, captions etc. can be downloaded and produced in the classroom to encourage students to write their own interpretations of the pictures, quotations, captions etc.

5. Internet being a massive teaching-learning resource in the classroom the students might be presented in a Wi-Fi enabled classroom where they are asked to bring their own device for access. This Bring Your Own Device (BYOD) system helps students work on their personalised computers which are suited to their own needs and they are better competent on. Today when Internet of Everything (IOE) is the new buzz word for describing a ‘connected world where people will live smart lives leveraging technologies’, a world that will affect every sphere of our lives starting from health, business, education, and agriculture and manufacturing, it certainly seems clever and intelligent to incorporate as much of appropriate technology as possible into our learning environments.
6. If one has the knowledge to use online research tools i.e. the search engines to find areas of his/her interest on the internet, then there are extensive materials available in it for practicing language skills. Having access to online dictionaries, grammar and style checkers, writing personal online journals called ‘blogs’, accessing and creating audio and visual recordings called ‘podcasts’, electronic presentations using multimedia where text, images, sound, animation and video are included, writing content for ‘wikis’ are some of the tasks that might enhance language learning practices. Technology should not be restricted to PowerPoint presentations only, there

should be myriad ways to engage the students technologically, finally contributing to positive language practice.

7. Blogs or online diaries are an interesting and ideal way of improving writing skills among today's generation of students. This can also be supported by Rich Site Summary or Real Simple Syndication (RSS), a truly significant recent technology that makes it possible for readers to "subscribe to the content that is created on a particular weblog and they no longer have to visit the blog itself to get it. As is true with traditional syndication, the content comes to you instead of you going to it" (www.infotoday.com/.../richardson.shtml). Designing wiki pages is another interesting and creative way by which English language skills of students could be improved. In addition, preparing their own educational and informative or even entertaining videos and uploading them onto YouTube would hugely appeal to a young student base, and teachers should regularly explore this avenue.
8. For our seriously resource-challenged classrooms, print media that includes primarily newspapers followed by magazines, popular books, comic books etc. can be used as a powerful source of sharing information and enriching the knowledge bank of a person. It is already used in different ways in the language classrooms for improving English skills. Newer fun-filled activities may be introduced according to the level of students' competence. Dictogloss can be a technique where students listen to short talks and then do the task on the basis of it. Students can be asked to read popular authors like Chetan Bhagat and Durjoy Datta who are popular even in villages of Odisha, Jharkhand and Chhattisgarh, and submit critical analysis of the narratives, which can improve both their writing skills and critical thinking skills. Tales and stories are usually seen to be powerful mediums for reaching out to a general

audience, which can be harnessed by teachers through the life stories of influential and successful people.

- 9.** Students can be asked to watch talk shows on current issues aired on television that can be used as simulations for group discussions in a language classroom. They can also be asked to listen to English News channels on television to learn new expressions and share in the classroom, or imitate an investigative journalist or reporter picking up a news issue. Writing assignments can also be given based on certain popular TV programmes that students regularly watch in their leisure hours. Submitting summaries and brief reports are some examples of this kind of assignment.
- 10.** English cinemas shown in language classrooms should be result-oriented. In addition to vocabulary and pronunciation building, it can also aid towards improving writing skills. The students can be asked to write a review or a summary of it thus keeping them attentive throughout the movie watching period. In some cases, depending upon the availability of requisite technology, students can even prepare their own short documentaries and films that can substantially aid towards improving their language skills, in addition to improving other life skills.
- 11.** Students might be made to listen to English music and comprehend the foreign accent and note down the lyrics. At the end they may be asked to speak aloud for corrections, or even write down the lyrics and share with their friends. Vocabulary building is another language related activity that can very well be done through English music.
- 12.** Radio can also be used in the same way as television where students could be asked to listen to radio broadcasts and give an oral presentation, or write an analysis of the program next day in the class. Certain simulations are also possible if listening to

radio is done inside the classroom. For example, dialogues or short conversations between two people can be made to take place after a radio program aired in English language. After a particular radio program chain drills can also be conducted inside the classroom where the students are first asked to listen carefully to the program and then start a chain of conversation that forms around the room involving all the students. It gives the teacher an opportunity to check each student's speech.

13. In the last decade or so Mobile based learning (M Learning) has also proved to be a quite well-researched learning tool in the field of learning (Kiernan and Aizawa, 2004, Sandberg et al, 2011). In Continuing Professional Development (CPD) also it has shown to be quite effective, where language improvement and networking among teachers happen simultaneously (Bedadur, 2013). In a similar way young people can also be asked to learn from their mobile devices where they can be asked to write, or present brief reports commenting on the kind of instant messages that they receive on their mobiles that include personal promotional, instructional, informational and other varieties of SMSs, particularly on the style and structures of the messages. Users of text messaging and Twitter (max. 140 characters) on mobile phones develop their own form of language which is typically informal but can be differentiated from formal writing.

Scope for Further Research

A descriptive research approach has been applied in this study to extensively document youth attitude and perspective on popular culture and English language learning. The findings are dependent primarily on self-reported youth perceptions. Further empirical research exploring and validating the findings of the present study can be taken up by other researchers in the near future.

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APPENDIX -I

Date:

POPULAR CULTURE QUESTIONNAIRE

Dear Respondent

This is a research study being conducted by the undersigned to assess the “Popular Culture and its impact on language learning of youth in the 21st century. Popular culture may be understood as the cultural behaviour of the general mass with regards to the commercial products like movies, television, radio, cyberspace, advertising, fashion and nearly any commodity available for purchase. This questionnaire is divided into three sections. You are kindly requested to extend your cooperation to fill up the questionnaire below. It may further be assured that the collected information will be used only for academic purposes and would be kept confidential.

Thanking you with regards.

(Sharda Acharya)

Research Scholar
Department of Humanities and Social Sciences
National Institute of Technology, Rourkela

Respondent’s Details

- ✚ Sex:
- ✚ Age:
- ✚ Location:
- ✚ Rural/ Urban:
- ✚ Course of Study:
- ✚ University/ Institute/ College:
- ✚ Hostel Student/Local Student:
- ✚ Native Place:

SECTION-1 (Social Media and Language)

(Sec. 1.1) Social Networking Sites (SNSs)

Part-1

Sl. No.	Statements	Always	Often	Sometime	Seldom	Never
1.	My language on SNSs is English.					
2.	I take care that I don’t commit any grammatical, spelling or semantic error when I post a status, comment, message or chat on SNS.					

3.	I refer to a dictionary to use good vocabulary while writing in SNS.					
4.	I take note of new stylish expressions of communication on SNS for future use.					
5.	I can identify and use most of the abbreviations used in the site. (E.g. lol, rofl, btw, brb, etc.)					
6.	I prefer using stylish abbreviations rather than correct English, because it's cool.(E.g. thx for thanks, plz for please)					
7.	I use a thesaurus to use synonyms of the commonly used words.					
8.	Along with entertainment I learn new words simultaneously while playing games in SNS.					
9.	I 'share' quotations/proverbs from friends' wall which I refer back later for use in communication.					
10.	I can now use many new English words in my day to day life that I learnt after using SNS.					
11.	I browse certain pages, being a member of one /some groups in SNS that teach good usage of the English language.					
12.	I often use a portmanteau of the words from English to get my ideas communicated.(E.g. Brunch= Breakfast+Lunch, Chillax=Chill+Relax)					
13.	I try to write good English because it can impress my friends on SNS.					
14.	I browse certain links as I am a member of one/some SNS communities which share latest reviews and recommendations regarding books (E.g. English novels, classics, non-fiction, etc.).					
15.	My English language skills are improving by participating in SNS.					

Part-2

1. I log on to the following SNSs for language improvement:- (you can choose more than one)

- | | |
|-------------------|--------------|
| a) Academia.edu | i) Goodreads |
| b) Bebo | j) Google+ |
| c) BIGADDA | k) Hi5 |
| d) Blogster | l) Ibibo |
| e) Classmates.com | m) LinkedIn |
| f) Facebook | n) Livemocha |
| g) Flickr | o) Myspace |
| h) Friendster | p) Netlog |

- q) Orkut
- r) Twitter
- u) Others (please mention)
- s) WAYN
- t) Xanga

2. I log on to them for;

- a) Entertainment
- b) Education
- c) Networking
- d) Information
- e) Others (please specify)

3. Mention some of the words learnt from the SNSs. (if any)

.....

4. Please give your impressions in a few sentences as to how using SNSs has improved or deteriorated your language skills.

.....

SECTION-2 (Mass Media and Language)

(Sec. 2.1) Internet

Part-1

Sl. No.	Statements	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	Internet tools like blogs, podcasts, YouTube videos, etc. can be used for teaching purposes.					
2.	Students can improve their English skills through the use of the internet.					
3.	English communication skills can be improved by e-mailing or online chatting.					
4.	Reading skills and vocabulary can be developed through extensive reading of Internet materials.					
5.	I am aware of many useful educational internet sites that can improve my language skills.					
6.	My language on internet is mostly English.					
7.	Communicating in the virtual world assists in improving my confidence while using the English language.					

Part-2

1. I get to practice my English language skills when using the following related applications on the Internet. (Choose whichever applicable)
 - a) Blogs
 - b) Instant Messaging (MSN, Yahoo)
 - c) E-commerce
 - d) VoIP (peer to peer voice communication)
 - e) Video
 - f) Online news
 - g) Podcasting
 - h) Multiplayer gaming
 - i) Online maps
 - j) GPS services
 - k) Shopping
 - l) Music
 - m) Internet TV
 - n) Social Networking
 - o) Others (please specify some)

2. English teaching/learning materials on internet that I prefer accessing are;
 - a) Communication games
 - b) Grammar exercises
 - c) Newspapers
 - d) Magazines
 - e) Others (please specify)

3. The main ways of communicating with my offline friends are:- (you may choose more than one)
 - a) Voice call (mob)
 - b) Video call (mob)
 - c) SMS (text)
 - d) Email
 - e) Instant Messaging
 - f) Chat rooms
 - g) Gaming sites
 - h) Voice over IP (Skype)

4. Please state (include web addresses if you wish)

The three best things about the internet related to language learning.

.....

.....

.....

The three worst things about the internet related to language learning.

.....

.....

.....

5. Mention some of the websites that you visit regularly to improve your language skills.

.....

.....

6. Mention some of the words learnt from the internet sites. (if any)

.....

.....

(Sec. 2.2) Print Media (Newspapers, Magazines, popular books, etc.)

Part-1

Sl. No.	Statements	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	I am fond of reading newspapers, magazines, comic books and other popular books.					
2.	Reading newspapers, magazines, popular books, etc. has improved my English skills.					
3.	Access to popular Print Media products keeps me informed of how English is used in different cultural contexts (e.g. Indian, American, Japanese, Mexican, etc.)					
4.	I think reading newspapers, books, comics is not a waste of time.					

Part-2

1. The best forms of print media, I prefer reading always are (You can choose more than one)

- | | |
|--------------------------------------|----------------------------|
| a) Magazines | d) Newspaper |
| b) Novels | e) Comic books |
| c) Subject textbooks taught in class | f) Others (Please specify) |

2. Reading print media improves (You can choose more than one)

- | | |
|-------------------------|--|
| a) Self- learning | f) Literary development |
| b) Creativity | g) Motivation |
| c) Intelligence | h) Attitudes towards language learning |
| d) Understanding | |
| e) Communicative skills | i) Others (Please specify) |

3. Mention some of the words learnt from print media. (if any)

.....

.....

4. Do you perceive reading newspapers, magazines, books, etc. regularly can improve your English language skills? Explain.

.....

.....

.....

.....

.....

.....

(Sec.2.3) Radio

Part-1

Sl. No.	Statements	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	I am fond of listening to radio.					
2.	I listen to English debates, news, useful social information, discussion programmes and music, etc. on radio.					
3.	I prefer radio channels which broadcast news, debates, current issues, etc.					
4.	I listen to radio to learn distinct articulation (clear expression) of speech.					

Part-2

1. To improve English language skills, I prefer listening to the following radio channels:-

- | | |
|---------------------|----------------------------|
| a) BBC Radio | h) All Jazeera English |
| b) BBC News | i) VOA Special English |
| c) The History Hour | j) Press TV |
| d) Heart and Soul | k) Others (Please Specify) |
| e) Dev | l) None |
| f) Sounds of 60s | |
| g) World Football | |

2. Mention some of the English words learnt from the radio channels. (if any)

.....
.....

3. Do you perceive listening to different English radio channels regularly can improve your English language skills? Explain.

.....
.....

(Sec.2.4) Television

Part-1

Sl. No.	Statements	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	I am fond of watching TV					
2.	TV viewing aids in building concrete opinions on current issues.					

3.	Watching TV helps to improve the language skills.					
4.	Images, sounds, animations and music helps in remembering the things said on TV.					
5.	I easily learn rude and obscene English words from TV.					
6.	Advertisements on TV are a great source of new English words. (as advertisers are known to create unique words, or use slang words, to advertise their products.)					

Part-2

1. Which category of TV shows do you prefer watching in order to improve your language skills?(you can choose more than one)

- | | |
|------------------------|----------------------------|
| a) Action/horror films | f) Game shows |
| b) Thrillers | g) Cartoons |
| c) Crime series | h) Movies, blockbusters |
| d) Documentaries, news | i) Others (please specify) |
| e) Soaps | |

2. The channels that help improving my English language skills are (if any)

.....

3. The English words learnt from them are (if any)

.....

4. Do you perceive watching television shows regularly can improve your English language skills? Explain.

.....

SECTION-3(Other Media and Language)

(Sec.3.1) Mobile Phones

Part-1

Sl. No.	Statements	Always	Often	Sometime	Seldom	Never
1.	I use short-cuts/simplifications in SMS texting.					
2.	Constant practice of SMSing affects my English, spelling, grammar and sentence construction in formal writing.					

3.	I often text in Hindi or mother tongue with the English alphabet.					
4.	My mobile phone is my personal mobile log (life diary that saves experiences, memories, thoughts or moments in a visual and textual form).					

Part-2

1. I can use cell phones for learning in the following way (you can choose more than one).
 - a) Short written assignment
 - e) E-book
 - b) Quiz
 - f) Electronic dictionary
 - c) Survey
 - g) Vocabulary games
 - d) Podcast to blog
2. The English words learnt from them are (if any)
.....
3. Do you perceive using mobile phones can improve your English language skills? Explain.
.....

(Sec. 3.2) English Cinema

Part-1

Sl. No.	Statements	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	I am fond of watching English Movies.					
2.	I can understand the dialogues in them very easily.					
3.	My listening skill is improved with the audio-visual aid of cinema.					
4.	I would prefer watching movie adaptations of novels, plays and short stories, etc. instead of reading them.					
5.	Subtitles/ captions for the dialogue help in understanding the language used in the movie.					
6.	I have learnt some new English expressions by watching movies.					
7.	The dialogues of the native speakers in the movie acquaint me with the pronunciation.					
8.	Film clips can be used for language lessons in the classroom.					
9.	Writing the review of an English movie watched in the classroom can improve writing skills of the language.					
10.	I am interested in learning English if the teacher used English films as teaching materials.					

Part-2

1. What kinds of English movies do you think are beneficial in learning English? (You can choose more than one).
 - a) Thriller
 - b) Comedy
 - c) War movie
 - d) Documentary
 - e) Romance
 - f) Suspense
 - g) Action movie
 - h) Sci-fi
 - i) Animated film
 - j) Can't say
2. List some new words that you've learnt from the movies that you've watched.

3. Do you feel that watching English movies can improve your English language skills?
 Please Explain.

(Sec.3.3) English Music

Part-1

Sl. No.	Statements	Always	Often	Sometime	Seldom	Never
1.	I am fond of English songs.					
2.	I can easily comprehend the words uttered while listening to them.					
3.	I learn new words from the songs that I hear.					
4.	I like to listen to, learn and sing English songs because they make me feel trendy.					
5.	I prefer listening to karaoke, as along with the music, the lyrics are displayed on the video screen.					
6.	I feel English songs should be a part of our curriculum.					
7.	I feel music is a powerful stimulation in vocabulary enrichment rather than bookish learning.					

Part-2

1. The new English words that I have learnt after listening to English songs are (if any)

2. Do you feel music can improve your English language skills? Please Explain.

Biodata

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MPhil. - English, Berhampur University, Odisha, 2008, First Class

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Faculty: Silicon Institute of Technology, Temple City Institute of Technology and Mahavir Institute of Technology, Bhubaneswar from 2007-2010.

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