

## **Chapter I**

### **INTRODUCTION**

#### **1.1. OVERVIEW**

Integrating the tools of technology into the language curriculum has gained major importance in education. The technical gadgets improve learner's performance and language learning becomes easier and faster. Traditional method has its own limitations. The electronic communication and digital net working are transforming the methods of learning. The virtual learning environment with special attention to students' needs creates skilled and creative learners. Technology in learning creates opportunities for meaningful interaction providing students an opportunity to share their views and improve learning experiences. Libraries are getting digitized. Various multimedia software is used in learning so that it becomes relevant to the changing needs and personal needs of the learners. This transformation has a tremendous effect on the attitude and interest of the learners to learn the language. Digital learning has changed the book centered learning to student centered learning.

The present education system in India does not very much motivate creativity and innovation. The learning of English at higher level is not very much at satisfactory level. There is an urgency to help the learners to

be proficient in English. Students employability skills have to be improved and the quality of teaching within educational institutions has to be given due importance. Teachers should adopt innovative approaches to improve the quality of teaching. Digital learning enables improving quality education. We need student centered and skill based learning. The learner must be fully engaged in the learning process.

The use of e-learning and blended learning continues to expand significantly in higher education in India these days. There is a need to know where, when and under what circumstances online and blended learning can be applied effectively and implemented in the teaching and learning process.

Every student should have the interest in knowing what is going on in the class when the instructor is teaching and participate in learning process. The psychological factors such as attitude and interest are very important factors responsible for effective learning. The success of online and blended learning depends on the learning level of the students.

When the students develop confidence in their ability to learn and their positive attitude enable them to score high in their language achievement. This study is a descriptive survey aims at finding out the

effectiveness of using e-learning on the attitude and interest of the students in learning the language.

Students from the urban and semi urban areas studying in engineering colleges were selected at random for the study. The engineering colleges were preferred to Arts colleges because the need for improving communication skills is very important for engineering graduates to compete at the global level for various jobs.

Questionnaire containing attitude scale and interest scale was used to collect information regarding using e-learning for enhancing language learning. Data collected were analyzed statistically. The results of the study have revealed that there is a statistically significant difference (0.05 level) between the urban and semi urban students in using e-learning for enhancing communication skills. Based on the results, the researcher has put forward some suggestions and recommendations for enhancing language learning.

## **1.2. ENGLISH EDUCATION IN INDIA**

In ancient India, education was given importance only by a small section of Indian society. Education was given to all. But only those who had good memory power and interest for learning were permitted.

In absence of any written material, schools in India had devised a remarkable and effective system of transferring knowledge to succeeding generations in the form of hymns. Many remained uneducated and denied formal education. The medium was Sanskrit. Knowledge was passed on orally from one generation to another in ancient India. Women were given equal right to education and teaching.

Ancient Indian philosophy and the Vedic literature were given importance. It was supposed to be a magnificent example of societal division and orderly arrangement of rules. It dealt with different branches of human knowledge, covering almost all the aspects of life, be it phonetics, arts, literature, medicine, law, philosophy, astrology or astronomy. It spoke of everything on staying healthy, free from social evils, improving concentration and tenets of behaviour, which are relevant even today. With a rational mind, raising it from ignorance, one can understand the greatness of the Vedic literature. A knowledgeable person could spot gems from this ocean of knowledge and bring a change in the system of education (Latasinha, 2010)

During the second half of the nineteenth and the beginning of the twentieth century, Swami Vivekananda, Rama Krishna Mission and Theosophical Society of India tried to familiarize to the Western World,

the charm and graciousness of the ancient gold mine of knowledge, which had inspired not only Indians, but foreigners as well. Intellectuals from various countries had translated them in their own language and reinterpreted it for a rational mind. As India progressed from ancient to medieval, its education system also deteriorated. Various factors were responsible for the degradation of such ancient education system of the World.(Rajashree Pandya,(2014).

### **Education before independence**

Modern Education system was implanted by the British rulers. Before the advent of British in India, education system was a private one. In 1835, Lord Thomas Babington Macaulay introduced the modern education in India. It was the introduction of Wood's dispatch of 1854, known as the Magna Carta of Indian education that laid the foundation of the present system of education and changed the scenario. The main purpose of the system was to prepare Indian Clerks for running local administration. Under it, the medium of school education was in vernacular languages, while the higher education was offered in English only. The British government started giving funds to indigenous schools in need of help and slowly some of the schools became government aided with well defined and organized education model .

### **Reasons for introducing modern education**

Finding it too costly and perhaps practically impossible to import enough Englishmen to man the large and increasing number of subordinate or lower posts in administration, the British rulers planned of educating Indians in such a way that they “should through western education get Anglicized in terms of both cultural and intellectual attainments.” Lord Macaulay clearly stated, “we must at present do our best to form a class, who may be interpreters between us and the millions whom we govern; a class of persons, Indians in blood and colour, but English in taste, in opinions, in morals and in intellect.” Humanitarians, intellectuals and nationalist leaders considered the modern education the key to the treasures of scientific and democratic thought of the modern west and the best remedy for social, political and economic ills of the country.(Namrata chauhan , 2015).

In 1844 through a declaration the knowledge of English was made compulsory for Government employment. The traditional Indian system of education gradually withered away for the lack of official support .The Government aided English medium schools were preferred so that they could get government jobs for their respectful living. English as an official language increased the knowledge of English among the Indians. The

modern education and new employment opportunities, were given importance for furthering future prospects of people. The universities at Calcutta, Bombay and Madras were started in 1837 and higher education spread rapidly thereafter. For scientific and technical education, only three Medical Colleges one each at Calcutta, Bombay and Madras were established in 1857. There was only one engineering college at Roorkee (1847).

The modern education not only produced persons to fill all the levels of administration, as desired by the rulers, but also produced national leaders, intellectuals and reformers like Raja Ram Mohan Roy, Dadabhai Naoroji, Ferozeshah Mehta, Gokhale, Gandhi, Jinnah, Ambedkar, Tilak, Lala Lajpat Rai, Moti Lal Nehru, Jawahar Lal Nehru, Subhash Chandra Bose, Patel and many more. They took upon themselves the responsibility of building a modern, open, plural, cultural rich, prosperous and powerful India out of a fragmented, poverty stricken, superstitious, weak, indifferent, backward and inward looking society. In short, they believed that:

- Western literature and philosophy would give Indians the understanding of liberal, scientific, democratic and humanitarian ideas thought of the Western World.

- It would make Indians aware of the real issues hampering the progress of Indian society.
- Formal education would improve the life of common men and conquer ignorance, hunger, poverty and disease.
- It would open the key to the treasures of scientific and democratic thoughts of the Western World.
- Principles of democracy would spread rapidly across the nation and finish imperialism and tyranny.
- It would remedy many social, political and economic ills of the nation.

Except for a few, many could not avail themselves of the advantage of formal education. Relentless efforts of the Missionaries who came to India for spreading gospel, improve literacy and social development could educate a very small number of people only. The reasons were:

- The education was very costly and therefore, unaffordable by the masses.
- Masses did not see any immediate use of education. It was more important for them to work and secure at least one square meal per day.
- The emphasis was on the English medium in education system.

### **1.3. THE IMPACT OF MODERN EDUCATION**

The second half of the nineteenth century saw the impact of modern education on the minds of Indians. Christian Missionaries influenced many people especially the poor by preaching and educating them. They brought a small section from the primitiveness of the Indian society. National leaders, social reformers, educated people and intellectuals welcomed rationality and other good features of the Modern English education. They understood the real issues hampering the progress of Indian society. These organizations had purely an economic and social thrust. They fought against social evils caused by ignorance, superstitions or irrationality like untouchability and inhuman treatment to women, 'Sati', Polygamy, child marriage, and many other evils prevalent at that time. Emphasis was laid on education and science.

(Latasinha,2010).

After independence with relentless efforts of the reformers, the Governments and NGO's, only a very small number of people could be educated. Most of the people of the backward communities could not make use of the benefit of modern/formal education. It was not so much because of resistance from the caste Hindus, as for other reasons.

It is falsely accused that the privileged upper castes have taken advantages of modern education to establish or reinforce its traditional dominance and they prevented lower castes from getting educated or promoting their status in modern society. However, as modern history points out, on the contrary, it was mainly the impoverished group amongst Brahmin and caste Hindus opted for modern education, who were in search of livelihood. The working-class parents, themselves rural-urban migrants are bilingual in their village dialect and the regional standard language, perceive English as the tool, their children need in order to advance in their career. (Latasinha, 2010).

General masses did not make use of the benefit of modern education completely. Reasons for illiteracy of a large number of people were many. Quality education was very costly for common men and therefore, unaffordable for masses. The costly nature has tended to make it monopoly of the rich people and city dwellers.(Nayha Verma,2007).

With population explosion, lack of quality education and training systems in Government and aided institutions, it was difficult for the poor people to give education to their children. It was important for them to work and arrange two square meals a day. (Latasinha,2010).

With the changed scenario due to globalization, liberalization and revolution in Information Technology, English has been accepted internationally as a means of communication. Therefore, learning English language has become necessary to get a space in international world. Education through foreign medium is a difficult task. Earlier English medium had already put undue strain upon the nerves of the Indian students. The language of majority of people is Hindi. However, stress on English medium education and English language is given more importance than it was before independence. After Hindi, English language is widely spoken especially by the educated Indians belonging to upper echelons of the society (Latasinha, 2010). India should develop world-class infrastructure to become a global hub for knowledge creation, talent development and entrepreneurial incubation by 2022. (Profit,2014).

It will be a big blunder, if we fail to make use of the opportunities available now. India's massive human resource needs to be increased through a sound system of education and training to get out of the rut of mediocrity. Discipline and productivity are necessary for education. Indian culture should be amalgamated with the western mechanism (Baskara Rao, 2000).

The Eastern part of the world surpasses the West by no small measure on issues of culture-starting from Egypt and moving eastward through Mesopotamia, India sub-continent, China and South East Asia.

The system of education and learning should be such that it should facilitate the learners to achieve the objectives and channelize their desires and energies towards right activities. (Latasinha,2010).

The importance of knowledge in education cannot be denied. The purpose of education has unfortunately been misunderstood to mean acquiring as much academic knowledge as possible, leading towards award of degrees. But equally important is inculcating skills in all the vocations according to aptitude of different individuals through practical training for overall development of the nation. Training in different vocations should be given when minds of individuals are still in formative stage. Training becomes necessary for applying knowledge in real life.

There is no doubt that modern education has given to India the key to the treasures of scientific and modern democratic thought. It is the west that has led the world in advancement in technology and science. It opened up the doors for liberal and rational thinking. It widened the mental horizons of Indian intelligentsia during nineteenth century. However, somewhere it got derailed and now the system of education at all the stages, from primary to secondary and right up-to the college level makes the minds just a store-house of knowledge and discourages creative thinking.

India surpasses the west by no small measure on issues of culture. It is one of the oldest living cultures in the whole world, despite hit after hit on it in the past during the alien rules.

For building an ideal structure for education, an amalgamation of the Eastern culture and Western methods, liberal thinking and advancement in science and technology of the west would be the best for future generations. The world is now a global village. The revolution in areas of information and communication technology can give an ideal education and improve the life of common man to become aware of the real issues hampering the progress of Indian society.

### **The position of English Language in India**

The English language still plays a significant role in the educational system and the life of our country. In India English continues to be the medium of instruction in colleges and universities and is also the language of the administration. Emphasizing the role of English, one of the Education Commissions has emphasized that a student should possess adequate command over English and must be able to express himself or

herself with reasonable ease and fluency after completing degree course. Emphasis should be laid on the study of language right from the school level. In India over a century and a half many people have learnt English and it has become a part of Indian culture and sensibility. Now it plays a vital role in various fields of human activity:

1. English is an official language of administration.
2. English is the language of the legal system.
3. English is the language of international trade and industry.
4. It plays a major role in the social life; It is the language of the highly educated and sophisticated sections of our society.
5. English is considered to be a window of the modern world. It is the language that is essential for the scientific technological, agricultural, commercial and literacy developments.
6. English is a link language which is widely used in all the Indian states. It is a unifying force in our country and connects us with other countries of the world. The trade correspondence from one state to another is mostly conducted in English. Without adequate knowledge of English, there will be no effective communication. English is essential for national integration too. India is a multilingual country and more than 15 languages have been recognized by the Indian constitution. According to the census of India more than 380 languages with a variety of dialects are spoken

in India. The constitution of India gave importance in 1950 for the development of Hindi to become the link language. Thus Hindi is the National Language but today English is the link language. English is the only language that is spoken and understood all over the country in addition to the other regional Languages. The correspondence between the Union Government and the State Government is mostly in English

7. Kothari Commission (1964-66) insisted that every qualified student for a degree must have a reasonable proficiency in English. All teachers in higher education should be essentially bilingual. They should be able to teach in the regional language as well as in English. The post-graduate students should be able to follow lectures and use reading materials in the regional language as well as in English.

The people of India mostly use English language for communication. The second group use the English as a medium through which they can enjoy reading the literature of the west, especially those of England and the USA. A great deal of western literature other than that of Great Britain and North America is available to Indians only in English.

There is yet another group, a small minority who use the English language medium for creative exploration and expression of their experience of life.

Indians give English a special place of prominence and it is used as a second language in schools and colleges (Nayha Verma,2007). There is a distinction between English as a foreign language and English as a second language. Accordingly English is taught as a subject to give competency in using it. For the purpose of giving the student a foreign language competency which he may use in one of the several ways, it is taught as a foreign language. But English is the second language in all schools and colleges and used as a lingua franca to connect people.

From the above discussion it is concluded that English is widely used and preferred in India. The following points support this view. English has become the language of many Indians due to its continuous association with Indian life.

1. English provides an opportunity for the study of English literature which is so vast and so rich.
2. It has helped develop and refine many an Indian language.
3. It has become a common language of the educated Indians.
4. It is the language of commercial transaction in India.
5. It is possible for us to translate English terms, in medical, scientific and technical domains into other languages.

6. A large number of our great leaders, scientists, philosophers and authors reached their pinnacle of glory because of English education.
7. English is the well developed and flexible language of the world.  
(Vijayalakshmi, 2014).

English is the storehouse of the knowledge that mankind has gained, and is still gaining. It is rich in literature, science, medicine, engineering, technology and social sciences. It possesses creative works of the highest intellectuals and technical knowledge of renowned scientists. Besides, it is the language of international politics, communication, trade, commerce, industry and travel. English as one of the teaching subjects has occupied a very important place in school curriculum.

Radhakrishnan Commission on education, thus aptly recommends that if under sentimental urges we give up English, we would cut ourselves off from the living stream of ever-growing knowledge. As a result the standard of our scholarship will deteriorate and our participation in the world movements of thought would become negligible. Its effects would be disastrous for our political life. English is the only means of preventing our isolation from the world. Students after completing 12<sup>th</sup> standard are admitted in universities and other vocational institutions and

there is a need to acquire sufficient mastery of this language. That will give them access to the treasures of knowledge.

#### **1.4 PLACE OF ENGLISH IN CURRICULUM**

Curriculum is a gist of lessons and topics which are expected to be covered within a specified period of time in any class. In the present day setup curriculum refers to the totality of experiences that a child receives through various classroom activities such as activities in library, laboratory, workshop, assembly hall, play fields etc. Thus according to the modern concept, curriculum includes various activities that give enough exposure to develop the language of the learners.

According to Cunningham, curriculum is a tool in the hands of the teacher to mould his pupils, according to the objectives of learning. In the words of Frobel, Curriculum should be conceived as an essence of the sum total of knowledge and experience of the human race.

According to Crow and Crow (1969) “Curriculum includes all the learner’s experiences in or outside school that are included in a programme which has been devised to help him develop mentally, physically, emotionally, socially spiritually and morally.”

Curriculum is the soul of the process of education. While recognizing the importance of the English language, we have to consider it in relation to Indian situation. It has gained importance in the curriculum in all higher education. For almost 200 years English has been dominating the school curriculum. Now it is the medium of instruction at the university level and also in many schools. But students, especially those from regional language medium find it hard to learn English. Needless to say this is a highly frustrating situation and the standard of achievement in English is rather poor. This has its adverse effect on their future career. Promotion of new technologies and a national culture, on the other hand would seem to require the use of a single common language.

In India the National Policy on Education recommended three language formula and special emphasis is needed to be laid on the study of English and other international languages. The world knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep pace with this growth but should also make her own significant contribution to it. For this purpose, the study of English should be strengthened and the continuation of the study of English is both desirable and necessary in India.

Accordingly, English has been recommended as one of the three compulsory languages to be taught at the secondary school level (Subhash,2013). National curriculum for primary and secondary education, a framework circulated by NCERT in December 1985, reads that the three language formula should be effectively implemented in all states in India. National Policy on Education (1986) reads that the education policy of 1968 in respect of language policy is as relevant today as before. The policy will be implemented more energetically and purposefully.

Earlier on an occasion, Pandit Nehru stressed the need for learning English as it was the most important language in the world. He stated that the whole success of the development scheme depended upon training man power. He insisted that the scientific and technological training had to be given in English, as it was an absolute necessity.

English is no more a medium of instructions except for a few public schools and convents. In Lower Primary stage, it is not taught except in English medium schools. The place of English in present day curriculum clearly indicates the lack of uniform policy. A quick step must be taken to give English an appropriate place. We should give much emphasis on our mother tongue and at the same time English should be

added in our curriculum. It should be simple and no compulsion should be there. Thus the need for English language in the curriculum has been stressed upon time and again and we get a clear picture of the fact that the study of English has been and will be there for a long time. Political leaders, philosophers and thinkers have expressed their desire for the retention of English in the curriculum.

In general, the study of English is not given due importance. The academic background, career, and good earning are important in life for happiness and satisfaction. Careers in business and commerce, government positions of high rank and science and technology continue to require fluency in English. New opportunities overseas have helped to fuel the sense that English is a passport to success. (Latasinha, 2010).

Linguistic competence, on the other hand, is the possession of appropriate language skills and the ability to present scientific facts or information clearly and objectively. Technical communication involves technical bulletins, manuals, and handbooks. Linguistic competence includes several functional skills. Lack of these skills may lead to ineffective or incomplete communication.

These skills include the ability to

- Analyze facts or information for clear presentation

- Use appropriate rhetorical devices to present scientific data
- Use graphs, charts, and diagrams systematically.

Since technical communication is a systematic and structured presentation of information, it involves a process of logical and thematic organization. Organizational competence is the ability to organize technical information in a logical and structured way. It includes several skills such as the ability to sequence thoughts in a sentence, organize a paragraph according to the needs of the reader and the topic, use appropriate logical ordering, and provide thematic coherence to expression.

The fast growth of technical knowledge coupled with development of sophisticated information technology has changed the way we communicate in professional situation. We prefer fast, interactive, and result oriented forms of communication such as voice-mail, e-mail, video transmission, tele conferencing, video conferencing, intranet transmission, and so forth. Today, one may find a range of interactive technologies for communication. However, technical communication still depends on the two basic forms communication: oral and written.

Each form of communication has its merits and demerits. While oral communication provides immediate feedback that promotes better understanding, written communication provides a permanent record and facilitates the creation of organized messages. Oral communication gives a personal touch to the communication process whereas written communication is relatively more impersonal as the two communicators cannot see each other. The choice of an appropriate form of communication may depend on the need and purpose of the communicative situation.

Whether you are an executive working in a multinational company, or an engineer working at the shop floor level, or a scientist working in a premier scientific lab, or a technical student in a professional institution you need effective technical communication skills in order to be successful. Technical communication is the essence of an organizational life and a prerequisite to effective management. The list of its multipurpose function is very long. It not only makes professional interaction possible but also directs the flow of technical information and knowledge for the guidance of technocrats, engineers, and others in their professional activities. It stimulates scientists and researchers to act to achieve individual as well as social and organizational objectives and develops information and understanding essential for effective group

functioning. Moreover, it leads to unification between the activities of individuals as a work team and helps foster positive attitudes required for motivation, cooperation and other important organizational processes. Finally it ensures free exchange of information and ideas and promotes scientific temper and maintenance of professional relations.

Revolution in information technology is having a profound impact on technical communication tasks. New kinds of communication tasks or skills will be required, in the changing technological environment. These skills include knowledge of high-tech communication capabilities, ability to present and explain complex technical information in a simple and familiar style, ability to understand and explain quantitative data, cultural awareness capability, and ability to analyze and prioritize information.

The changes that have taken in the field of science and technology reflect several developments in the way technical communication skills are viewed. In fact there has been a shift in perspective, so that communication skills take priority over technical and professional skills. There is no doubt that good writing and speaking skills are essential to job success. It is also true that some technical skills are as important as communication skills but knowledge of highly sophisticated technical or professional skills will be useless if one does not know how to

communicate the information and insights that result from the use and application of these technical and professional skills.

In India English is offered as a second language (six years of study) in 51 per cent of rural primary schools, 55 per cent of urban primary schools, 57 per cent of rural high schools, and 51 per cent of urban high schools. As a third language (three years of study), English is offered in 5 per cent of rural primary schools, 21 per cent of urban primary schools, 44 per cent of rural high schools, and 41 per cent of urban high schools. These statistics show a considerable desire to study English among people receiving mostly vernacular education, even in the countryside. (Latasinha, 2010).

In higher education in India, English continues to be the premier and prestigious language. Careers in business and commerce, government positions of high rank (regardless of stated policy), and science and technology (attracting many of the brightest) continue to require fluency in English. It is also necessary for many students who contemplate to study overseas.

English as a prestige language and the tongue of first choice continues to serve as the medium of instruction in elite schools at every

level without apology. All large cities and many smaller cities have private, English-language middle schools and high schools. Even Government schools run for the benefit of senior civil service officers are conducted in English because only that language is an acceptable medium of communication throughout the nation.

Working-class parents, themselves rural-urban migrants and perhaps bilingual in their village dialect and the regional standard language, perceive English as the tool, their children need in order to advance in their life. Schools in which English is the medium of instruction are a “growth industry.” Facility in English enhances a young woman’s chances in the marriage market-no small advantage in the often protracted marriage negotiations between families. The English speaker also encounters more courteous responses in some situations than does a speaker of an indigenous language. India definitely enjoys the benefits of a vast pool of skilled workers who are proficient in English language. India produces the largest number of graduates every year and most of these graduates have the knowledge of English language. Thus, language is one of these factors which attract Multinational Companies to outsource their business operations to Indian companies.

The proficiency of English among our graduates makes India one of the hot spots of the Information Technology/Business Process

Outsourcing. It has enabled India to take advantages of the current international demand for information technology.

## **1.5. TECHNICAL COMMUNICATION SKILLS**

### **Listening skill**

A student requires quick, efficient and imaginative listening techniques in order to achieve academic success because his/her academic performance partly depends on the quantity and quality of listening. By listening to classroom lectures, academic discussions in seminars and workshops, and academic speeches the student acquires the professional knowledge and expertise needed to excel in his/her profession. In brief, listening makes oral interaction possible, aids in decision-making, develops information and understanding essential for decision making in meetings and conferences, leads to communication between the activities of the individuals as a work team towards achievement of common business, professional or organizational goals and promotes maintenance of professional relations (Ashraf Rizvi.2005).

### **Speaking skill**

Speaking skill is also very important for a person's professional survival and growth. One needs it to be successful in one's academic and professional pursuits. In fact, every academic, professional, or business work requires effective speaking skill. Whether you are a

scientist engaged in technical research, a business executive involved in business activities, or a student working for a professional degree, you need effective speaking skill in order to take an active part in oral communicative processes.

Several factors have contributed to the increased importance of speaking skill today. The information revolution along with globalization and other social and economic changes in the new millennium has increased the importance of speaking skill. Look around and you will find people involved in oral communication: conversations, meetings, discussions, presentations, telephone calls, voicemails, teleconferencing, videoconferencing, gossiping, and so on. Speaking pervades the entire range of social and professional relationship, and plays a key role in our life. Without oral communication, social as well as professional interactions may not be possible.

## **Reading skill**

Like listening and speaking, reading is crucial to effective communication. You need effective reading skill as you may be required to read several kinds of reading materials for different general, academic and professional purposes. Professionals in different fields need to read technical and business documents: reports, proposals, professional papers, magazines, articles, letters, promotional bulletins, catalogues, e-mail messages, instruction manuals, and corporate brochures. Both professionals and students need excellent reading skills to be successful in their pursuits as it is hard to imagine any academic, professional, or business work that does not require efficient reading skill.

The changes in business and industrial fields, coupled with the development of advanced information technology have greatly changed the way we receive and interpret information. Reading is not merely reading of letters and memos; it includes receiving and interpreting sophisticated technical material, e-mail messages, intranet information, and information on websites and so on. Reading has new dimensions in industrial and technical organizations.

## **Writing skill**

The significance of writing skill cannot be over emphasized because writing is so important for students of all kinds and professionals in all fields. As a professional student, a person needs effective writing skill because one has to write answers in the examination, project reports, lab reports, summaries, synopsis, abstracts and subject notes. Professionals are required to write business letters, memos, e-mail messages, reports, proposals, minutes, notes, professional summaries and so on. Both professionals and students need excellent writing skills to survive and excel in their pursuits as there is hardly any academic or professional activity that does not require writing skill (Prajapati, 1999).

### **1.6. STATEMENT OF THE PROBLEM**

The present study is about the effectiveness of using e-learning on the attitude and interest of the students in learning the language.

### **1.7. NEED AND SIGNIFICANCE OF THE STUDY**

Using technology in the classroom creates a pleasant learning environment. In this digital age learners get themselves familiar with e-learning. E-learning is an important tool to transfer the present book centered learning environment into student centered environment. Web

sources provide useful input regarding the lessons and the tools offer plenty of scope for the learners to participate in the learning process. Education should provide more time for learning through electronic media. So technology in education can transform the education system and the English learning style in the future.

Digital classroom provides ideal environment for effective learning of the language. Activity based and learner centric environment is preferred to outmoded 'chalk and talk' method. The education system must aim at holistic approach. A lot of educational activities can be conducted in the classroom through on line systems. New technologies offer many innovative ways to improve learning of the language.

### **1.8. OBJECTIVES OF THE STUDY**

1. To examine the impact of e-learning on the attitude towards improving listening skill.
2. To examine the impact of e-learning on the interest towards improving listening skill.
3. To examine the impact of e-learning on the attitude towards improving speaking skill.
4. To examine the impact of e-learning on the interest towards improving speaking skill.

5. To examine the impact of e-learning on the attitude towards improving reading skill.
6. To examine the impact of e-learning on the interest towards improving reading skill.
7. To examine the impact of e-learning on the attitude towards improving writing skill.
8. To examine the impact of e-learning on the interest towards improving writing skill.

## **1.9. OPERATIONAL DEFINITIONS OF KEY TERMS**

### **E-learning**

The delivery of content via all electronic media including internet, intranet, satellite broadcast, audio/video tape, interactive TV and CD-ROM (Urdan and Weggen, 2000).

### **Attitude**

It denotes the sum total of man's inclinations of feelings, prejudices or bases, pre conceived notions, ideas, fears and convictions about any specific topic (Thrustone, 1936).

**Interest**

It refers to the motivating force that impels one to attend to a person, a thing or activity, or it may be the affective experience that has been stimulated by activity itself (Crow and Crow, 1969).

**Communication skills****Listening skill**

It is the state of receptivity that permits understanding of what is heard and grants listener full partnership in communication process.

**Speaking skill**

It is the oral communication which helps one to use it fluently, effectively and confidentially using appropriate grammatical and lexical forms and using appropriate phonological and graphical forms.

**Reading skill**

It is a complex communicative process of receiving and interpreting the written word.

**Writing skill**

It is the ability to write effective sentences which gives a complete sense. It involves a systematic and meaningful arrangement of words and phrases.

### **1.10. LIMITATION OF THE STUDY**

1. The researcher has studied the effect of using e-learning on the attitude and interest of engineering students in learning the language .
2. Since the study is a survey, the investigation is restricted to engineering colleges only.
3. The size of the sample is 200 students from urban and semi urban areas studying in engineering colleges.
4. The medium of instruction at the higher secondary level is restricted to English and Tamil medium only.

### **1.11. CHAPTER SCHEME**

Chapter I explains the importance of English education, objectives of the study, significance of the problem , limitation of the study and review of related literature.

Chapter II explains technology in education, e-learning application, blended learning .

Chapter III includes method, procedure followed in the investigation.

Chapter IV gives the analysis and interpretation of data.

Chapter V gives the summary and conclusion.

### **1.12. CONCLUSION**

The present study is aimed at finding out the impact of e-learning on the attitude and interest which are responsible for effective learning of the language among engineering students.

### **1.13. REVIEW OF LITERATURE**

Research in a particular requires adequate knowledge related to the subject and it is essential to know what has been done earlier in the other areas of study. Citing studies that show substantial agreement and those that seem to present conflicting conclusions help to sharpen and define understanding of existing knowledge in the problem area, provide a background for the research project, and make the investigator aware of the status of the issue.

The review of literature is a valuable guide to define the problem, to recognize its significance, to suggest promising data gathering devices, to follow appropriate study design, and sources of data of effective analysis and to arrive at fruitful conclusions. Hence this chapter, review of related literature, is meant for the study of communication skills and communicative competence of engineering students.

This chapter deals with the review of earlier research studies which would enable the researchers to develop better understanding of the problem related to study. Review of important studies related to the problem under investigation will help to locate relative position of the controversies and subsequently develop the conceptual classification. Various studies have been conducted in India and abroad to find the communication skills of student at school and college level.

The review of related studies is the basis for research project. A careful review of research thesis, books, journals and other sources is one of the important steps in any research activities. The review provides us with an opportunity to gain insight into the various measures, objectives, samples, tools and approach employed by other research workers. This will lead to significant improvement of our research design. Recommendation for further research in various research studies guides us regarding the suitability and relevance of a problem and in delimiting the research problem and in defining it better.

Numerous studies have demonstrated that a student's active involvement in the learning process enhances learning and this active learning involves interaction and learning by doing. A new technology in language learning improves their understanding and enhances self paced

study. E-learning can deliver plenty of information other than the traditional sources effectively with examples and exercises. Online instruction can improve learning by providing authentic situation that provides motivation and excitement in learning (Davis. 2000).

Innovation in education has transformed the use of traditional way of learning to the use of modern technology such as video, computer, CD-ROM, internet, intranet, satellite, etc. The content is delivered through electronic media in various learning environment, ranging from learning with the teacher in the classroom using computer, mass-based learning and distant learning. New technology is helpful to the language teachers to use the networked multimedia computing and the internet for language development.

University language classes in 1970s and 80s included the audio lab where students did a lot of repetition drills. Now developing communication skills in language teaching is given importance and students are engaged themselves with meaningful self learning (Dickinson, 1987). Technologies support cognitive aspects of language learning and help the learners to interact with communicative competency. In keeping with student's needs and interest, teachers can easily create tests or close exercises from any original word processed passage.

Students can use hints provided by the computers as supplements to classroom learning (Barrell, 2007).

Concordance software allows teachers or students to search through small or large hints and look for the actual use of particular words. Concordances are supplements to dictionaries and are useful for investigating collocation meanings.

Multimedia simulation software allows learners to enter into computerized micro worlds and the learners have a sense of experiencing the target language with confidence. The internet is a powerful tool for assisting a socio-cognitive approach to language teaching and develops an interest and enthusiasm for using computers in the language classroom (Pascal, 2012).

Computer aided communication elements such as text, audio, graphics, pictures and moving video are widely used in language learning. Multimedia learning system motivates all the learners through self-directed learning to supplement the classroom learning. Slow learners can be benefited and participate in languages learning along with others in the class. Most of the learners prefer online learning. They get a chance to learn the language at his own pace. Technological development changed

the teacher centered learning environment to learner centered education (Laborda and Royo, 2007).

Using online activities increases opportunities for interaction in the classroom. Computer assisted classroom discussion makes use of synchronous writing programs. A world wide web offers a variety of resources and students can use web pages as authentic materials for conducting research on culture, current events or gathering materials for projects and seminar (Duhaney, 2004).

A carefully graded grammar syllabus and an emphasis on functional communication skills enable learners to learn English at ease. Regular focus on pronunciation practice provides confidence in speaking. Emphasis is given to student's interaction with others in the classroom and it creates a positive learning atmosphere (Sharma S.R, 1993).

Reading and vocabulary comprehension activities check students understanding. Thought provoking discussions and writing assignments encourage students to share ideas with others. Grammar exercises help students to learn prepositions, articles and irregular verbs. Audio CDs offer an opportunity for learners to listen, repeat and practice their own pronunciation (Warschauer and Meskill, 2000).

The Centre for Applied Research in Education Technology (CARET- Cambridge University) has provided information on the use of technology and its influence on student's achievement and academic performance in relation to the curricular goals.

- Achievement in content area of learning.
- Creative thinking and problem solving skill.

The research findings also emphasized the importance of using technology in collaborative learning and their effect on interaction in the class. The teachers can set up new courses, upload exercises and materials in different file formats. Learners can also publish their oral and written work and discuss with other learners to improve their interactive skills (Kern, R.G, 1995). There is an advantage of flexibility and exchange of ideas with other students and teachers in collaborative learning. E-learning has become popular worldwide and there is a wide use of all digital media for information and communication in language learning in the classroom.

Abbas Poushosein (2012) stated that learning proceeds with new technologies and teachers captivate the imagination of learners. Technology supports language learning easier, faster and more interesting.

Students use laptops on train and interact with their friends. Access to the web can take place at anytime and anywhere.

Salaberry (2001) argues that the most important factor for researchers to study is the pedagogy, not the technology itself. Using computers in the classrooms could potentially change a number of factors that influenced students learning. Barat (1994) found that the learner's perceptions depended on their level of computer literacy and their positive or negative attitude.

Chan (2001) studied readiness for learner's autonomy from perceptions of both the teachers' role and the students' role and learners' perceptions and attitudes. His study did find a positive attitude in students. It was surprising to find that the particular group of students, who had come from traditional, authoritative backgrounds, demonstrated positive attitude towards the autonomous approach, Driscoll (2002) found that learners used two different approaches when using the internet, content focus and language focus with the former using the internet primarily to access information and the latter using the internet primarily to improve their English language skills.

According to Vijay and Priyanka (2010) there is a growing proliferation for online learning. The use of e-learning is progressing so fast everywhere. E-learning plays a major role. Many use internet everyday to catch up on the latest developments. Now-a-days, the use of digital media in education for information, communication and learning has gained much importance.

In the information age, knowledge is power and building knowledge is essential to compete, grow and succeed. E-learning offers a solution that is highly cost effective and totally easy to assess. Learners learn up to twice as much in half the time that is with classroom training. Well-designed e-learning can increase retention and it can help the learner to build and deliver knowledge and information faster and easier throughout their learning (Singh, 2003).

The main advantage of new technology is that they can be used to help students for international cross-cultural communication. Effective communication is increasingly required for success in academic, vocational and personal life. According to Jamieson (1987) technology has to be used as a complement to enhance teaching in the classroom. It is not what it is; it is what you do with it. There are certain controversies surrounding the use of technology, in and out of the classroom. Interactive

white boards are great! They are expensive. For some, the best of teacher plus the best of technology could result in positive learning outcomes and for others; the classroom learning alone does not contribute to knowledge building. According to Benson(2001),reading and vocabulary comprehension activities improved the students understanding. Thought provoking discussions and writing assignments encourage students to share ideas with others. Education technology has become very important today in all the fields of education.

Innovation in education has transformed the use of traditional way of learning to the use of modern technology such as video, computer, CD-ROM, internet, intranet, satellite, etc., to deliver content of learning through electronic equipment in various learning environment-ranging from learning with the teacher in the classroom, using computer, self-based learning and distant learning.

Learning facilitated and supported through the use of information and communication technology, e-learning can provide a spectrum of activities from supported learning to blended learning whatever be the technology, learning is the vital element. Whenever a new technology emerges it is important to go beyond the factor and think about the pedagogical reasons for using with the advent of networked multimedia,

computing and the internet, Language teachers throughout the country have been warming up to using computers in the language classroom.

University language classes in 1970s and 80s generally included obligating tips to the audio lab, where students did repetition drills. 1980s and 1990s have seen a full scale shift in the direction of communication language teaching and students engaged themselves with meaningful centralized discourse.

Language learners construct a mental model of language system based on cognitive language in interaction with comprehensible meaningful language. Technologies which support cognitive approach to language learning allow learners to interact with meaningful contexts and acquire competence in language software, concordant software, telecommunications and multimedia simulation software (Eiko Ushida, 2005).

The teachers set up new courses, upload exercises and materials in different file formats. Learners can also publish their oral and written work on the blackboard and discuss with other learners. They improve their skills, getting hints and monitoring their fellow students (Garrison, 2003).

E-learning is progressing worldwide and there is a wide use of all digital media for information, communication, learning and education. Learning proceeds with new technologies and teachers captivate the imagination of learners. Technology supports language learning easier, faster and less painful. Access to the web is possible at anytime and anywhere.

Over the years, efforts have been made by CALL experts to explore the capability of computer technology in supporting the teaching of culture. Similar to the change of beliefs in how culture should be taught in the foreign language classroom, the exploration of computer technology for language teaching has also gone through several phases. CALL began to integrate the use of computer networks. Computer networks are seen as a channel for interactivity and authenticity for developing language and learners' intercultural competence (Aaram, 1999 ).

Online interactive courseware develops and promotes the cultural understanding of the learners. Various studies conducted found that the automated feedback functions allowed students to actively explore the cultural aspect and enhance students' confidence and motivation to study the language and culture. E-learning also aimed to exploit online technology to develop language skills. An integrated approach to develop

language through digital learning improves the professional language skills.

E-projects take advantages of the capacity provided by computer-mediated communication to develop learners' language and intercultural competence (Warschauer&Kern,2000). By using telecommunication tools, students of different cultures are linked to develop target language. Network communication can be used to develop foreign language, students' understanding of foreign culture, attitudes, concepts, beliefs, and ways of interacting with them. E-mail exchanges help to develop learners' intercultural communicative competence and online language learning shifts focus from single classroom to long-distance collaboration projects. The use of E-learning also expands, beyond language learning, with an emphasis on intercultural learning, and cultural literacy (Kern.&Ware, 2004).

The recent development in applying computer technology to the teaching of language and culture is accepted. It is technically and economically feasible for many language teachers and learners to use internet for learning the language. Knowledge of the culturally accepted meaning of words is important for effective communication. Target language corpora can be particularly valuable for understanding and

translating the vocabulary satisfactorily. Students can use a variety of CD-ROMs and internet searches to form a target language and they could explore for themselves.

Meci-Ling Liaw (2006) studied e-learning and the development of intercultural competence. Objectives: The design of this project attempted to find out the growth of tertiary level EFL students' intercultural competence via English language development. To reach this aim, this project experimented with three important innovations: (a) instead of reading articles about the target culture, the students of this project read articles about their native culture, (b) e-forms were employed for intercultural discussion, and (c) two online reference tools were available to assist the students with the reading of the articles. Methodology: A web-based reading and writing environment from EFL and culture learning was designed for the project. For the reading of the Sinerama articles, two corpora-based e-referencing tools were provided. It was hoped that the linguistic and semantic support of the concordancer could assist learners to acquire new vocabulary. For the use of the online dictionary, it was to provide contextual inferences for lexical acquisition. After reading each article, students were asked to answer the comprehension and vocabulary questions and then write responses to the instructor/researcher online. Online forums were for students to share their views about their reading with a class of thirty-two students at Sam

Houston State University in Texas, U.S.A. Besides the above independent, self-access instructional features, this web-based system also included personal account management and records. The account management and record-keeping are parts of the system design and were anticipated for research purposes as well. For account management, students used their own account numbers and passwords to log in. The personal records kept track of each student's login and logout time, the words she looked up using the online dictionary and concordancer, the comprehension test scores, and written responses to the reading. Findings: The management system record shows that the sixteen students logged onto the system a total of 605 times, averaging 9.45 times per instructional unit, per student. While all of the students read and wrote responses to the articles. The use of e-referencing tools showed a similar drastic decrease in number and this decrease of uses of the e-referencing tools was the same for all participants. The students looked up e-referencing tools 716 times when reading the first article, 982 times when reading the second article, one time when reading the third article, and 121 times when reading the fourth article. Among the uses, the students used the online dictionary when reading the articles most often (N = 1,740). They also used the online concordancer when reading, but the frequency was a lot lower (N=74). All of the participating students felt that the experience was very interesting and rewarding. Although they had prior experience of using computers for

learning it was the first time they used computers for reading and writing and they found it exiting.

Gupta (1993) felt that the standard of education is apparently going down day by day. Educationists, in a large numbers, are deeply concerned about the irrelevance and inadequacy of education in the modern society. Many portions in the curriculum are becoming outdated rapidly. Unless the students are made thoroughly familiar with the burning problems of the society and sufficiently capable of tackling them successfully, their education will be deemed to be a failure. In this context, educational technology will be of immense importance to them. Successful teachers can motivate a large number of pupils with the help of mass media and modern technologies. Consequently the quality of education will improve.

Our country is a Sovereign Democratic republic. Education is intended to prepare the youth for their future career. Teaching-learning process is improved to a great extent with the help of new media and materials. It develops critical awareness, changes the attitude and encourages originality and creativeness (Annaraja and Thiagarajan, 1993).

The role of educational technology, both for quantitative and qualitative improvement of education has been very clearly stated by

Augustus (2012). According to him educationalists in the developing countries see educational technology as a means of rapid dissemination of urgently needed education on a massive scale to large groups. The developed countries see it as a means of increasing the effectiveness of education by making learning a more individual process.

There are also some disadvantages or limitations in online learning. Asynchronous e-learning eliminates classroom interaction with teacher and other learners. Learning becomes an isolated activity. Blended learning combines the online learning with traditional classroom environment. E-learning elements can be used to enrich course-related topics through chats or discussions board postings (Davis, 2000).

Learner's motivation is an important factor that influences learning particularly online learning. The most important factor for the motivation of students is self interest in learning for successful future. Students who are motivated to learn will choose tasks that enhance their problem solving and critical thinking (Driscoll, 2002).

Ashraf Rizvi (2005) in his study of communication skills found that technical communication is a factor in the emerging knowledge society, where technocrats and professionals in different areas face new

communication challenges. In order to be an effective technical communicator, one needs to understand the process of technical communication. It may be defined as a transmission of scientific and technical information from one individual or group to another. Effective technical communication is a dynamic interchange that may involve a systematic understanding of scientific and technical subjects.

Various research studies showed that the learners were utilizing internet for all learning purposes. The extent of dependence of the learners on this inter-net access was very high.(Janardhana Reddy,2001).This study shows the impact of mass media on adult education programme. The level of exposure to T.V was very high.

Ahluvalia (2010) studied the role of media on mobilization and motivational aspects of total literacy campaign in Punjab. The electronic media and folk media are very valuable in influencing the attitude of learners and creating awareness about literacy and developmental issues.

Meera's (2000) studies showed that aptitude and attitude towards education were the best correlates of achievements in English and high mean achievement in English scores were found to be associated with high language aptitude. Allan (2002) studied the learning outcomes of the

audio-graphics delivery system. It was found to be as successful as the conventional face-to-face one for all courses.

Monipally (2014) Professor, Indian Institute of Management Ahmadabad has stated that in the globalised world ‘techies’ are discovering the harsh reality that technical skills without soft ones would make them knowledge workers, but not managers or leaders. Hard skills are perishable and machine replaceable. Those who cannot communicate will lose out. They get much less credit for their achievement than they deserve.

Listening is a process of receiving and interpreting the spoken word. Listening is an important communication process and is crucial to effective communication. Ashraf Rizvi (2005) made an analysis of different skills of communication. Listening begins with physical hearing of the message and taking note of it. Sensing is, thus the first step of the listening process. Listening involves understanding the spoken language.

Listening may be classified into the following six types on the basis of purpose and output. In superficial listening, the listener has little awareness of the content of what is being said. The output in this type of listening is zero because the listener tends to ignore the message and is not

able to concentrate on the theme, main points, and supporting details of the message (Chun, 1994).

In appreciative listening the main purpose is to get enjoyment and pleasure. Focused listening involves listening for specific information. The main purpose is to get some specific information that might be used to take a decision. This is the most common type of listening that we practice in non-form oral communicative situation.

Evaluative listening involves evaluation of the oral message or commentary and developing a line of thought. The listener interprets and analyses what he or she listens in order to understand both the explicit as well as implicit meaning of the oral message.

Attentive listening demands the complete attention of the listener. The listener pays attention to all points of the message, that is, the central idea, main points, supporting details, examples and illustrations. Attentive listening is interactive and productive facilitating proper interaction and more effective listener-speaker relationships.

Emphatic listening is listening not only to what the speaker is saying but also to how he/she is saying, that is, his/her feelings, emotions and state of mind. Kenneth. A .Wells (1956) in his guide to good

leadership says that a good listener tries to understand thoroughly what the other person is saying. In the end he may disagree sharply, but before he disagrees, he wants to know exactly what it is, he is disagreeing with. Ashraf Rizvi (2005) study related to communication skills and it states that like listening, speaking is crucial to effective communication. Students need to interact orally with their teachers and classmates make explanations during tutorials and practical sessions, take part in seminars and workshops, technical presentations, academic discussions, academic interactions, viva voce tests so on. On the other hand, professionals in different fields are required to take part in discussions, meetings, conferences, business presentations and so forth.

Communicative competence is a concept introduced by Dell Hymes (1999). His original idea was that speakers of a language have to have more grammatical competence in order to be able to communicate effectively in a language. They also need to know how language is used by members of a speech community to accomplish their purposes. Speaking is the purposeful process by which people, using audible and visible symbols, communicate meaning in the minds of their listeners. The function of oral communication is creating messages that stimulate in listener's meaning that bring about the desired change in their understanding or opinions. A style is chosen that is appropriate to the type

and nature of the content, the audience, as well as occasion and setting. Encoding in speaking involves using non-verbal signals. Non-verbal communication includes gestures, facial expression body movement and posture.

Conversation links people together, as it is probably the most important factor that makes social interaction possible. It establishes, maintains, improves and consolidates social as well as professional relations.

Reading makes a man complete. The language learner must know that the human visual communication, referred to as graphics is both a craft and an art, graphics clarify, adorn, enlighten and can even translate complicated information quickly and also create higher reader interest. Graphics can improve readability, can clarify, attract attention and add realism to writing. The graphics is easy to produce , easy to read, and the information within will be easily understood.

Ashraf Rizvi ( 2005) studied the effect of reading skills. A good vocabulary is essential for effective reading skills. in order to understand what we read, we need to recognize the meanings of words as well as

guess the meaning from word structure and infer the meaning from the contexts.

In order to be an effective reader, one needs to develop visual perception skills. Visual perception is a basic requirement for reading effectiveness because we recognize a word through sight. Inaccurate visual perception may lead to visual misunderstanding and lack of comprehension. Many people are inefficient readers only because they suffer from poor visual perception.

Prajapati Prasad (1999) undertook a study of communication skills particularly writing skills. He stated that the ability to write effective sentences is essential for success in technical communication because writing anything primarily involves writing sentences. Loose and awkward sentences can never make an effective writing. The kind of sentences used in a particular piece of writing will depend on the type and nature of the message. It may be descriptive, narrative, expository or argumentative sentences depending on the purpose of the communication.

Ashraf Rizvi (2005) stated that communication skills are essential where technocrats and professionals in different areas face new communication challenges. In order to be an effective technical communicator, one needs to understand the process of technical

communication. It may be defined as a transmission of scientific and technical information from one individual or group to another. Effective technical communication is a dynamic interchange that may involve a systematic understanding of scientific and technical subjects.

Pandey Abha (2002) studied the English needs of science students at the graduate level. Objectives: To identify the English language skills required for learning science subjects at under graduate level. Method: The sample consisted of 120 students from science colleges in Madhya Pradesh. The importance of English for learning science was studied. Teachers' views were used as questionnaire by the investigator for data collection. Major findings: (1) English language ability of English medium students was found to be superior to that of the Hindi medium students. (2) The female students of Hindi medium felt the need of English language more to learn science subjects especially for higher courses. (3) Male students were different in their attitude towards English needs.

Sunanda.P. Rao (2003) studied 'Distance Teaching of English to adults'. Designing a need based course for the under graduate students of an open university.' Objective: To select and organize course content which relate to the experiences of the learner with English language.

Method: The sample of the study comprised of 506 distance learners of Dr.A.R.Ambedkar open university of Andhra Pradesh. The tool used for the study included questionnaire, interviews and discussions. Findings: (1) Almost all the learners could understand, speak and write English. (2) Reading during leisure was not popular while almost all had access to English newspaper and urban locale read newspaper regularly. (3) Most students felt that knowing English was very important for getting a job and some even felt that it affected their social status.

Alaraju (2002) studied 'English curriculum at plus two level courses in Andhra Pradesh.' Objectives: The study attempted to (1) examine the syllabus objectives of teaching English at plus two level academic courses and pre degree professional courses like polytechnic and teacher training certificate. Method: The sample consisting of 700 students drawn from six educational institution offering different types of courses after 10<sup>th</sup>, located in different parts of Andhra Pradesh. Major findings: (1) The content of the books revealed the selection of various topics. (2) Writing in English was limited but the lessons cover various aspects like academic, scientific, adventure and so on. (3) It was found that the polytechnic books contained some scientific and technical English lessons. (4) Among the group CBSE stood the highest followed by TTC in

students' performance and PUC, intermediate and polytechnic were of the same level.

Aaram I. Arul (1999) studied 'UGC televised programmes, a study of target viewer's perception.' Objectives: To find how far the UGC countryside classroom uses television medium effectively to get across the message. (1) To find whether UGC countryside classroom serves the needs of its target audience. (2) To undertake a comparative analysis in the perception of the target audiences in terms of rural-urban, male-female, English regional language medium and Arts-science courses. Method: The sample consisted of 1000 undergraduate students (500 urban and 500 rural) and 10 undergraduate teachers (5 urban and 5 rural) selected using stratified random sampling procedure. The data was collected using questionnaire. chi-square and 't'-test were employed for data analysis. Findings: (1) There was no significant influence of education and economic status on the students viewing of the UGC countryside classroom. (2) The reason for non viewing of the programmes were the inconvenient timings of the telecast programmes, pressure of college studies and non availability of TV sets in colleges. (3) Urban students preferred watching programmes on 'new emerging fields', innovations/discoveries and collective efforts. (4) Newspaper and announcements made in UGC telecast were the major sources of

information to know the programmes schedule in advance. (5) There was a significant relationship between the number of years in college and viewership of the UGC countrywide classroom among students.

Kalia, Ashok (2000) studied computer self-confidence and computer experience in relation to computer-related attitudes and commitment to learning. Objectives: (1) To identify computer self confidence and computer related attitude among students. (2) To find out the relationship between computer self confidence, computer related attitudes and commitment to learning among computer students. (3) To find out the relationship between computer experience, computer related attitudes and commitment to learning among computer students. Method: The sample consisted of 50 students (male and female) selected from NIIT computer centre, Rohtak (Haryana). Computer attitude and self-confidence questionnaire were administered. Correlation was used for analyzing the data. Findings: (1) Students with greater confidence in their ability to learn with computer reflected more favourable attitudes towards computers. (2) There was significant relationship between computer experience and computer attitude. (3) It was revealed that there was a positive effect of computer confidence on commitment to language learning.

Mishra (1998) conducted a study on educational television programmes produced by the UGC for the college students with special reference to their production and utilization. Objectives: (1) To analyse and evaluate the characteristics of country wide class room (CWCR) ETC programmes telecast by U.G.C for under-graduate students. (2) To study the general background and TV viewing habits of the respondents. (3) To study the extent utilization of the ETV programs by the respondents. (4) To assess the values of CWCR programs and (5) To suggest guidelines for better utilization of the programs by the respondents. Method: The sample consisted of 320 students (160 from rural and 160 from urban) from general colleges. Questionnaire and observation schedule were used for data collection. Findings: (1) Greater percentage of female respondents considered the programme more useful than male respondents. (2) Greater percentage of respondents of rural areas considered the programmes more useful than urban respondents. Majority of the respondents were the regular viewer of TV programmes.

Panda Jaya Krishna (2000) studied the effect of computer assisted learning in achieving higher cognitive skills. Objectives: (1) To determine the degree of attainment of cognitive skills through computer assisted learning (CAL) compared to traditional approach to teaching. (2) To compare the effect of CAL on the learning achievement of boys and girls.

Method: The sample consisted of 40 students (23 boys and 17 girls) within the age group 15-17 years from class XII, selected using cluster sampling. They were divided into two groups as control and experimental group. Standard Raven's progressive matrices to measure intelligence and objective-based lesson plans on CAL were used for treatment in experimental group. Statistical techniques like 'f'-test, 't'-test and chi-square were used to analyze the data. Findings: (1) Computer assisted learning (CAL) resulted in greater learning achievement in all hierarchies of cognitive domain. (2) Male students were found to be superior to female students in learning physics.

William. Et. al.(2000) studied computer anxiety, computer attitude and achievement in computer science among rural and urban higher secondary students. Objective: (1) To study the computer anxiety, computer attitude and achievement in computer science of rural and urban higher secondary students. (2) To find out the correlation between computer anxiety, computer attitude and achievement in computer science among rural and urban higher secondary students. Method: A sample comprised 227 computer science students (103 rural and 124 urban) of higher secondary classes drawn from two rural and urban higher secondary schools. Computer anxiety scale (CANS developed by Marcoxliakes *et al.* (1997) and computer attitude scale (CATS) by Neil Selwgn (1997) were

administered for the collection of data. Statistics like mean, standard deviation, CR and correlation were applied for data analysis. Findings: (1) In general, students had low computer anxiety and neutral attitude towards computers. (2) There was no significant difference between rural and urban students in computer anxiety and computer attitude. (3) The students of urban and rural areas did not differ significantly in computer achievement.

Rajaswaminathan (1998) studied impact of multimedia package on the teaching of commerce with reference to select variables. Objectives: (1) To find out the effect of the inquiry training model on the students' academic achievement, inquiry skills, creativity, autonomy in learning, tolerance of ambiguity and tentative nature of knowledge. (2) To find out the interaction effect of treatments and gender on the students' academic achievement, inquiry skills, creativity, autonomy in learning, tolerance of ambiguity and tentative nature of knowledge. Method: The sample comprising of 108 students, 54 from each school of class IX from two rural Government higher secondary schools was selected on the basis of age, intelligence and the scores obtained in the achievement test. Creativity test (Dr. Roma Pal) inquiry process test, achievement test were used for the collection data. The collected data was analyzed with 't'-test, ANOVA, product moment correlation. Findings: The inquiry training

model was found to be more effective in promoting academic achievement, inquiry skills, creativity and autonomy in learning. The interaction effect of treatments and gender on academic achievement, inquiry skills and creativity were not found significant.

Sahoo and Mallick (1995) studied 'attitude of rural primary school children towards ETV.' Objectives: To study the level of attitude of primary school children towards ETV and to study the effect of technology acquaintance, sex , back ground on students attitude towards ETV. Method: The sample comprised of 90 students, 45 each from classes III and V. Self constructed attitude scale and technology acquaintance scale were used to collect data. Mean, standard deviation and 't'-test were calculated for analyzing the data. Findings: (1) There was no significant difference between the mean attitude scores of upper primary and lower primary stage students. (2) Technology acquaintance had significant effect on attitude of students towards ETV. (3) Sex back ground of students had significant effect on attitude towards ETV.

Sharma (2002) studied 'comparison among video-based instructional strategies for teaching science at class IX level in terms of achievement. Objectives: The study aims to compare the mean scores of achievement of students in science belonging to different video-based

instructional strategies for teaching science at class IX level. Method: The sample comprised of 115 students randomly selected from class IX of Kendriya Vidyalaya number 1 from Indore city. Pre-test and post-test experimental design was used in which three groups were randomly assigned to the treatments. The dependent variable was assessed by the science achievement test. Findings: (1) The treatment had significant effect on achievement in science of students belonging to different video-based instructional strategies for teaching science. (2) The video viewing followed by lecture as well as video viewing followed by discussion were significantly higher than those of video viewing only. (3) The mean scores of science achievement of video viewing followed by lecture was found to be significantly superior to video viewing only.

Patra, Swati (2001) studied role of language on medium of instruction in the multi-lingual school system of India. Objective: (1) To examine the role of language/medium of instruction on children's performance in reading, writing and science achievement. (2) To examine the impact of introduction of the second language English at different grade levels on children's performance in reading, writing and meta language, mathematics and science achievement. Method: The sample consisted of 120 children, 60 each from Oriya medium and English medium schools of classes VI and VIII. Questionnaire, reading, decoding test, passage

comprehension test by Woodcock in English were used in the study. Findings:(1)In science achievement, English medium children performed better in application component in both class VI and VIII. (2) English medium student performed better in decoding comprehension and planned composition. (3) There was no significant difference reported in reading, decoding and meta language.

Mcei-Ling Liaw (2006) Objectives: To find out the efficiency of an online learning environment developed to foster EFL student's intercultural competence via. reading articles on topics of their own culture and communicating their responses with speakers of another culture. Method: Two e-referencing tools were used for reading and writing. Findings: All EFL participants communicated fluently in the target language. The online concordance was used to connect to articles of similar topics for further knowing of culture and language learning opportunities. Students showed interest in learning other culture for intercultural communication.

Eiko Ushida (2005) Objectives: To find out the role of students attitudes and motivation in second language learning in online language courses. Method: Students attitudes and motivation were examined on socio-educational frame work and learning behaviour . The learning

outcome was used as a predictor and criterion variables. Learning contents were examined based on the components of foreign language learning motivation. Findings: The students' motivation and attitudes toward L2 study were positive. The motivated students studied regularly and made effort to perfect their language. The findings also emphasized the role of teachers' motivation and use of technology enhanced teaching.

Karen Bordonaro (2003) Objective: To find out the perceptions that advanced language learners have about the use of technology for learning English as a second language. Method: Qualitative research is used to look into the uniqueness of individuals in explaining how people make sense of the world. Findings: Advanced English language learners do not extensively use computer tools for pedagogical purposes. Self directed learning of language learner autonomy are not manifested clearly.

A few research studies show that technology has its impact on learning when it is integrated into the curriculum (Quimbo, 2011). A recent study conducted, concluded that technology in learning increased the test scores of the learners. A west Virginia study showed an increase in test scores in reading and Mathematics when institutional software is integrated in the curriculum (Bain and Smith, 2000).

Bain and Ross (1999) also conducted a study on the student's participation in the technology – integrated school reform. The result showed average increase of 94 points in combined SAT 1 performance over students who participated in the traditional method of learning. Research and evaluation concludes that technology support the development of critical thinking. Centre for applied special technology (CAST,1996) researchers found that students with access to scholastic Network and the internet produced better projects than students without online access. Online users were able to present their work effectively with different points of view and producing a complete innovative approach to their study. Technology is the best-way to create a conducive environment to language learning. Computer and internet provide a rich source for the learners.

Digitized communication and networking in education are popular through world-wide-web (www) e-mail and forums. There is an increased use of e-tutoring through forums, instant messaging and video conferencing etc. Courses may have blended or hybrid designs for small group. These courses are helpful in enhancing student learning. In addition to classroom enhanced learning, technologies play an important role in distance education. Modern ICT provides education with tools for learning and curriculum management. A well-structured learning

atmosphere is conducive for effective learning. So technology makes language learning foster, easier, and less painful and create successful language learning environment.

A wide range of basic language skills can be enhanced with the use of web-based activities. Vocabulary learning, grammar, reading and writing tasks, pronunciation exercises can be put on the web and it is very useful for interaction and learning.

On line discussion boards are good for class discussions, earning, reading and writing. Teacher can put a question and every response is displayed on the discussion board. Students can create their, own free websites using 'weblog' or 'blog'. They can create their own design and can use their blog as an online journal to submit course work or have an online discussion.

Listening comprehension exercises include filling in the gap exercises while listening to audio program on the web. The students download and listen to a short audio piece and fill in the missing words and answer comprehension questions and even write a short essay. Answers are sent by e-mail to the instructor for correction. Audio clips can be put

into web pages and this provides exercises for listening comprehension, pronunciation practice and vocabulary development(Morrison,2002).

The development of web-based language teaching and learning is exciting. Language teachers can use the basic tools of discussion boards and web logs, HTML, Java Script, CGI scripts to create dynamic interactive and functional materials for their courses on the World Wide Web.