Supporting the Development of Autonomous Learning Using the internet in a Digital Age: Building Independent Language Learning and Learners' Content Knowledge

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Abstract

In a fast-changing digital age, English language learners face growing demands to advance their familiarity with a ramification of on-line tools (Conole, 2008). technologies are changing the way we teach and learn in many respects. In teaching learning we aren't simplest cultivate the college students' comprehensive characteristics however also increase their autonomous learning ability. because of this, the present article explored whether a developing independent gaining knowledge of using internet should improve the college students' typical English overall performance greater correctly than the conventional English teaching placing. The aim of this experimental examine is to decide if internet may be an effective tool building language freshmen' content expertise and writing talents. The study involved 15 advanced students of Ma'arif Nahdlatul Ulama University of Kebumen. Both quantitative and qualitative data collected from post-surveys, transcribed digital recordings, blog reflections, and final interviews were analyzed. The findings provide the the statistics showed that internet empowered college students to apply their very own self-expression and self-reflection and that social interaction helped set up a feel of community wherein students have the ability in constructing building language learners' content knowledge

Keywords: Internet, Learning Technology, Content Knowledge, Autonomous Learning, Independent Language Learning

Introduction

Offering opportunities for self-study allows to growth ownership of responsibility for learning English by encouraging learners to organize self-get entry to learning assets and search for suitable substances to develop their own progress. Self-access or learner-centered studying refers to the change in attention in the classroom from the teacher to the learners. This shift makes it so students ultimately direct their learning through self-access facilities for autonomous learning (Sheerin, 1989). The purpose of this paper is to investigate internet and to understand customers' views of its

application in language teaching and learning climate it's far building language learners' content knowledge and enhancing writing skills. As mentioned by O'Reilly (2005), an important principle of Internetis the web as a platform that enables the constructing of web-based groups and the contribution from collective intelligence. net 2.0 has a multitude of good features (Amol Deshpande & Alejandro Jadad, 2006; O'Reilly, 2005; Skiba, 2006). It: 1) presages a liberating of data 2) permits the building of digital applications, 3) is participative, 4) has applications that work for the users, five) has applications that are modular, 6) is about sharing, 7) is about network and facilitating network, 8) is about remixing, 9) is smart, 10) opens up the long Tail.

Assumed the fact that Internet is such a new concept, many language teachers and learners may still not be aware of this revolutionary progress in conspiratorial language curriculum. By establishing an online participatory community, we expect to observe three major questions proposed and six types of tools in language teaching and learning. (Blogs vs. Wikis, Myspace vs. Facebook, Podcasting vs. Vodcasting, Mindmeister vs. Mindomo, Mashups, and Second Life vs. Quest Atlantis). When arranged access to enterprise networks and the Internet, applications can enable sharing of information within workgroups, throughout an enterprise and outwardly with partners and customers. Until recent years, when requests were launched only from desktop computers and servers inside the corporate network, data security policies were moderately easy to enforce. However, today's organizations are contending with a new generation of security threats. Consumer-driven technology has unconcealed a new wave of Internet-based applications that can easily infiltrate and avoid traditional network security barriers. Internet introduces the idea of a Web as a platform. The concept was such that instead of thinking of the Web as a place where browsers viewed data through small windows on the readers' screens, the Web was actually the platform that allowed people to get things done. Presently this initial concept has gained a new dimension and is really starting to mean a combination of the technology allowing customers to interact with the information. The specific research questions of this literature review study are: 1. What are participating students' perceptions regarding the use of interactive Internetenvironments in learning English? 2. What are the advantages of using an interactive Internet environment according

to the participating students? 3. What are the disadvantages of using an interactive Internet environments according to the participating students?

Review of Related Theories

Internet and Language Learning Internet increased online participation has been most commonly defined by its contrast with the concept of Web 1.0. In the first stage of the internet, or Web 1.0, users played the more passive role of a simple receiver of information. The traditional tools of Web 1.0 included email, chat rooms, and discussion boards (McLoughlin & Lee, 2007). Web 1.0 users would read static content created by "experts" who had the technical ability to write and post content (Ebner, 2007). Web 1.0 is contrasted with Internetin which general users consume, create, and edit content while easily collaborating with other users (McLoughlin & Lee, 2007). Internettools provide users the opportunity to play a more active role of potential author, contributor, editor, or specialist. Not only are users given more opportunities to participate at a richer level, the quality and even the survival of Internettools such as blogs, wikis, social networks, and mashups, are largely dependent on the quality and consistency of the contributions of the users. Blogs are largely made up of user-created content, wikis allow multiple users to contribute to a growing knowledge base, and social networks allow users to develop online communities of shared interests. While these Internettools have grown in popularity with general users, some discussions focus on the continued relevance of Web 1.0 tools in today's world (De Weber, Mechant, Veevaete, & Hauttekeete, 2007). Nevertheless, the emergence of Internettools may not diminish the importance and usefulness of Web 1.0 tools for today's users.

Benefits of the Internet Internet allows for more exposure to the target language. Podcasts exposed students to the language both at home and at school, increasing encounters with the target language. However, there are concerns over the appropriateness of the materials students are exposed to, where not all videos are school-appropriate. Nevertheless, the computer and online environment seems to benefit students. Learners using instant messaging (IM) are more comfortable, advanced and proficient in writing (or typing) than orally. They also contributed more on social networks like Facebook (FB) and preferred writing on computers. However, learners were not as familiar with technology as expected. Using

technology for EFL also enhanced students' language skills and aspects. Reading performance was improved. However, it was also found that the students' reading skills did not improve significantly. On the other hand, writing skills improved using blogs and FB; and impressively, learners were able to differentiate writing styles. Internettechnology also increases student motivation and interest. Students enjoyed writing and reading blogs and motivated them, while social networksreduced pressure on making language errors.Other studies demonstrated positive effects on students' motivation to learn. However, there is a risk of the initial novelty wearing off and students losing motivation. Nevertheless, students' confidence in the language increased when using the Web 2.0. Such confidence could come from being comfortable in communicating using technology. Self-esteem was raised due to a larger readership and participation also increased especially from introverted students. Internettechnologies also allowed for more meaningful interactions. There is increased interaction and rapport between learners. They built a sense of belonging to a community. These tools served also to enhance the often-neglected communicative competence of learners.Strangely, learners seemed unable to connect their "social life" and their EFL. Students consider the writing on an online platform as "communication", but not "writing" which is related only to academic genres. A unique feature of Internetis that it allows the exchange of feedback. The tools were found helpful in exchanging opinions and ideas, resulting in a valuable peer review culture. Students even preferred peer comments than the teacher's as it matched their level of ability. However, students were actually dissatisfied.There are many benefits of using Internettools for EFL. However, what are the benefits that gifted students experience when using them? From the data, Internetmakes for interesting learning, provides an English language environment, the presence of "virtual critics", improves language aspects and skills, it is building language learners' content knowledge and improving writing skills.

Content Knowledge

Content knowledge is knowledge about the subject matter that is to be learned or taught, including, for example, middle school science, high school history, undergraduate art history, or graduate-level astrophysics. Knowledge and the nature of inquiry differ greatly among content areas, and it is critically important

that teachers understand the disciplinary "habits of mind" appropriate to the subject matter that they teach. As Shulman (1986) noted, content includes knowledge of concepts, theories, ideas, organizational frameworks, methods of evidence and proof, as well as established practices and approaches toward developing such knowledge in a particular discipline. In the case of art appreciation, for example, such knowledge would include knowledge of art history, famous paintings, sculptures, the influence of artists' historical and social contexts, as well as knowledge of aesthetic and psychological theories for understanding and evaluating art. The cost of teachers having an inadequate content-related knowledge base can be quite prohibitive; students can develop and retain epistemologically incorrect conceptions about and within the content area (Bransford, Brown, & Cocking, 1999; Pfundt, & Duit, 2000).

The Study Participants

Considering the advantages of Internet, this section will share two classroom practices that involved the application of Internet. These practices were directed to a group of English students which consisted of youths and adult beginners, aged 18–23 years in Ma'arif Nahdlatul Ulama University. It is important to note that the students have very few opportunities to practice English outside the classroom as the English-Writing community in the city is very small. In addition, the students have never been to any English-Writing community because they lived in remote area. These practices were carried out in a classroom university where writing is a compulsory subject. In this university, the writing course consists of 16 meetings including mid and final examination. In the context of learning English as a foreign language, the amount of time allocated is insufficient for an environment that lacks natural exposures to achieve authentic.

Research Methodology

Selection Criteria

To answer the research questions, a series of selection criteria were established and followed strictly in this review study:

1. Research must focus on using Internettools in the context of language learning and teaching. Published research on using Internettools in other disciplines or areas of study was excluded from this review.

2. Research must consist of empirical studies reporting data derived from actual obser vations or experimentations. Published research that was solely focused on conceptual framework, personal opinions or anecdotal experiences was excluded
3. Research must explicitly identify one or multiple Internettools examined in its studies. Studies that examine the full courseware, such as Moodle or WebCT, or that report on any types of academic online learning program, without implicitly identifying the use of Internettool in such courses/programs, are also excluded in this review.
4. Research must provide evaluative evidence of the Web 2.0-supported activities by reporting qualitative or quantitative data in one or more of the following dimensions of learning: affective learning (i.e, whether the use of Internetaffects student motivation, attitude and perception); cognitive learning (i.e, whether the use of Internetaffects student achievement and performance); and metacognitive (i.e, whether learners are more autonomous and self-directed in the learning processes). Papers that did not provide any evidence on the previous three dimensions were excluded.

Findings and Discussion

The results of our investigation are described using quantitative and qualitative sections. The quantitative section presents aggregate information regarding students were using Web 2.0, while the qualitative section delves into a deeper analysis of the meanings behind the quantitative results. The quantitative results indicate a general tendency of Internetto shift across time. Approximately 59% of student ratings were different between the pre- and the post survey, indicating that students' perception of their language learners' content knowledge domains changed over the duration of the web.2.0 program. Additionally, it appears that students perceived a largely positive change in their technological, pedagogical, and language learners' content knowledge after engaging with the web.2.0 program as indicated by the fact that out of the 14 ratings that did change between the pre- and the post-survey, 11 were positive while just 3 were negative. In addition: (a) the most positive change occurred in the technology knowledge category with five out of eight teachers indicating that their technology knowledge increased; (b) the technology and content knowledge components exhibited only positive changes; and (c) five out of eight teachers indicated that their knowledge increased in

at least one of the three knowledge components. The language learners' content knowledge component exhibited mixed results: three teachers perceived an increase in their language learners' content knowledge; three perceived a decrease in their language learners' content knowledge; and two felt that their language learners' content knowledge remained unchanged. Based on the teacher interviews UMNU students' perceived benefits of using Internet technologies for EFL, the professional development opportunity of the Web.2.0 program had a highly positive impact on the students' knowledge development and confidence in teaching English with technology. The teachers immediately gravitated to discussing their experiences by reflecting on each knowledge domain (technology, writing skill, and language learners content knowledge). In addition, our conversations with the students revealed themes of empowerment through the development of the knowledge domains, confidence through "on-demand" support of the knowledge domains, and the "dynamic" qualities of Web.2.0. These are discussed in turn.

Conclusion

With Internettools and their interactive, social and collaborative features, language acquisition can be more engaging, motivating, and collaboration-oriented. The 43 studies in this current literature review suggest that the integration of Internettools holds great potential to benefit language learning and teaching through multiple means, in agreement with Wang and Vasquez' (2012) findings. Activities designed with these Internettools may help students to develop important skills in addition to language learning-related abilities such as communication, collaboration, and problem solving, which are critical skills needed especially in the 21st century. In the meantime, as Wang and Vasquez (2012) indicated, the challenges of using Internettools and their inherent constraints coexist with benefits and affordances. In addition to the challenges found in Wang and Vasquez's (2012) study, new issues and their pedagogical implications were discussed in this current study. In regard to the characteristics of the reviewed studies in comparison to Wang and Vasquez's study (2012), these studies demonstrated an increase in their theoretical linkages and in the number and scope of Internettechnologies investigated. In terms of Internetuse, the current study provides a new perspective to encourage future research on studying the interaction and interrelation of the use of Internetand

mobile devices. Also in regard to methodological issues, the similar types of methodological concerns identified in Wang and Vasquez's (2012) study persist in the contemporary reviewed studies, such as the lack of depth in research analysis and methodological robustness of research designs. Considering the ever-changing development of Internettechnologies, reviewing and critiquing research studies over the past five years is critical to build upon the existing research base, which in turn helps to provide guidance and directions for future research and practices. In addition to these benefits, this review study also presents challenges found in the current research, such as persistent technical issues, teachers' inability to fully leverage Web 2.0's potentials, institutional barriers, and so on. Given these limitations, future research is much needed to corroborate the existing findings and explore the additional questions brought up by the researchers, including the various factors affecting student language learning in Web 2.0-enhanced learning processes and how to support effective means of said learning in technologically-supported environments and language learners content knowledge.

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