

# A Study on Need and Role of Attitude and Interest of Higher Secondary Education towards Web Based Learning

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**Abstract – This investigation is about electronic autonomous learning as a rule. The particular points of the investigation are to discover understudies' perspectives about doing autonomous examination on the web and what sort of issues or issues understudies go over in such examination and whether such examinations have any ramifications for advancing student self-sufficiency. The examination was with a gathering of fourteen volunteer upper-middle level prep understudies. the upheaval of the web innovation has changed our day by day life and with the coming of the web, another age of separation instruction has risen. He expresses that from understanding news, sending messages to training just as amusement, the web with multi-media innovations gives new and alluring chances to data trade. Among these effects, separation learning is by all accounts significant and fascinating. One of the attractions of separation learning is its adaptability of guidance. Electronic realizing, which is a sort of separation learning, is another pattern in instruction. He asserts that the web is one reason that velocities up this pattern and improvements in correspondence innovations and overall admittance to networks empower the web and the World Wide Web to be an appealing asset and instrument for separation training. Different open doors are given to students to have the option to work autonomously by the web.**

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## INTRODUCTION

As web and internet (www) use and access increment, numerous instructive establishments have begun to execute online course conveyance. Instructors can abuse this new innovation to furnish students with circumstances that can't be offered in a confined homeroom setting, for example, helping them to pick materials as per their individual needs. A significant element of online learning is the component of student control. Different persuasive speculations (Brophy, 1998) accentuate the significance of student control. Control gives people the likelihood to settle on decisions and to influence results, bringing about the student feeling more equipped and the movement having more prominent individual significance and intrigue (Lepper, 1985). As per Schank (1993), the student on the web can control the learning system, picking "what to see, how long to view and how often to see" (p.21). Thus, learning through the web builds confidence, which causes the student to build up an uplifting mentality towards his capacity as a student (Wenden, 1998).

Self-sufficient learning is accomplished when certain conditions are acquired and an inspirational demeanor to learning is one of them other than

inspiration, cognizant utilization of learning systems, and information about language learning (Wenden, 1998) as language learning isn't just an intellectual errand. "Or maybe, the accomplishment of learning is, somewhat, identified with students' position towards the world and the learning action specifically" (Little, 1991, p.17). It is the positive change in students' demeanor towards discovering that will assist them with moving towards independence (Little, 1991). To empower "more noteworthy self-heading", instructors need to help students reevaluate their desires that the educator designs and coordinates all work, which can be best done in "a situation where practices offer a profitable setting for demeanor change" (Wenden, 1998, p.33; Holec, 1988). Online training specifically can assist students with changing their mentalities and to be independent by giving them the way to get to data deftly and separately.

We are in the period of innovation and data. One of the pragmatic methods of arriving at data is by means of the web. The visual fascination and the assortment of data on this medium pull in the consideration of thousands of individuals from various foundations and help to improve the information on these individuals. On the off chance

that instructors need their understudies to get more admittance to up-dated and different data and materials, to build up their potential as autonomous students, they can incorporate the web into their prospectus particularly at cutting edge level, which consequently, may expand understudies' inspiration and make them more equipped in learning. This examination is valuable as in the quantity of learns about this subject are not many, thus this investigation will be an expansion to the writing on online autonomous learning, and understudy mentalities towards free examinations dependent on the web. It might likewise assist with advancing the more extensive utilization of web in instructive projects in Turkey and urge educators to consider the web more as an apparatus to encourage free learning and as an approach to change up their cooperation with understudies.

### **AUTONOMOUS LEARNING**

Since mid-1970s, the idea of autonomous learning has been picking up prevalence in language learning. As per Little (1991), to empower understudies to be autonomous students, numerous instructive establishments presently furnish their understudies with the chance to utilize self-access materials and focuses; some have allotted class time to permit students to work in oneself access mode while the others permit understudies to work alone after class planning free exercises and courses so understudies start discovering data all alone, through their own techniques or styles. Thusly, it is guaranteed that the learning cycle turns out to be more important, individual, and pertinent to the student.

Autonomous learning accomplishes its point when it not just permits the students to work at their own movement on a subject of their decision, yet additionally to choose what to work they will do and how they will apportion their time. Dickinson (1993, p. 330-31) sums up these highlights by distinguishing five attributes of free students:

1. They comprehend what is being instructed, for example they have adequate comprehension of language figuring out how to comprehend the reason for educational decisions;
2. They can plan their own learning targets;
3. They can choose and utilize proper learning methodologies;
4. They can screen their utilization of these techniques;
5. They can self-survey, or screen their own learning.

"Current educational reasoning proposes that students are equipped for settling on significant choices that have to do with the manner of their own learning" (Little, 1991, p. 18). He shows that by including students in the dynamic cycle, and at times, giving them definitive jobs, and helping them adapt autonomously, there is the probability that learning turns into a more viable cycle because of expanding student reflectivity and mindfulness. Here, the educator's job is giving students direction and input, and raising their familiarity with the approaches to build up their own examination aptitudes.

As per Schank (1993), the adaptable idea of the web empowers the student to control reasonable learning procedures, "to pick what to see, how long to view and how often to see" (p.33), which is additionally accentuated by Esch (1994). Accordingly, learning by means of the web builds confidence, that is, the assessment the student makes of himself concerning the objective language or learning by and large, as such, it is "an individual judgment of value that is communicated in the perspectives that the individual holds towards himself" (Coopersmith, as referred to in Brown, 1987, p. 101-102). Brophy (1998) accentuates the significance of student control as a method of expanding understudies' inspiration. Control empowers people to settle on decisions and to influence results, which prompts the student feeling more able and the action having more close to home significance and intrigue (Lepper, 1985).

Schell (2001) states that inspiration is a significant factor since webbased courses will in general expect students to effectively look for course materials as opposed to latent utilization of materials. Electronic materials require the understudy to "perform route to appropriate materials" (p.4) rather than depending on the instructor to "discover, present, and clarify" (p.4) the material. In this manner, when an idea in the electronic materials isn't gotten a handle on by the understudies, the understudies must be selfmotivated to investigate more since they can't anticipate prompt direction or help from the educator.

The substance of web locales can likewise assist students with having a more sure and more extensive social mindfulness, thus breakdown generalizations of various societies (Ghasemi, 1996). In contrast to the customary homeroom, where instructors frequently present a fixed idea of the objective culture as a rule because of time-limitations or the educator's fragmented information, preparing or experience, the web gives priceless data in comprehension "the assorted variety of the objective culture and staying up with the latest as conceivable on the news and issues in the unfamiliar culture for instance by credible

materials, for example, current magazines and papers (Gonglewski, 1999, p.78)).

Notwithstanding its advantages, online training has a few downsides. To start with, it requires a significant specialized foundation to run programs. There ought to be web associated PCs, and a specialist organization. Electronic guidance likewise expects students to adjust to new techniques. Exercise manuals and videocassette programs are recognizable apparatuses, yet electronic guidance is new for some students. It expects students to ace utilizing a program and a console, and interfacing with schoolmates utilizing new instruments, for example, talk rooms (Coburn, 1985). Absence of mechanical mastery with respect to both educator and understudy, protection from change, understudy resignation, equipment impediments, and student disconnection are nevertheless a couple of the apparent disadvantages to separate learning (Plotnik, 1995). Generally, every one of these issues are identified with preparing and mechanical issues.

The second sort of web access is newsgroups. They are arrangements of email correspondences, which additionally give a gathering to open conversation. Students can begin another point, pose inquiries to newsgroup individuals, react to messages sent to them, or react to reactions. An assortment of messages on one theme (starting message, reactions, reactions to reactions) is known as a string, and can generally be recovered electronically or downloaded for understudies' entrance. This gives a peaceful domain to understudies to communicate and talk about their own assessments and practice English (Carrier, 1997).

The third sort of web access in EFL is the World Wide Web (www), which contains a great many pages of data in text, realistic, sound, and video structures (El-Tigi, and Branch, 1997); and is the significant instrument of this investigation. Students can filter the web for data with a program and a web association. The information they find and view might be from a college data set, an administration division, a paper, or an email from a person. There is practically no limit to the data accessible, which is required to improve the level and nature of training as long as the nature of these sources are guaranteed. With the abundance of bona fide materials, understudies can build up their perusing, jargon, and composing aptitudes notwithstanding their exploration abilities. Since they are presented to various societies, the web can create social mindfulness and can assist eliminate with prejudicing against certain societies (Carrier, 1997).

Today, when the three kinds of web access are thought of, it is seen that there are two primary teaching methods utilized in electronic training: intelligent and presentational (El-Tigi and Branch, 1997). In intelligent plan, there are three correspondence highlights, which are an announcement board, a talk room, and web based

community composing (Leech and Candlin, 1986). Presentational plan, which will be utilized in this examination, is like customary paper-based correspondence courses: materials are given on the web. Understudies work autonomously at their own movement and educator understudy association is limited to understudies' started questions and instructor's criticism on tasks (Ghasemi, 1996). As indicated by El-Tigi and Branch (1997), since educators are not comfortable enough with the web, they normally start with something basic and recognizable as in this investigation: correspondence model of composing guidance. They include that this plan, in light of on the trading of messages between the teacher and understudy, advances self-ruling learning and encourages students to work freely with not many direct associations.

## CONCLUSION

This was a little scope study which researched understudies' perspectives towards an imaginative instructive apparatus: the web. The abuse of the web for instructive intentions is a significant ongoing pattern in Turkey. Prior to estimating its viability, I explored understudies' perspectives towards this medium to shape a reason for additional investigations. Since the idea of autonomous learning appears to assemble well on the web because of the adaptable idea of this medium and the various decisions it offers, I attempted to discover understudies' sentiments and thoughts regarding concentrating freely on the web. The positive outcomes are very reassuring as they suggest an inviting of another and advantageous instructive apparatus which can offer students who look for their own ways different open doors for better picking up prompting self-sufficiency, which is professed to make learning a more significant, viable, and long-beneficial experience.

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