3.1. INTRODUCTION

Students must have a positive attitude and self interest to learn the language effectively. The need of the hour is to enhance the role of teachers in the teaching and learning process. Classroom technologies can create innovative and interactive learning environments. The classroom becomes smart with digital content, when it is fully network connected and multimedia method of delivery is used. Then learning becomes simpler with high level of retention. Language proficiency has gained importance these days to help the students to face future career successfully. The impact of e. learning on psychological factors such as attitude and interest are important for language learning.

E-learning is available to learners and it provides enough information on the academic subjects. When curriculum is reinforced with e-learning, it can be utilized to supplement face to face learning in the classroom. Blended learning includes synchronous communication activities as well as asynchronous communication. Studies conducted on the effect e-learning on student’s achievement showed that it improved learner’s performance. Integrating technologies into language curriculum
enhances language competency and communication skills for their future career. Traditional mode of delivery has its drawbacks. Hence teaching and learning process is changed now. Teaching – learning technologies have transformed the way the knowledge is accessed, delivered and measured. New technology has provided various areas for language development. Electronic gadgets are used to meet the digital needs of different levels of learners. Text-video and voice tools have become inexpensive and easy to use. Learning through Technical gadgets improves the academic performance of young learners. It provides flexibility to learners to improve understanding and develop reasoning and thinking with creative temper. It also makes language learning faster, easier and helps to create maximum language learning environment.

3.2. STATEMENT OF THE PROBLEM

The purpose of the study is to find out the impact of e-learning on language development. English learning at higher level is not at a very satisfactory level. There is an urgency to help the learners to be proficient in English. This has an influence on the learners to compete with others in all spheres of life.

Students must have a positive attitude and self interest to learn the language effectively. Language proficiency facilitates effective
communication and provides excellent job opportunities for the students. This study aims at testing the impact of e-learning on psychological factors such as attitude and interest which are important for language learning. Technology provides the ways to maximize language learning. Software and internet communications provide a variety of rich materials for learning. Multimedia CDs and DVDs have a variety of choice and students can explore and use various programs which are highly informative, educative and promote opportunities for learning the language.

When traditional learning is supplemented with e-learning, it develops interest and it improves the learner’s performance. The positive attitude towards learning English is motivated by the use of e-learning. The self paced learning of English is motivated by the use of e-learning. The self paced learning encourages getting scholarly achievement in the subject. Attitude is essential for effective learning of the language. Attitude is an affective and cognitive concept. The study shows positive attitude towards learning the language with improved achievement. Individualized learning improves their learning and motivates further learning.
So on-line language program enhances their learning styles and develop self study. An effective combination of different mode of delivery and models of teaching will improve the learning abilities.

3.3. OBJECTIVES OF THE STUDY

The main objective of the study is to find out the effectiveness of using e-learning on the attitude and interest of the learners in learning the language. The following are the objectives of the present study.

The impact of e-learning on the attitude towards improving listening skill, speaking skill, reading skill and writing skill and the impact of e-learning on the interest towards improving listening skill, speaking skill, reading skill and writing skill were studied.

3.4. HYPOTHESES OF THE STUDY

1. There is no significant difference in attitude between the urban and semi-urban students regarding the use of e-learning for improving listening skill.

2. There is no significant difference in interest between the urban and semi-urban students regarding the use of e-learning for improving listening skill.
3. There is no significant difference in attitude between the urban and semi-urban students regarding the use of e-learning for improving speaking skill.

4. There is no significant difference in interest between the urban and semi-urban students regarding the use of e-learning for improving speaking skill.

5. There is no significant difference in attitude between the urban and semi-urban students regarding the use of e-learning for improving reading skill.

6. There is no significant difference in interest between the urban and semi-urban students regarding the use of e-learning for improving reading skill.

7. There is no significant difference in attitude between the urban and semi-urban students regarding the use of e-learning for improving writing skill.

8. There is significant difference in interest between the urban and semi-urban students regarding the use of e-learning for improving writing skill.

3.5. DESIGN OF THE STUDY

The study is designed to find out the use of technology and its effect on language teaching and learning of English in our education
system. The research aimed at identifying the attitude and interest of the learners in using online sources, CDs and multimedia for language development.

**Method**

This study undertaken is a descriptive field survey research. It aims at finding out the use of e-learning in language learning in the higher education. The findings will help to improve language proficiency in learners which is of immediate interest in planning for ideal learning environment to learn the language effectively.

**Quantitative Survey**

The study aimed at finding out the attitude and interest of the learners in using various electronic media for language development. The quantitative survey questionnaire contained the following points:

- General demographic questions – Gender, age, education.
- Medium of instruction and family income.

**Qualitative Survey**

Based on the results from the quantitative survey a qualitative study is conducted to find out the impact of using e-learning on developing communication skills – listening, speaking, reading and
writing. Qualitative evidences are collected through interviews with the
learners. Their opinions were noted. Literature reviews were collected.
The questionnaire was designed to get additional insights into the effect of
using technology in improving communication skills.

- Use of e-learning for improving listening skill
- Use of e-learning for enhancing speaking skill
- Use of e-learning for developing reading skill
- Use of e-learning for effective writing

The details of the process involved to test the objectives of the
study are as follows:

1. Population sample

The students from urban and semi-urban areas studying in
engineering colleges under Anna University, Coimbatore, Pudukottai
and Deemed University (Periyar Maniammai University, Sastra
University, Thanjavur.) constitute the target population. The
representative samples of 400 students from first year in these institutions
have been selected at random. (urban- 200 , semi-urban-200 ). Students
from urban area [metropolitan] is chosen as they would have studied in
English medium schools and had more exposure to e-learning. Whereas
students from semi urban area [rural] would have less chance of having
studied in English medium schools and also their exposure to e-learning is usually less compared with urban students. Hence in order to study the impact of e-learning on language learning, I have taken the urban and semi urban students for my study.

2. Tool used

The tools employed in the study included the questionnaire and interviews.

### TABLE 1 - Research Paradigm

<table>
<thead>
<tr>
<th>Locality</th>
<th>Variables</th>
<th>Sample</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attitude</td>
<td>Interest</td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>Listening</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
<td>200</td>
<td>200</td>
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<tr>
<td></td>
<td>Reading</td>
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<tr>
<td></td>
<td>Writing</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Semi-urban</td>
<td>Listening</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
<td>200</td>
<td>200</td>
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<tr>
<td></td>
<td>Reading</td>
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</tr>
<tr>
<td></td>
<td>Writing</td>
<td>200</td>
<td>200</td>
</tr>
</tbody>
</table>

Mean, SD, ‘t’ test
The research procedure adopted in the present study is shown in the flowchart.

Fig. 5. Research Procedure
Collection of data and scoring process involved

**Attitude Scale**

Attitudes are important phenomena in the field of education. Developing positive attitude among students is socially desirable. Attitude is both an effective and cognitive concept. Attitude is made and modified by the experience, observations, impressions and perceptions of an individual in his life. In order to assess the degree of change that is occurring in the attitude of the students, it is essential that some standardized tool be prepared. Such tool will be of great use to educationalists.

The attitude scale is developed to measure the attitude of the students in learning English. Twenty items were selected to measure the attitude towards using e-learning for English language development. Statements that could be interpreted in more than one way have been avoided. The items were subjected to item analysis. The student is required to indicate his / her choice of response to each statement on four point scale namely, ‘Always’, ‘Sometime’, ‘Rarely’ and ‘Never’. The scoring scheme is 4, 3, 2, 1 respectively.
The table shows the item analysis for urban and semi-urban. The reliability statistics is calculated. The attitude of LSRW in urban and semi-urban is also calculated.

**Reliability of attitude scale**

The attitude towards using e-learning for English language development is determined. The questionnaire was distributed to 400 students (urban-200 and semi-urban-200) in engineering colleges selected at random.

**Validity of the attitude scale**

The attitude scale in English is accepted as the tool to measure the attitude of the students in using E-learning for the improvement of the English language.

**Interest scale**

Interest is a favourable aptitude towards an object. Interest is the sum total of likes and dislikes for a wide range of stimulus, objects and activities.

Twenty items are developed to test the interest in using e-learning for language development. Statements are chosen as such to avoid
answering more than one way. The items were subjected to item analysis. The student is required to indicate his / her choice of response to each of the statements on four point scale namely, ‘Always’, ‘Sometime’, ‘Rarely’ and ‘Never’. The scoring key corresponding to the four points is 4, 3, 2, 1. The item analysis has been carried out.

**Reliability of the interest scale**

Reliability of the interest scale towards using e-learning for English language development is determined.

**Validity of the interest scale**

The interest scale in English is accepted as the tool to measure the interest of the students in using e-learning for language development.

**3.6. COLLECTION OF DATA**

The questionnaire was distributed to the students and sufficient time was given to furnish their name, locality, class and the medium of instruction in school. The items were scored accordingly to the respective scoring keys. These scores provided the data for the study to test the different hypotheses proposed.
3.7. STATISTICAL TECHNIQUE USED

The Data are analyzed using statistical techniques like mean, standard deviation and ‘t’ test. Details of the analysis are presented in the next chapter.

3.8. INTERVIEW

The purpose of using interview in this research is to support and complete the finding of the attitude scale and interest scale. According to Johnson and Christenson (2008) an interview is a data collection method in which an interviewer asks the interviewee questions. The interview method is considered as one of the most important research instruments which can reach underlying causes of human behaviour and unobservable attitudes that might not be reached by other tools.

The interviewee has a fair degree of freedom to talk about. They are encouraged to express their opinions in their own way which would allow the researcher to explore their attitudes and interest in more depth. The interviewer used simple language and which is appropriate to avoid vague wording. The interviewees are given enough time to express their responses at their own pace.
The interviewees have emphasized the fact that e-learning has developed positive attitude and that method is very flexible in terms of time and they can learn at their own convenience. They also expressed a feeling of self confidence that motivated them to think for themselves and learn well. The interview findings have indicated that e-learning environment is conducive for effective learning of the language. This helped the learners to express their opinions freely as well as overcome the problems that might prevent them from participating in the interaction in the classroom learning.

3.9. CONCLUSION

The study is aimed at the influence of technology in language learning. The students in higher educational institutions need to enhance their communication skills. The classroom activities including interaction among the students should be encouraged and importance should be given to develop critical thinking. As an experienced English teacher, I suggest that innovative approach focusing on creativity, critical thinking and functional competency should be there in the classroom learning. E-learning and various web sources can bring about desirable changes in the learning process.
Education system needs to be transformed radically. Digital learning helps to develop positive attitude in the language learning. Self interest results in individualized learning and it improves language proficiency.