LEARNER AUTONOMY AS ONE OF THE SIGNIFICANT APPROACHES IN ENGLISH LEARNING COURSES

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Because learner autonomy is associated with the effective development of students' communication abilities in foreign language curricula, it has gained significant attention in recent years. Furthermore, since its inception, learner autonomy has been strongly linked to emerging technologies. As an example, computer-assisted language learning, or CALL, has always been linked to independent work, which is a crucial aspect of learner autonomy. On the other hand, some scholars contend that technology may be utilized efficiently for individual work and that it is essential for the development of the four fundamental language abilities. Thus, the purpose of this research is to find out how students feel about computer-assisted autonomous learning and to offer some preliminary ideas for teachers to think about in order to improve their students' English language proficiency. [1].

The goal of learner autonomy is to improve learning that is effective. According to modern views, learning is more successful when it is integrated into a learner's unique framework. Moreover, self-directed learners have increased motivation, and self-direction produces better, more efficient work. Additionally, the relationship between motivation and autonomy is examined. The results of the study indicate that motivation plays a significant role in determining how prepared students are to learn independently, and as a result, teachers may try to increase student motivation prior to teaching them autonomy. Furthermore, the rise in popularity of learner autonomy could be connected, at least in part, to the development of computer technology and the growing significance of computers in language learning contexts across the globe. [2].

Schwienhorst contends that because information technology may give a multitude of diverse options for self-directed learning and because it can be used to provide strategy training through computers, it can greatly contribute to the development of autonomy. In his investigation of the connection between autonomy and computer-assisted language acquisition, Jones highlights the importance of the teacher's role in utilizing technology—particularly computers—as a productive teaching tool. These results suggest that one of the most important aspects of effectively utilizing digital technologies to advance second language acquisition is the development of student autonomy within the language learning environment. Using

contemporary technology in conjunction with learner autonomy is one of the most crucial elements promoting language acquisition and improving learning effectiveness, according to earlier studies.[6].

It appears that the most crucial thing for teachers to do is to mentor their students and encourage them to use computers to learn English independently, as the students spent more time on computers doing these activities than on other courses, including English studies. In addition, educators ought to encourage their pupils to practice good time management outside of the classroom, as this can help them get more done in their coursework.

Learner autonomy was regarded as one of the most significant learning approaches in language learning. Thus, one of the best methods for learning English would be to combine computer use with learner autonomy. It is determined from the talks on CALL and CD-ROM efficacy that textbooks with a CD-ROM would be superior to textbooks without one. Compared to other educational resources like tape recorders, CALL courses might be far superior. Similar studies have provided theoretical and empirical support for the opinions expressed in the questionnaire and in the interviews. Researchers have looked into the expectations and recommendations made by students for CALL. These results have a big impact on how English is taught in higher education.[5].

Five preliminary recommendations about the use of computers and learner autonomy in English language instruction can be made based on the study's findings. 1.Improve training of the educators and instructors. Their English language teachers have prevented them from having time for additional study. It is recommended that all universities and colleges concentrate on providing their teachers with training, particularly on technology training, which includes instruction in the latest and most effective language teaching methodologies,as well as actual computer skills of learners. 2.Edit English textbooks using the necessary learning websites and CD-ROM. It is advised that Chinese editors and authors of college English textbooks study the benefits of English textbooks written at comparable levels in other nations and edit or develop a collection of materials.

3. In order to meet students' needs, such as allowing them to learn English or other courses independently using computers, educational authorities should invest more in computer services or learning facilities.

4.In light óf the results of this inquiry, it is recomménded that educational software or programs be created in an efficient manner to help students learn more effectively. In the meanwhile, they support and facilitate learner autonomy.

5.In order to help students enhance their language competency as quickly as possible, researchers and language teachers should investigate some more effective teaching methods and create more software, computer programs, or creative websites for English language learning.[5].

Ultimately, it is thought that the widespread use of computers and the internet, together with the quick growth of contemporary technology, will spark a new educational revolution that will significantly raise the bar for learning and education quality.

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